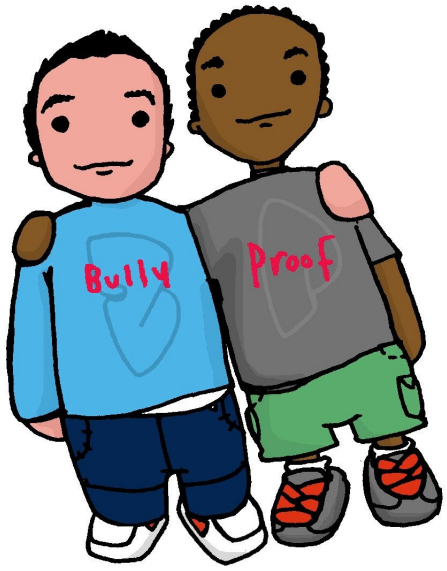
amaze

LEAVE IT OUT - Bullying

is a special needs issue too



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1 INTRODUCTION

This report describes the results of the "Leave it Out – bullying is a special needs issue too" project.

Leave it Out, is a programme designed for mainstream primary schools that aims to increase the awareness and confidence of pupils, school staff and parents, to positively work with issues relating to bullying and special educational needs (SEN) in school.

Key project objectives were to design a programme of materials focused on bullying and SEN, pilot the programme in schools, and assess its impact on those who took part.

Pupils and school staff involved in the project really enjoyed taking part and gained from the project. Pupils said it was good to learn about bullying and SEN. Almost half said they thought their own behaviour had improved and almost half thought the behaviour of others had also improved. School staff said they valued working with different members of the school community, noticed that children's behaviour and co-operation had improved, welcomed the chance to reflect on the issues and wished the programme was available to other year groups.

The project was delivered by Amaze, a voluntary organisation in Brighton and Hove that provides information, advice and support to parents of children with special needs. It was funded by the Brighton and Hove Anti-Bullying Project and evaluated by Amaze in collaboration with the Community University Partnership Project (CUPP) and research academics at the University of Brighton.

The programme was offered in two mainstream primary schools, and included:

- inset sessions for staff teams
- group work sessions for pupils delivered to PSHE classes
- information sessions for parents.

A total of 105 Year 4 pupils, 13 school staff and 14 parents took part. In addition, 11 parents and 5 children with special needs, all of whom had personal experience of bullying, contributed to the programme design.

Leave it Out was a 9 month pilot. Sessions were delivered to schools between September 2004 and March 2005. To evaluate it, data collection activities used both qualitative and quantitative methods and included interviews, de-brief sessions with school staff and before and after questionnaires with school pupils.

2 BACKGROUND

The pilot came about in response to a concern within Amaze, of the growing number of telephone helpline calls we were receiving from parents of children with SEN, about bullying.

Bullying is deliberately aggressive or hurtful behaviour towards another person that is repeated over time. It can include physical aggression such as pushing, kicking or tripping; verbal aggression such as name-calling, taunting, or saying hurtful things; and indirect aggression such as excluding someone or spreading nasty rumours about a person.

There is widespread agreement within schools and community based services working with children and young people, that it is not okay to be bullied or to bully. Over the last decade we have witnessed the arrival of national and local initiatives all designed to tackle bullying. An array of exciting programmes based in and out of school working with all age ranges have been developed. The DfES continues to fund national and regional anti-bullying projects and the importance of anti-bullying work is now profiled in the National Healthy Schools Scheme, the Primary and Secondary National Strategies for Behaviour and Attendance, Every Child Matters and Ofsted inspection frameworks.

However, bullying issues as they relate to children with SEN and disabilities have been somewhat overlooked. Without doubt, SEN and disability has been under-represented in the debate around bullying despite it being an area where research has long suggested further action is required. There is very limited national interest and even less research being commissioned to explore the relationship between SEN and bullying.

One of Amaze's areas of work is managing the city's children's disability register, The Compass. In an attempt to better understand the extent of bullying problems faced locally by parents of children with SEN, the Compass parent registration form was expanded to include three new questions: Has your child ever been bullied in school? Has your child ever been bullied out of school?; Because of their special needs have they ever been involved in bullying others?

Analysis of the Compass data collected over a 6 month period from April 2003, indicates that children with SEN are significant targets for bullying and there is a particularly high incidence of bullying of children with SEN in mainstream schools. Appendix 1 provides a Compass Report with more detail of the data findings.

It is in this context, that Amaze set about developing materials to be used in a primary mainstream school, that would increase awareness of the link between SEN and bullying, and attempt to support children, staff and parents to positively manage incidents of bullying. With funding from the Brighton and Hove Anti-Bullying Project, Amaze commissioned Firehorse to deliver the work in the schools. Firehorse is an independent Training and Group Facilitation Partnership, experienced in using drama therapy techniques to work with children and staff teams around inclusive play and equalities issues. Amaze staff delivered the parent information sessions.

3 AIMS & OBJECTIVES

Leave it Out was delivered in two mainstream primary schools, to four classes of Year 4 pupils, their teachers and school support staff, and their parents.

The aim of the project was to increase the awareness and confidence of pupils, school staff and parents, to positively work with issues relating to bullying and SEN in school.

Key objectives were to design a programme of materials focused on bullying and SEN, pilot the programme in schools, and assess its impact on those who took part. One of the fundamental features of the pilot was to involve pupils, school staff and parents, in the learning. It was hoped that the project would encourage a three-pronged partnering approach to dealing with bullying problems.

The project proceeded on the premise that:
If pupils were to increase their awareness of difference and disability, they might take better care of each other at school and feel more able to report bullying problems. If staff were able to build their confidence to manage bullying incidents in the context of SEN, they might be more alert to the added possibility of children with SEN being bullied and be on the look out for problems. And if parents had more information, they might feel more able to support children and work with the school in partnership to resolve or limit any bullying problems.

The programme for school staff was designed to:
- Raise the profile and awareness of what happens for bullied SEN child
- Introduce the role of staff in promoting positive image of pupils with SEN
- Illustrate how staff can make a difference

The programme for pupils was designed to:
- Raise the profile of disability and introduce the social model of disability in relation to bullying
- Illustrate what it feels like to be different and bullied
- Increase pupil's capacity to challenge bullying behaviour
- Increase pupil's confidence to report bullying

The programme for parents was designed to:
- Raise awareness of bullying and ways of identifying bullying problems
- Provide suggestions for approaching and working with the school
- Offer practical ideas for supporting children being bullied

4 STRUCTURE AND DELIVERY

We decided at the outset that given the resources and time available, we should set realistic and achievable goals for the 9 month pilot. Hence we chose to focus on primary mainstream schools only, to concentrate on testing the materials with one class group in each of the schools, and to link the programme with the PSHE 'Developing Confidence and Social Skills' curriculum to encourage schools to participate.

The programme was planned and implemented in 4 stages:
Stage One: Consultation
Stage Two: Liaison with schools
Stage Three: Designing the materials
Stage Four: Delivery

4.1 Stage One: Consultation

Our first task was to consult the published research, existing practice and parental experience to help us design the programme. We hoped to identify other projects already working with SEN, disability and bullying, from which we could draw guidance and advice about how to proceed.

However, we were surprised to discover an absence of materials and could only identify a small number of articles and research projects that have focused specifically on bullying as a special needs issue. Studies conducted in the early 1990's show that children with SEN are substantially more at risk of being bullied (Martlew and Hodson, 1991; Nabuzoka and Smith, 1993) and suggest they are two to three times more likely to both be bullied and to bully others themselves (Whitney, Smith and Thompson, 1994; Sutton, 2001). And the Disability Rights Commission in 2002 found that prejudice and discrimination is a factor in the bullying of children and young people with a broad range of disabilities.

So while the obvious need for work in this area seems evident, there are limited programmes to draw on to know how best to tackle the special needs and disability dimension of bullying in schools, apart from the excellent insights and guidance offered by the Sheffield Project "Don't Suffer in Silence" (Whitney, Smith, Thompson, 1994, 2000).

We consequently examined the general information on bullying which is much more substantial body of information, looking for links and relevance to SEN. For example, existing research suggests the value of working with the whole class, as opposed to singling out individual children who experience bullying (Olweus, 1989). Consideration of the wider 'social' dynamic and the interaction of parents, peers and teachers are recommended (Stevens, Van Oost, De Bourdeaudhui, 2000).

Much of the research on bullying strongly suggests that peers are significant and explains that the relationship between the child involved in bullying and his or her peers can develop, maintain and reinforce bully-victim problems. Peers may join in the bullying or provide an audience while other children's reactions can contribute to and reinforce bullying behaviour. Interventions that are aware of the roles played in the 'bullying' group (Salmivalli et al, 1996) comprising a combination of: ringleader; assistant; reinforcer; victim; defender; and outsider, are well recognised. The research also suggests that age is significant and anti-bullying programmes need to be designed to suit the developmental stage of the child. (Stevens, Van Oost, De Bourdeaudhui, 2000)

A number of studies of peers' attitudes (Boulton and Underwood, 1992: Whitney and Smith, 1993; Pepler et al., 1998) show many more want to do something positive to intervene in bullying conflict than actually do. One study suggests that 50% want to intervene while only 11% do so. This may be because they fear they themselves will lose social influence, or they worry they will be bullied themselves, or they lack the ability to handle problems effectively.

Children who are bullied have greater levels of anxiousness and insecurity and have a more negative perception of themselves. They are more likely than other children to feel alone at school, and are likely to be less confident to be open with their feelings (Olweus, 1984; Rigby and Slee, 1993).

In comparison, children who bully often misunderstand peers intentions and use aggressive behaviour because for example they are not registering cues, fail to properly read or process the information and may respond more in terms of past patterns than analysing the information, and expect positive outcomes from being aggressive. (Boulton & Underwood, 1992; Crick & Dodge, 1994)

Consequently, having examined the range of literature and considered the work conducted in schools and places such as Sheffield and Scotland, we decided to adopt an inclusive approach. This meant involving school staff, pupils and parents, working with whole classes, designing a programme suitable for Year 4 pupils and appropriate to their developmental stage and the PSHE curriculum, in order to test how whole classes may develop an appreciation of the relationship between SEN and bullying.

We were keen to design a programme that helped pupils become more aware of the harm caused by bullies and increase their willingness to react against bullies and to support victims. Like most anti-bullying strategies in schools, our aim was to raise awareness and concern for the bullied, put clear class rules in place and offer skills to improve children's ability to intervene.

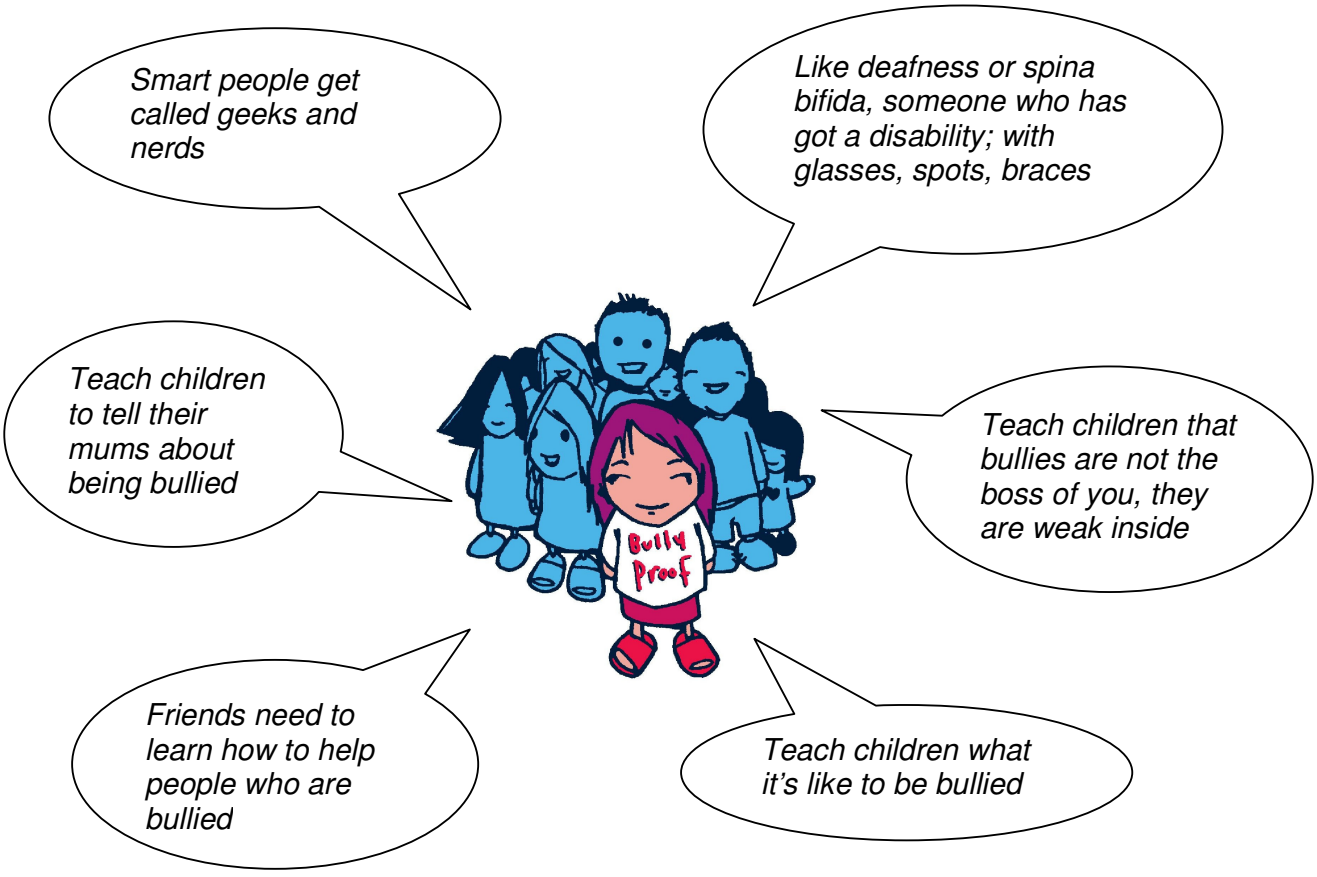
Consultation with children

By using the Compass data, we were able to consult a local group of children and their parents, who had had personal experience of bullying. We hoped to unearth clues to things that had worked for pupils and their parents in the past.

Children and parents can learn a great deal by living through experiences and resolving them. They are often in the best position to describe the ways in which their problems were solved or the situation changed. We wanted to know what they had found had worked well and not so well. We wanted to know what had happened, whether the situations had been resolved satisfactorily, whether there were any clues about why SEN pupils were being bullied, what had worked to positively improve situations, and seek their advice about what schools could do to help.

We talked with a sample of 11 parents of children with SEN who had been bullied. Informal telephone interviews were completed with 7 parents. A further 4 parents attended a focus group discussion. 5 children with SEN who had been bullied, took part in a separate focus group discussion. Appendix 2 provide examples of the invite, session plan and evaluation we used for the Children's Focus Group.

When children were asked who in schools gets bullied and how schools could help they said:



Consultation with parents

When parents were asked if they thought there were any links between SEN and bullying, they said:

> *"Children can feel jealous of the extra attention their classmates with SEN are getting".*
> *"Our children can get singled out because they are different or withdrawn from class".*
>
> *"Children with SEN can get provoked and lash out in response".*
> *"Children left out are hurting inside so of course they will retaliate".*

They provided lots of suggestions for ways schools could help:

- Nip it in the bud; deal with it immediately
- Make sure staff feel okay about differences and disability
- Have extra staff available at play times who know how to respond to bullying
- Notice when children are provoked and lash out in retaliation
- Use a 'cooling off' room
- Involve the bullies in deciding how to resolve problems and agree punishments
- Use more public punishments to send a signal to others, like less playtime
- Separate children into different classes if necessary
- Use older pupils who have been bullied to act as lead pupils to approach for the younger ones
- Have a liaison person for children to approach at designated times
- Keep parents informed and let them help in school
- Use a home school book so parents can help at home
- Have a lead person responsible for bullying who is available for parents at the end of the day
- Have someone outside of the school system to advise parents

These suggestions echo those of parents in the one other study we found "Parent Focus Group: US Federal Health Resources and Services Administration, March 2004". Appendix 3 illustrates the session plan we used for the Parent Focus Group.

4.2 Stage Two: Liaison with Schools

The project required two schools, interested in developing their expertise in SEN and bullying, to take part in the pilot. Schools invited to consider participating were varied and had no unusual or exceptional problems with bullying. The final two schools were chosen because they were interested in working with the same year group, had a broad mix of children with SEN, could accommodate our timetable, and were willing to take on the extra work involved despite the absence of additional funding for staff supply cover. Appendix 4 provides a sample of the school invitation we used.

Participating schools each agreed to implement the programme, ensure the evaluation materials were completed, identify a class teacher to act as a liaison person and allocate time for key Year 4 staff members to be involved.
School A is a Church of England aided primary school with 430 pupils aged 4-11 years. Just over 22% of pupils have SEN, nearly 15% receive free school meals, and 21% are from black and ethnic minority communities.

School B is a primary school on the outskirts of the city with 360 pupils aged 4-11 years. The community served by the school is within the 15% most educationally deprived wards in England. Just over 22% of pupils have SEN, approximately 16% receive free school meals and 6% are from black and ethnic minority communities.

In comparison, School A has a much higher incidence of children from black and ethnic minority communities, with over 14% speaking English as an additional language. Both schools support a similar incidence of children with SEN.

4.3 Stage Three: Designing the materials

Leave it Out was designed to be delivered in each of the schools in the same way. While there were some local variations, for example the composition of the staff teams was different, A high degree of continuity at the local implementation level was provided by Firehorse and Amaze.

Numerous studies in the USA, Israel and the UK, confirm that students in classrooms where co-operative learning methods are regularly used, such as encouraging children to interact by pairing, sharing and group work, are more likely to act pro-socially towards their peers than do students who have been taught in more traditional ways. Research into anti-bullying programmes also indicate that primary aged pupils are more likely than older pupils to respond well to sessions that assist pupils to develop their skills to listen, support the bullied and report bullying (Naylor and Cowie,1999; Cowie and Sharp 1994). Through co-operative learning, the programme hoped that all children, the bully, bullied and bystander, could become more aware of each other's feelings and develop their potential to offer each other support.

- **The first step** was to provide inset and de-brief sessions for the school staff covering disability awareness and anti-bullying work, mapping of class relationships and feedback about the pupil programme.

- **The second step** was the provision of a series of 5 weekly group-work sessions for each class, delivered with the involvement of class teachers. Sessions covered sameness and difference, disability, what bullying is and isn't, ways we can respond to bullying, rules to reduce bullying.

- **The third step** was to provide an information session for parents that outlined the project and the pupil programme, emphasised the important role parents play in supporting their children and what they can do to help.

4.4 Stage Four: Delivery of Materials

The School Staff Programme

In each school, class teachers provided the facilitators with helpful information about the class composition and completed pre- and post- questionnaires about their understanding of their classes and the impact of the programme. An inset session was provided for each staff team at the outset and a follow up group de-brief session conducted with both staff teams once the pupil programme was completed.

Inset Session Attendance	**School A**	**School B**
Length of inset session	3 hours	1 ½ hours
Group composition	8 staff: 2 x Yr 4 class teachers 1 x Yr 4 teacher assistant 1 x Senco 1 x SN teacher 3 x lunchtime supervisors	6 staff: 2 x Yr 4 class teachers 1 x Yr 4 teacher assistant 1 x Senco 1 x SN teacher

The methods used for the inset sessions were designed to introduce the pilot objectives, explore staff experiences and thoughts about disability and bullying, map the relationships in the individual classes and agree practical arrangements. We wanted to give staff the opportunity to notice and reflect on their own relationship to disability and bullying so that they were better positioned to support children throughout the programme.

Content	**Aim**
Introductions re Amaze & Firehorse Summary of Compass survey data Outline of Project's Purpose	To explain the purpose of the pilot and inform staff about the facilitators approach
Warm up exercises	To establish group ground rules
Creative exercise to facilitate staff sharing childhood and adult experiences of disability and bullying	To explore individual awareness and engage staff with the themes
Presentation summarising disability discrimination and prejudice	To inform and support staff to examine any sensitivities
Mapping class relationships	To reflect on class relationships and inform facilitators of class members
Open discussion	To seek views on pupil programme and its fit with the PSHE curriculum
Closing circle	To facilitate closure and moving on
Evaluation	To secure feedback on session

Once the pupil programme was completed, a group de-brief session was facilitated with the same staff teams who attended the original in-set sessions.

De-brief Session Content	**Aim**
Outline of evaluation programme	To remind staff of evaluation process
Focused discussion	To secure feedback on each of the five pupil sessions
Open discussion: What could be removed; changed or improved; what was missing	To gather staff views of the materials used with pupils
General discussion - impact on pupils with SEN	To provide time for staff reflection and feedback
Final discussion: any observed changes in class in relation to bullying, disability awareness, emotional literacy	To provide time for staff reflection and feedback

The Pupil Programme

The methods employed for these 5 x 1 hour sessions were designed to:

- encourage pro-social behaviour, trust and emotional literacy
- model valuing each individual and his/her contribution
- offer a variety of 'languages' through which children could contribute, for example language, movement and signs
- create a safe space for sharing thoughts and feelings by providing the same opening and closing 'ritual' for each session.

The following provides a brief outline of each of the five sessions.

Session One

The first session was a light fun session designed to capture children's attention. It was games-based and aimed to get children working with everyone in the class, encouraging them to break out of habitual friendship groups. The session introduced the programme structure and the facilitator's way of working. Then, other games, designed to highlight differences, commonly shared experiences despite difference, were played.

Session Two

The second session extended the idea of difference to include having a disability. The story of 3 characters, one with SEN who gets bullied was introduced to provide an opportunity for children to talk safely about bullying through the characters. The feelings of each of the 3 characters, the bully, bullied and the onlooker were then explored with the pupils. Children were asked to listen to each other's ideas and talk about their own opinions openly

Session Three

The third session used story to introduce a discussion about the definition of SEN and disability, to increase knowledge of what having special needs or a disability means. The session was designed to capture children's ideas about why people bully and why difference might be hard to accept. It aimed to encourage pro-social behaviour within the class and increase understanding for the character with SEN who is bullied. The 'wise person' was introduced to help children consider ways of helping children who are bullied.

Session Four

The fourth session explored children's ideas for different ways of responding to bullying, using body language and other simple ways to say no to bullying. Children role-played the child with SEN to try different responses to the bully; experimented with the role of on-looker and ways to intervene. All chose a movement/gesture to signal 'No, stop it. I don't like it'. Then children were given the chance to safely and anonymously express their own worries or situations via an activity assessing which character in the story they 'sometimes felt like'. The session introduced the theme of assertiveness and the right to be free from bullying.

Session Five

Finally, the fifth session considered the school bullying policy. The session was designed to enable children to safely discuss the classes' experiences as disclosed in the previous session as a basis for deciding and agreeing rules for ways of responding to bullying, being bullied and seeing bullying happen both in the classroom and the playground. The session finished with pupils considering what they had learnt and saying what they might do differently.

Appendix 5 illustrates the session content of the Pupil Programme.

The Parent Programme

We decided at the outset to involve parents in the project because the entire initiative came about in response to the growing number of calls received on the AMAZE helpline from parents concerned about bullying. We knew from this experience of advising parents, that bullying hurts not only children but their parents too.

Children attending the original focus group that helped inform the programme design, advised us to "teach children to tell their mum". And almost all the children who took part, told us that their parents were the people they were most likely to tell and the ones they were most confident would help them. We wanted to offer parents information that would maximise their capacity to help.

We designed a 1 hour session to be delivered in each of the schools, for Year 4 parents only. We held the sessions at the end of the school day in the hope of catching parents just prior to 'pick up' time. They were delivered by an aMAZE worker with input from the workers from Firehorse who had delivered the pupil programme.

Parent Workshop Content	**Aim**
Introduction	To outline aim of pilot project
Outline of the pupil programme - Postcard exercise	To explain the pupil programme content and demonstrate an aspect of the programme
Parents are important - Summary of the forms bullying can take, what children tell us helps	To explain what bullying involves, how to recognise possible signs and what parents can do to help
Juggling Feelings - Recognising the feelings before acting; Summary of what parents tell us	To emphasise value of separating out parent's feelings from those of their children
Resolving problems together - Summary of DfES guidance for schools	To encourage working positively with school and outline what they should expect from the school
Distribution of handouts	To provide contact details of support organisations

5 THE EVALUATION & FINDINGS

To what extent did Leave it Out achieve its objectives? We answer this question by focusing on the impact and outcomes of the materials for pupils and school staff teams. Data on outcomes are from the quantitative survey using the pre and post questionnaires to measure the change in various aspects and school staff observations. Pre- and post-evaluations were completed by both school staff and pupils. A de-brief session was held with teachers after the sessions were delivered to pupils to capture staff views. Appendix 6 includes examples of the Data Collection Tools we used.

The analysis of data paints an encouraging picture. The impact according to the pupil pre- and post- programme survey results indicate consistently positive results:

- Improvements in the confidence of pupils to challenge bullying and report it
- Heightened awareness of other people's feelings
- Increased interest to positively look out for each other
- Eagerness to work co-operatively together

Curiously, there is a difference between the reported perceptions of staff members. Staff in School A comment favourably on the increased level of co-operation and care pupils are affording each other. In contrast, some staff in School B suggest there is no relationship between disability and bullying and that the programme may have given children new ideas for bullying behaviours. What is interesting is that despite these differing opinions, the children in both schools have responded similarly and seem to have transcended the different adult perceptions. Below we report on the findings in detail.

The School Staff Programme

Inset Session with School Staff
In both schools, staff said the pre-inset session worked well and achieved its aim. On a scale of 1-5, they rated the session as either highly satisfactory (5) or good (4). Not surprisingly, they commented that the main benefit of the session was having 'time out' to reflect on the issues of SEN and bullying and to think about the children and their relationships with each other.

> "*Being given time and space to just focus on this topic and relate it to the two classes I'm in has been great".*

They said they valued the chance to work with different members of the school community as this helped to provide an overall perspective on the issues in their respective schools. All staff found the warm-up exercises useful and many said these helped them feel relaxed. They appreciated being given an overview of the project at the outset and interestingly, they said this helped them to know what to expect and reduced their anxieties.

> *"The facilitators worked very well to bring us out of ourselves and feel comfortable to emotionally undress in public!"*
> *"I was nervous at first, having to speak in front of everybody, but the games we played at the start really helped me".*

When asked if staff would make any changes to the session, a third of the participants suggested making it longer. No-one mentioned deleting any of the exercises or changing the content. Overall, they said the inset session was informative and provided valuable time for reflection. They said it was well presented, delivered in a dynamic way and everyone's opinion was valued.

Group De-brief Sessions with School Staff

Once the pupil programme was completed, class teachers completed evaluation forms and a group de-brief session was facilitated with the same staff teams attending the original in-set sessions. We wanted to gather staff views about the impact of the programme on pupils, seek their comments on the materials and gather suggestions for changes or improvements.

Staff comments about the pupil programme

Staff said pupils had gained more strategies and ideas about what to do if they are being bullied. They thought children had become much more aware of the significance of the 'onlooker' role.

They drew attention to how much the children had participated in and enjoyed the role play sessions. Some staff thought playing the role of the 'bully's friend' was particularly valuable because this gave them the chance to rehearse ways of saying 'no' to the ringleader or saying 'we don't want to do this anymore'.

Staff welcomed the programme's emphasis to encourage all pupils to tell the teacher, whether they were the bully, bullied or onlooker. Interestingly, they said the programme had helped them to identify those who bully and alerted them to keeping an eye out for these children so they could manage problems quickly and positively. They noted that some children disclosed that they were being bullied during the sessions and some said the programme had helped them to realise that the 'bully' needs support too.

Staff in School A noticed their classes were much happier to be mixed into different groupings as a result of the co-operative games and said pupils were better able to co-operate in other activities throughout the week. They thought pupil's behaviour had improved. At a residential school trip the children in the class who had received the Leave it Out sessions worked together noticeably better than other classes and noticeably better than they had previously. They mixed outside of friendship groups, acted 'pro-socially' and worked well together as a whole group.

On the other hand, one staff member in School B said the SEN element of the programme was unnecessary, as children with SEN were not the ones being bullied or bullying and that disability and bullying were not issues in the school. Staff commented that a group of Year 4 pupils had re-enacted the bullying story in the playground and left a child out of a game. They were concerned that the programme was highlighting difference that pupils were not aware of before the programme. This was not the perception in School A, where staff reported that some of the children being bullied had SEN.

Staff commented that pupils seemed to feel very safe, secure and comfortable participating in the sessions. They said using the cushion warm up game without speaking in the first session, was a good way for pupils to get to know the facilitators. They were impressed with pupil's responses when role-playing, commented that most took part and that quieter pupils gave their opinions much more than they usually do.

They thought it was a good idea to model and use different disabilities to those present in the class. They said Year 4 was a good time to offer the programme because this was a time when more fractious behaviour kicks in and pupils start to show signs of disaffected learning.

Helpful suggestions for improving materials included giving children more instruction about how to fill in the questionnaires and simplifying the questions in the pre-questionnaire. One staff member thought the Mind Maps were too abstract for less able pupils and suggested using a storyboard or visual image to accompany the story to help link themes. The story used in the pupil programme is indirect and used as a metaphor. It is intentionally non-pictorial to offer maximum protection and allow children to relate to the characters on their own level, however it may be worth considering alternative ways to ensuring the exercise is accessible to everyone.

General comments from staff

Staff said they would have liked more time to talk about bullying in school and to consider strategies to be used by all the staff. They suggested more emphasis could be given to why it is important for different members of the school community to attend the inset sessions. They said having 'outside' facilitators focused pupils on the subject and protected the time and suggested a follow up session after the programme was completed, to consolidate the learning.

On reflection, they said the bullying theme had captured the pupil's attention more than the SEN theme and wondered if focusing on just one issue would help explore both themes in more depth. This comment may suggest the need to address each theme separately before connecting the two, as the link is complex particularly if there is an absence of introductory materials on disability, inclusion or bullying in other parts of the curriculum. Their comments may also reflect the possibility that children don't mind difference but they do mind bullying. While the emphasis on bullying may have been stronger, the challenge for future work will be to test additional ways to highlight and illustrate the link between the two.

School A thought it would be useful to offer the programme to Year 5 and 6 pupils and ideally to the whole school, because they thought it would help to mix parallel classes and integrate different aged pupils so that they could discuss anti-bullying strategies together. They also suggested delivering sessions in the playground.

Staff in School B agreed that the sessions seemed to work best when stretched over 5 consecutive weeks and advised against running two sessions in the same week. Overall, feedback suggests the staff programme was successful.

Programme Aims for School Staff	Achieved or not
Raise the profile and awareness of what happens for bullied pupils with SEN	Yes
Introduce the role of staff in promoting positive image of pupils with SEN	Partly
Illustrate how staff can make a difference	Yes

The Pupil Programme

A total of 105 pupils across four Year 4 classes in the two schools, took part.

Pupil pre-questionnaire BEFORE the programme

Almost all the children, 98%, told us that people can be friends if they have different likes & dislikes. And, 97% said they can be friends if one person is disabled and one is not. All the children except one said it was okay to be different.

While the person children were most likely to talk to if others were hurting them or being nasty to them was someone at home, quite a number of children said they would find it difficult to tell. For example, 20% said it would be hard to tell someone at home or the lunchtime supervisor and 26% said it would be hard to tell a teacher. Surprisingly, up to a third of children said either they didn't' think the people they told would help, or they were not sure they would help.

	Who would you tell?	No or not sure they would help
Someone at home	94%	15%
Teacher	92%	25%
Lunchtime supervisor	83%	33%
Friend	88%	33%

The data clearly highlights that parents are very significant supporters for children and schools would be advised to include them in school based anti-bullying programmes. While a smaller percentage of children said they would tell lunchtime supervisors or friends and are less confident they would help, it is difficult to know why this might be the case. The results may for example reflect children's perception that lunchtime supervisors and friends have less influence or power to effect change. However, if schools wish to include all staff in the implementation of their anti-bullying strategies, it may be important to train lunchtime supervisors and overtly promote their role as supporters with children.

Pupil post-questionnaire AFTER the programme

Analysis of the pupil post- questionnaire highlights 4 general findings

1. 96% of pupils said they enjoyed the sessions.

While the overwhelming majority said they liked all the activities, the most favourite games were the role play and passing the cushion. Over a quarter of pupils singled these two activities out as their favourites. Other favourite activities mentioned by

slightly smaller numbers of children, included listening to the stories, playing the statue game, working in groups and getting to know people with whom they didn't normally play.

53% could not identify anything about the five sessions that they had not liked. Just over half of these children said they had liked it all. Of the remaining 47%, there was no consensus of opinion about any specific activity. For example, five children said the worst part had been writing and putting things on paper and three others said they didn't like the games that involved talking about how it felt to be bullied. One child said they didn't like forgetting the rules of the games and another said they didn't like telling that they had got bullied. One child didn't like the game that involved getting into sizes, as they were the smallest. Additional thought could perhaps be given to offering children alternatives to writing and providing opportunities to process the 'difference' highlighted by some of the games.

2. 99% of pupils said it was good to learn about bullying and SEN.

They thought the sessions had taught them about bullying and not to do it. They said it helped explain who gets bullied, what it's like to be bullied and what it's like to be different

"Treat everyone the same"; "OK to be different"
"Just because they look different doesn't mean they are different"
"I learnt how it feels to be different".

Children said it helped bullies to understand how others felt, which in turn helped them to stop bullying.

"How it feels to be bullied, when you bully them"
How people feel when they get bullied"
To more aware of people's feelings"
"I know others can hurt"

They kind of things they said it taught them included how to do something about it and ways to stop it such as standing up to bullies and what to say to them. They said it taught them to help others who are being bullied and to tell the teacher. Over a quarter said they had learnt not to bully and that it wasn't right to bully.

"Help someone when they are being bullied and to stick up for them"
"Not to be bossy and shout at others"
"Tell someone if they were getting bullied or knew bullying was happening"
"How to tell bullies to go away"

3. 45% of pupils said their own behaviour had changed

Just under half of the children said the sessions had made them more protective of others. Some said they had stopped bullying people and calling people names and they were trying to be kinder to others and were more aware of others feelings. They were playing with and making more friends and not leaving others out. Their comments suggest they were taking a more protective stance

"I look out for people"
"I help people when they are getting bullied and help get rid of fights"
"I am being nice and sticking out for anyone who is alone"

and they were being more inclusive

"Play more football with new friends"
"I am being kinder to people I am not usually kind to"

and they were learning to be more assertive

"I stood up for myself so I don't feel sad"

4. 48% of the pupils said the behaviour of others had changed.

Of these pupils, thirty-five noticed that bullying in their class had stopped in general, while twelve were more specific and drew attention to individuals in their classes who had either completely stopped being nasty or were bullying less.

"No one takes the micky out of people any more"
"People don't call me names because of my writing"
"Some people have stopped bullying me and I feel happy"
"Other people don't leave me out and we get along better"
"One person doesn't bully as much as they used to"
"Nobody bullies me now"

They noticed that other children were being kinder to each other, were making new friends, were working together and not fighting and arguing so much.

"There is a lot more happiness in the class"
"Everyone has let other people play"
"I've been having friends now"
"When I'm playing on my own, the others let me play"

Programme Aims for Pupils	**Achieved or not**
Raise the profile of disability and introduce the social model of disability in relation to bullying	Yes
Illustrate what it feels like to be different and bullied	Yes
Increase pupil's capacity to challenge bullying behaviour	Yes
Increase pupil's confidence to report bullying	Partly

The Parent Programme

The information session for parents was delivered at the end of the school day, just prior to pupil pick-up time, for one hour. The schools sent invitations out to all parents of year 4 pupils. 14 parents and 3 school staff attended the session in School A. No parents attended the session School B and it is unclear why this was the case. Consequently, the session was not formally evaluated, however a brief informal discussion revealed that parents in School A would have preferred to have been involved at an earlier stage of the programme so they could discuss the themes with the children while they attending the programme. They valued the information they received and were glad the school was taking part in the pilot.

Programme Aims for Parents	**Achieved or not**
Raise awareness of bullying and ways of identifying bullying	Not known
Provide suggestions for working with the school	Not known
Offer practical ideas for supporting children being bullied	Not known

6 CONCLUSION AND RECOMMENDATIONS

The project set out to increase the awareness and confidence of pupils, school staff and parents, to positively work with issues relating to bullying and special educational needs. Overall, we conclude that almost all of these objectives were achieved and the materials are transferable and could be used in other primary schools, especially with Years 4, 5 and 6 pupils.

The programme was very well received. All pupils said they liked taking part, enjoyed the sessions and learnt about bullying and SEN. Teachers welcomed having dedicated time to address the topic and strongly supported the inclusive, whole class approach. And while parents would have preferred to be involved at an earlier stage of the programme, they valued the information and were glad the school was taking part in the pilot.

Overall the materials used throughout the programme were appropriate and successful.

The inset sessions for school staff were evaluated very positively. It appears that making a good start with an inset session enthused the staff teams in both schools, has raised the profile of what can happen for bullied pupils with SEN and made them eager to support the pupil programme. Starting out with creative, visual methods in the first session helped them feel relaxed and encouraged a confident and positive approach to the pupil programme. Most school staff have had little opportunity in their training or work experience to consider their feelings or fears around disability or bullying even though the themes are complex and they are called upon to support pupils and devise interventions that help to include all. It is important for staff to have time to reflect on their own inherited attitudes to disability and to bullying, prior to embarking on delivering the materials to their classes. Teachers and lunchtime supervisors want to make a difference and be taught strategies for dealing with bullying. . Having a mix of teaching staff and lunchtime supervisors was an excellent decision and much appreciated by all concerned. We would suggest any Leave it Out programme starts with an inset session for a mix of school staff group.

The materials used throughout the pupil programme were age appropriate and could be transferred for use with Year 5 and Year 6 pupils as well. One school thought the programme could be adapted for use with the whole school.

The trend for the pupils appears to be that they have learnt about bullying and SEN including what it feels like to be different and bullied. Across the schools, over half have improved their behaviour by either stopping or reducing their bullying behaviour or by becoming more protective of others and learning what to say to challenge bullying behaviour or report it to others.

Parents were identified by pupils as significant supporters. While it is unfortunate that the parent information session was not formally evaluated and therefore we cannot comment on its impact, it seems wise to include parents in school based anti-bullying programmes. It is possible that schools underestimate the helpful role parents can play and we would recommend involving a parent of a child with SEN in future inset training sessions. We suggest offering a parent information session

prior to the project commencing, followed by a short feedback session afterwards. For those parents who attended, practical ideas for supporting children being bullied and suggestions for ways of working with the school have been imparted.

If you decide to implement the programme, it could be useful to think about how you select the schools. This pilot used the following criteria because it wanted to test the materials in more than one setting. Schools were chosen because they were able to work with the same year group, able to allocate time for inset and a contact liaison person, and the Year group included a number of children with special needs or disabilities. We interviewed the head teachers in each of the schools and in one, met with the key teachers likely to be involved. We suggest class teachers need to volunteer to take part and are involved at the outset.

The commitment of the two participating schools was impressive to say the least. Schools are under great pressure to deliver busy work programmes and we suggest you plan the implementation of Leave It Out, well in advance to secure and maximise positive involvement.

It could also be useful to add extra emphasis to the SEN dimension of the programme. Schools in this pilot were very keen to take part because the programme included an emphasis on bullying. They were slightly less attracted to the emphasis on SEN and disability. One way of increasing the emphases may be to involve a parent of a child with SEN to assist with the inset sessions. Encouraging schools to develop their understanding of the challenges faced by parents of children with SEN and providing the opportunity to consider the role of parents in anti-bullying strategies would enhance the programme.

While a range of 'emotional literacy' programmes are available to schools, we suspect they may be too subtle to adapt for use with a programme that focuses specifically on SEN and bullying. It is important to agree at the outset how to manage bullying disclosures if they occur throughout the programme. The facilitators observed that staff members were originally nervous and under-confident about working with the themes and for this reason strongly suggest that materials used need to go to the heart of the issues. We suggest these themes are very specific and need to be addressed directly.

Using outside facilitators to implement the programme is strongly recommended. While there is some advantage in class teachers implementing the programme because they are familiar with the children and their learning styles, feedback from the schools suggest there is greater value using outsiders. Reasons given included the chance for teachers to observe the class and learn from different teaching and delivery methods; outsiders work without assumptions and pre-judgements; it protects the time; it provides a single focus and concentrates children's attention on the subject.

It may not be possible for schools to run the programme themselves. One school commented that it was very emotive, and useful, for staff to reflect on issues around disability and bullying at the outset. They thought this could only be done with an outside facilitator and that it was very unlikely that schools would have tackled the topic without outside agencies running the sessions. However, if you are doing it yourself, you might need to consider whether the school has existing

links with outside support services that could assist with facilitating the inset sessions.

In conclusion, the Leave it Out pilot project has made a positive start. It has provided the opportunity to test the materials and gather constructive feedback on ways the programme could be improved. The key element of the intervention was it's school based approach and the materials tested with school staff and pupils have been found to be successful. One school has reviewed their anti-bullying policy to include more recognition of disability. While the experience of staff teams in the two schools was different and we would like to test the materials further, what was most striking was that pupils across the two schools appear to have experienced the materials similarly.

Kim Aumann
Director, AMAZE
March 2006

Schools interested in knowing more should contact:
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Appendix 1 – Compass Report

Bullying of Children with Special Needs & Disabilities in Brighton & Hove

Information from The Compass, October 2003

Introduction

Since April 2003 aMAZE have been asking parents of children registering on The Compass:

- Has your child ever been bullied in school?
- Has your child ever been bullied out of school?
- Because of their special needs have they ever been involved in bullying others?

Analysis of their responses identifies high levels of bullying of children with special needs and disabilities, particularly in mainstream schools. **However, care needs to be taken in interpreting the data: relatively few families have so far been sampled, limited questions were asked and we were reliant on parents' own interpretations of the term "bullied".**

Note that:

- We have not included data on babies and toddlers, so the analysis applies to the 193 children and young people aged 4 to 19 who joined The Compass between April and October 2003.
- Parents can choose whether or not to answer particular questions on the registration form and therefore this analysis is necessarily restricted to those choosing to answer yes or no to a question.

Findings

1. Children with special needs are targets for bullying

Parents of 81 children said their child had been bullied at school and 104 said they had not.
44% of the children had been bullied at school.

Parents of 54 children said their child had been bullied out of school and 107 said they had not.
34% of the children had been bullied out of school.

Parents of 33 children said their child had, because of their special needs, been involved in bullying others and 143 said they had not.
19% of the children had been involved in bullying others.
Some children had been bullied both in school and out of school. Overall, almost half the children (46%) had experienced bullying – either in or out of school.

2. There is a particularly high incidence of bullying of children with special needs in mainstream schools

Parents of children attending special schools reported that:
35% of children were bullied at school (40 parents answered the question).
37% of children were bullied out of school (27 parents answered the question).
Children with special needs who attend special schools are no more likely to have been bullied at school than out of school.

Parents of children attending mainstream schools* reported that:
57% of children were bullied at school (90 parents answered the question).
34% of children were bullied out of school (85 parents answered the question).
Children with special needs who attend mainstream schools are much more likely to have been bullied at school than out of school.

Just over a third of all children with special needs had been bullied out of school. Similarly, just over a third of those attending special schools had been bullied at school. However, children with special needs were considerably more likely to be bullied in school if they attended a mainstream school than if they attended a special school - 57% of those attending mainstream schools had been bullied at school.

*Children attending special units within mainstream schools were not included in the analysis.

If you have any queries or want to discuss the possibility of further analyses, please contact the Compass Co-ordinator.

Jenny Broome-Smith
Compass Co-ordinator
AMAZE
jenny@amazebrighton.org.uk
Tel: 01273 772289
October 2003

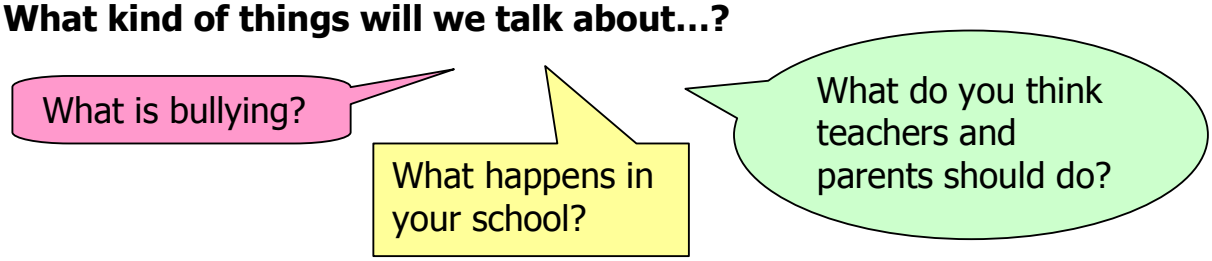
Appendix 2 – Children's Focus Group Invite; Session Plan and Evaluation

A: Children's Focus Group Invite

Dear

Can you help us? We are looking for a few young people between the ages of 9 and 13, to tell us about bullying. You are invited to join us for about an hour to meet others and hear each other's views and ideas … and have some fun too!

What kind of things will we talk about…?



It will be fine to talk about what ever you want to, and fine not to talk about anything you don't want to!

Why do we need your help?
Your views and ideas will help us to plan a lesson about bullying. It will help us to teach children, young people, teachers and parents what they can do to stop bullying.

When will it be?

Wednesday 4th August
11 am to 12.30 pm at the University of Brighton
We hope you will stay for lunch afterwards!
RSVP - please ask your parent to ring **AMAZE 772289**
by next Friday ! (30th July)

To say thank you Amaze will give you a 'University of Brighton Certificate' to say that you have helped, and a WHSmith gift voucher. Hope you can make it.

Best wishes

Amaze

B: Children's Focus Group Session Plan

11.00 **Name Game**
Pass cushion – say name & *(something on TV I like watching)*
Throw cushion across circle, say name of whom throwing to.

11.05 **Welcome**
Thank you for coming
Why we are here:
We want to learn from you, you are the teachers today, help us to understand:
- what bullying is
- what children who bully others DO
- who gets bullied, how children who are bullied might feel
- what you think can be done to help

What you say to us will help us to plan some lessons with children and teachers.

Outline of session
Some talking and listening to each other
Some drawing, colouring
Some games
Afterwards we will go to the canteen and have some food and drinks and meet your parents.

Rules for today
OK if there is something you don't want to do – you don't have to join in – it's ok to watch. But please stay all together.
You can say whatever you like, and you don't have to say anything if you don't want to. It's ok to say PASS!
What you tell us will be really helpful for us, *so we will keep the information…. we will not use people's names…confidential.*

11.10 **Parachute Game**
- Fruit salad
- Change Places if…(Wearing red, like ice-cream, have a younger brother or sister, go to school in hove, you've never been to Brighton Uni before, like PE, like dogs etc)

11.15 **Musical Feelings**
Happy, Sad, Lonely, Angry, Scared, Hurt
When the music stops move onto the nearest emotion. Move. Repeat. On each emotion make a shape/statue of what that emotion looks like for you.

11.20 **Big Mural /Floor Pictures**
Things the bully does….. (Words, pictures, shapes, colours, spelling doesn't matter) e.g. shoves others, makes people steal
The bully picks on.. (As above) e.g. short people, people without friends.

11.40 **What a person may feel if they are bullied**
BRAINSTORM first, then small groups arrange words from 'feeling cards'.
Whole group 'Mind map' - 'What should teachers do in your opinion? What do you think should be in our lesson for schools?
Has anyone had any lessons in school, which helped this or were useful?
Any things people want to say -haven't said yet, advice to us!

Remember
Never bully other people. Don't put up with being bullied.
Bullying is not ok. Tell someone about it.

11.55 **Some of my strengths are….**Circle at least 5 from the list
Certificates, list of support contact numbers

C: Children's Focus Group Session Evaluation

Evaluation Sheet
Please do not write your name on this sheet

Have you found today' s session:

(Tick one)
Very interesting
Mostly interesting
Neither interesting nor boring
Mostly boring
Very boring

How did you feel during the things we talked about?

(Tick as many as you want)
Sometimes embarrassed
Sometimes nervous
Sometimes angry
Sometimes happy
Sometimes upset
Sometimes bored
Sometimes ----------

What things did you like? (Tick as many as you want):

Cushion game	Talking
Parachute games	Listening
Feelings game	'Some of my strengths…' sheet
Big floor pictures	The story
Feeling cards game	

Are you: Male / Female

How old are you? 7 8 9 10 11 12 13 14

Please write or draw any other comments about today's session in the space here:

Appendix 3 – Parent Focus Group Programme

PARENT FOCUS GROUP PROGRAMME

PURPOSE:
To draw on parental experience and advice in order to design sessions to deliver to other parents in schools

FOCUS OF MEETING (90 mins)
What do parents think the link between bullying &special needs might be, if any?
What do parents think about school interventions – what helped or hindered?
What type of support would parents find useful to have for themselves?

1	**Introductions** – name and favourite food Outline purpose of meeting & focus on school based bullying Explain what's happening with your children in parallel session Ground rules / flipchart	20
2	**Sharing the same understanding & definition**	10
3	**Sharing Your Stories** – in pairs, 5 mins each Try to focus on these questions: Who was bullied and how? How did you find out? What did you feel? What did you do?	10
4	**Focused questions for whole group** Do you think there was any connection between your child's special needs and the bullying? If so, what was the connection? Do you think the school had enough knowledge or expertise to deal with the bullying? What made you think they knew/didn't know what they were doing? What did the school do that was helpful? What did the school do that was unhelpful? What was the worst thing about your child being bullied/bullying? Who or what helped you cope with the situation?	30
5	**Debrief** – in pairs If you were in charge of a school and wanted to manage bullying better, what would you do? What would you do to support parents better? What has it been like talking about your child's bullying today? One thing you are pleased you did in response to finding out your child was being bullied?	20

Appendix 4 – Sample School Invitation

INVITE LETTER TO SCHOOLS

Dear Head teacher

I am writing to ask if you would be interested to work with us on a new Anti-Bullying Initiative we wish to pilot in mainstream schools?

We can supply the thinking, the programme outline and content, staff hours and delivery materials – what we need from you is a willingness to work with us, your insight into your school and a few hours of your Senco or PSHE Co-ordinators time over the next two terms from September to March 05.

AMAZE is being funded by the Brighton and Hove Anti-Bullying Project to deliver a pilot in two primary schools, testing ways to profile and limit the incidence of bullying in relation to children with special needs and disabilities. Curiously, there is a national absence of work in this field despite the high numbers of parents who report that their children with special needs have been bullied or are bullying. We want to try to find out more, and we want to assist schools to develop their expertise in this field.

This is a great opportunity to be positively involved in a new initiative – we just need two enthusiastic schools to come on board! The schools being invited to take up this opportunity have been chosen because they have a reasonably high number of children with special needs, have a good track record working positively with parents, and have as yet not received any additional support from the Anti-Bullying Project.

So what's involved? We have commissioned an experienced ex-teacher and trainer, to work with us for 6 months, to deliver the pilot. We intend to offer a range of options to schools, all of which are negotiable and can be tailored to your school's experience and need. For example, the programme includes inset information sessions for staff teams, sessions with whole classes of pupils that can be delivered as part of the PSHE curriculum and separate information sessions designed for parents.

I hope you are interested and if so, please complete the slip below and return it to me in the enclosed SAE. I will then contact you directly to arrange a time before summer closure, to discuss the project further. If the above information is unclear or you need to know more, please don't hesitate to get in touch.

Best wishes

Kim Aumann
Director

Appendix 5 - Pupil Programme

Session One Content

- Facilitators Introduction
- Group ground rules
- Warm Up Games – Pass the Cushion/pupil introductions
- Pre-Brief: Today's games are about things that are the same about each other and things that make us different from each other
- Shake Hands; Line Ups;
- Find Someone who…;
- Musical Feelings; Sculpts/Snap Shots "We are all different"
- De-Brief – in pairs then in whole group: did anyone work with everyone in the group? people you usually work with and people you don't.
- Diary of the Day: what did we do today; what did you enjoy/not enjoy? what has it made you think about?

Session Two Content

- Reminder of last session and what the children said about difference
- Introduction to session theme: How people feel on the inside; talking about bullying; reminder of ground rules
- Warm up games: pass the cushion
- Story time: Alan, Nathalie and Tyler
- Pre-brief: Group divided into teams of three; sheets and cards to answer questions about how characters might have felt; think and talk about the feeling words, decide which character best fit the feeling words.
- Body Maps: in threes – bullied, bullies others, see people getting bullied.
- De-brief: how did you get on with listening to your partner?; did you say what you thought?; what had it made you think about?
- Ending game: cushion

Session Three Content

- Reminder of last session and how characters were feeling about bullying
- Introduction to session theme: Alan who has SEN and is being bullied
- Listening to Alan's story: what is a learning disability
- Pre-brief: Alan's feelings. Everyone gets to what Alan might be feeling and everyone asked to notice their own feelings inside
- Mind Maps: in groups of four, why children in the story bully?; why difference is hard for children to accept?
- Wide Person Role Play: if you were a wise person what would you say to Alan's class to help them understand him?
- De-brief: Summary of session; discussion about wise person ideas

Session Four Content

- Reminder of last session: why Alan might be bullied, how he might feel, wise person ideas
- Introduction to session theme: what all three characters could do.
- Reminder of ground rules
- Warm up Game: pass the cushion; change places if…
- Pre-brief: children decide scenario and role play each of the characters
- Role Play: Alan and Nathalie in the playground – what does Nathalie do? What does Alan do? Develop scenario to include Tyler's role.
- 'No' sign: groups of five, decide a physical sign which means 'no, move away, I don't like that'.
- Alan's Bag: to collect any feelings similar to those of the 3 characters
- De-brief: This is what we have done today, some ideas included…
- Closing game: cushion

Session Five Content

- Reminder of last session: 'no' signs and 'Alan's Bag'
- Introduction to session theme: looking at Alan's Bag; what rules you would like for your playground; think about what you have learnt from 5 sessions
- Reminder of ground rules
- Warm Up Games – Pass the Cushion; change places if…
- Pre-Brief: Listen to each other; say your ideas; say if you don't agree; notice your feelings inside
- Alan's Bag: reading out sheets
- Group Rules: class and playground rules; rules for you if you were Alan, Tyler or Nathalie; if Alan was in your class do you need any rules to support him?
- Ending exercise: Pairs – your special strength; your special need; something you are going to do differently; be the wise person and share your 3 things with the class.
- De-brief: summary of what class had done and talk about their ideas
- Closing Game: cushion

Appendix 6 – Data Collection Tools

A: Pupil Pre-Questionnaire

Questions	Answers	School A	School B	Total nos	Total %
1. How do you think Kevin feels?					
2. If Kevin feels hurt, what could he do to stop the other children hurting his feelings?					
3. People can be friends if they have different likes & dislikes	True False				
4 People can be friends if one person is disabled and one is not	True False				
5a If someone hurts me or is nasty to me, I would tell a teacher.	Yes No				
5b This would be:	Easy OK Hard				
5c The teacher would do something to help me	Yes No Not sure				
6a If someone hurts me or is nasty to me, I would tell a lunchtime supervisor	Yes No				
6b This would be	Easy OK Hard				
6c The lunchtime supervisor would do something to help me. 6x0	Yes No Not sure				
7a If someone hurts me or is nasty to me, I would tell a friend.	Yes No				
7b This would be	Easy OK Hard				
7c The friend would do something to help me	Yes No Not sure				
8a If someone hurts me or is nasty to me, I would tell someone at home	Yes No				
8b This would be	Easy OK Hard				
8c Someone at home would do something to help me	Yes No Not sure				
9 It's ok to be different.	True False				
10 It's ok to be me!	True False				

B: Pupil Post-Questionnaire

Pupil Post Programme Questionnaire

1 Do you think it is good for children to learn about this sort of thing
Y N
Why

2 Did you enjoy it
Y N

3 What was your favourite bit

4 What was the worst bit for you

5 Write down 2 things you learnt

6 Have you noticed any changes in <u>your behaviour</u> since the sessions
Y N

7 Have you noticed any changes in <u>other children's behaviour</u>
Y N

C: BEFORE Project Evaluation for Teachers

1. Overall how satisfied are you with how children in your class with SEN/ a disability are currently included?
   (lowest) 1 2 3 4 5 6 7 8 9 10 (highest)

2. Do children talk to you about being different?
   never occasionally often constantly

3. Do children talk to you about other children's difference or disability?
   never occasionally often constantly

4. Have there been any recent incidents of bullying involving children in your class?
   None a few regular constant

5. In my opinion most incidents of bullying occur:
   out of school hrs playground classroom other

6. Do children talk to you about being bullied?
   never a few times often constantly

7. Do children talk to you about others being bullied?
   never a few times often constantly

Priorities and Aims of 5 sessions 1 (not at all) – 5 (very well)

Increased children's tolerance of difference

1 2 3 4 5

Raised children's awareness & concern for children with SNs who are bullied

1 2 3 4 5

Provided children with strategies for preventing bullying of/by children with SNs

1 2 3 4 5

Provided children with strategies for responding to bullying of/by children with SNs

1 2 3 4 5

Involved children with and without Sns in the school's anti-bullying policy

1 2 3 4 5

Are there any particular things you would like the 5 sessions to address?

D: END of Project Evaluation for Teachers

1. Overall how satisfied are you with how children in your class with SEN/ a disability are currently included?
   (lowest) 1 2 3 4 5 6 7 8 9 10 (highest)

2. Do children talk to you about being different?
   never occasionally often constantly

3. Do children talk to you about other children's difference or disability?
   never occasionally often constantly

4. Have there been any recent incidents of bullying involving children in your class?
   None a few regular constant

5. In my opinion most incidents of bullying occur:
   out of school hrs playground classroom other

6. Do children talk to you about being bullied?
   never a few times often constantly

7. Do children talk to you about others being bullied?
   never a few times often constantly

Priorities and Aims of 5 sessions 1 (not at all) – 5 (very well)

Increased children's tolerance of difference

1 2 3 4 5

Raised children's awareness & concern for children with SNs who are bullied

1 2 3 4 5

Provided children with strategies for preventing bullying of/by children with SNs

1 2 3 4 5

Provided children with strategies for responding to bullying of/by children with SNs

1 2 3 4 5

Involved children with and without Sns in the school's anti-bullying policy

1 2 3 4 5

Policy

Will there be changes to the school's anti-bullying policy as a result of the leave it out project? **Y** / **N**

Will there be any changes to the procedures for recording incidents of bullying**? Y** / **N**

Other

Please indicate anything else you feel may be relevant for us to know in terms of evaluating this pilot project

E: Evaluation Form for Staff

Leave it Out – bullying is an SEN issue too.

Staff Evaluation Form: completed at end of programme

1 Did the session achieve these aims?

2 What was the main benefit of today's session for you?

3 Any comments on the methods used and facilitators working styles?

4 What changes would you make to improve the workshop?

5 Any other comments

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