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Lessons Learned from Implementing the KiVa Antibullying Programme in UK Primary Schools

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**Lessons Learned from Implementing the
KiVa Antibullying Programme
in UK Primary Schools**

Suzy Clarkson

**A thesis submitted to the School of Psychology, Bangor University, in partial
fulfilment of the requirements of the degree of Doctor of Philosophy.**

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Abstract

Bullying is a concerning worldwide public social, mental and physical health risk and carries many adverse and long-term consequences, including depression, anxiety and psychological maladjustment. Bullying occurs regularly in most school settings, with many children frequently observing some form of bullying at school. School based victimisation is associated with increased school absence and poorer academic attainment. Chapter one explores existing literature on bullying, including definitions, categories, roles, risks and consequences, prevalence and age-related prevalence. Chapter 2 discusses legal requirements on schools to have an antibullying policy that sets out their preventive and reactive work and includes an overview of the legislation, government guidance, and common school practice in the UK. Chapter 3 reports on the implementation of the KiVa, the Finnish school-based antibullying programme, delivered in Key Stage 2 [aged 7 to 11 years] of UK primary schools. First, it describes the baseline characteristics of approximately 12,000 pupils prior to KiVa implementation, reporting the baseline prevalence of victim, bully, and bully-victim status and then evaluates the outcomes and costs for 41 early implementer schools after one year of implementation. Chapter 4 describes the development, theoretical foundations, and supporting Finnish and International evidence for the KiVa programme, and the introduction of KiVa to the UK. Chapter 5 presents a case study of KiVa in a UK primary school and lessons learned from implementation. The final chapter, chapter 6, provides a summary of the research findings and discusses their implications, strengths, limitations, and future directions for research and implementation of the KiVa antibullying programme.

Important Note to Readers

The terms, victim and bully, are used within this thesis, both have connotations, which are not intended here and do not represent the language used or preferred by the author. In this thesis, victim and bully are used to remain in-line with the majority of international research and for the sake of clarity and conciseness. Victim refers to children who are the targets of bullying behaviour and bully refers to the perpetrators of the bullying behaviour.

Aims/Objectives of Thesis

The main objective of the thesis was to examine the implementation of the KiVa antibullying programme delivered in Key Stage 2 of UK primary schools. The specific aims of the thesis were to:

- Review the existing literature on bullying
- Describe the UK context: legislation and government guidance, common primary school practice, and evaluations of antibullying programmes conducted in primary schools in the UK
- Describe the baseline of the pupils in Key stage 2 in schools implementing the KiVa programme in the UK and evaluate the outcomes of 41 UK early implementer schools
- Review the development and supporting Finnish and International evidence for the KiVa programme, and describe KiVa's introduction in to the UK
- A case study of the implementation of the KiVa programme in a North Wales primary school

Structure of Thesis

This thesis consists of 6 chapters, including one published paper, and two in preparation for submission to scientific journals. The six chapters are:

Chapter 1. This chapter reviews the existing literature on bullying, including definition, categories, roles, risks and consequences, prevalence, and the variation across age.

Chapter 2. This chapter describes the UK context, including the present UK legislation and government guidance, common primary school practices, and evaluations of antibullying programmes conducted in UK primary schools. It also provides basic legislative information from a range of other countries.

Chapter 3. This chapter describes the data collected at baseline from pupils in Key Stage 2 in UK primary schools and the outcomes of 41 early implementer schools.

Chapter 4. This chapter provides a review of the KiVa antibullying programme, including background and development, programme description, theoretical foundations, international evaluations, and the introduction and development of KiVa in the UK.

Chapter 5. This chapter reports on the implementation of the KiVa antibullying programme in one North Wales primary school.

Chapter 6. This chapter provides a discussion of the findings of the thesis as a whole, their implications, strengths and limitations of the research, and future directions for research and implementation of the KiVa antibullying programme.

Chapter 1: Introduction to Bullying

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Introduction to Bullying

Bullying is a major worldwide public social, mental and physical health concern due to its prevalence and its many adverse effects impacting on school and life outcomes (Arseneault, Bowes, & Shakoor, 2010; Masiello & Schroeder, 2014; Ttofi, Farrington, & Lösel, 2012; Smith, 2014). School bullying is particularly pervasive (Ansary et al. 2015), with approximately one in ten children worldwide reporting being bullied (at least two or three times in the past couple of months; Chester et al., 2015; Currie, Zanotti, Morgan, & Currie, 2012), and countless more children regularly witnessing bullying incidents at school (Aboud & Miller, 2007; Eslea, et al., 2003; Cuadrado-Gordillo, 2012). In recent years, increasing interest in human rights and recognition of the negative outcomes associated with bullying has prompted educators, scholars, criminal justice and public health personnel, and policy makers to seek effective anti-bullying interventions. This has prompted a global endeavour to develop and evaluate programmes to prevent and reduce bullying behaviour in schools (Evans, Fraser, & Cotter, 2014; Greene, 2006; Phillips, 2007).

This review provides basic information on bullying, definitions, categories of bullying, and participant roles within bullying situations. It then summarises the evidence on the risk and consequences associated with each of the participant roles, the prevalence, and the effect of age on bullying.

What is Bullying?

Bullying is goal-orientated behaviour that is used to develop power, status, control, and admiration in a peer group (Olthof, Goossens, Vermande, Aleya, & van der Meulen, 2011; Sijtsema, Veenstra, Lindenberg, & Salmivalli, 2009; Unnever, 2005). It is aggressive behaviour (Pellegrini, 2002) in which an individual or group repeatedly demonstrate a hostile attitude towards, or subjugation of, another individual/group with less power, intending to

cause harm or distress (Evans et al., 2014; Farrington & Ttofi, 2009; Juvonen & Graham, 2014). The most cited and internationally accepted definition of bullying is:

"A student is being bullied or victimised when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students...In order to use the term bullying, there should also be an imbalance of strength (an asymmetric power relationship); the student who is exposed to negative actions has difficulty in defending himself or herself and is somewhat helpless against the student or students who harass." (Olweus, 1999, pp. 10–11).

The definition contains three core components: intention, repetition, and an imbalance of power. This is termed the tri-criterion definition (e.g., Smith, Sharp, Eslea, & Thompson, 2004). Intention implies a purposeful and harmful behaviour aimed at a victim who experiences or feels threatened with harm. Repetition refers to the harmful behaviour occurring more than just once or twice, and imbalance of power signifies the power differential between the bully and the victim, due to for example to minority status, group size, physical strength, power status or lack of confidence on the part of the victim.

Categories of Bullying

Bullying behaviour is classified by many researchers into four main categories: physical, verbal, relational, and more recently cyber. However, some researchers use an extended set of nine categories, verbal, social exclusion, physical, social manipulation, material, threats, racist, sexual, and cyber (e.g. Salmivalli, 2011). A bully can employ any number of different bullying behaviours during a single episode or series of bullying incidents (Nishina, 2004). Bullying can also be categorised as "*direct*" and "*indirect*" (Baldry & Farrington, 2004). Direct bullying involves in-person contact and is openly confrontational, including physical attacks (e.g. hitting and kicking) and verbal attacks (e.g. threats and name-

calling), whereas indirect bullying is undertaken behind the victim's back or via a third party (e.g. spreading malicious rumours and hiding/damaging property; Smith, del Barrio, & Tokunaga, 2012; Verlaan & Turmel, 2010).

Physical Bullying

Physical bullying includes actions such as: hitting, kicking, pinching, scratching, and spitting.

Verbal Bullying

Verbal bullying includes: offensive derogatory remarks, name calling, threats, intimidation, insults, humiliating comments, abusive language and sexually suggestive language (Sharp & Smith, 2002). It can also include less explicit verbal aggression, such as: being vocally menacing, using ironic and mocking tones, and conveying implicit messages and insults, that are only understood by specific groups.

Relational Bullying

Relational bullying includes behaviours/actions that aim to disrupt and manipulate the target individual's relationship with his/her peer/s (Crick & Bigbee, 1998; Crick & Grotpeter, 1995). Relational bullying includes: disseminating malicious rumours, intimidation, exclusion, and social isolation (Dailey, Frey, & Walker, 2015).

Cyber Bullying

Cyber bullying is sometimes termed "*electronic*" or "*digital*" bullying. It can be described as the "*misuse of online technology to harass, intimidate, bully, or terrorize*" (Franek, 2006, p.41) or the "*aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time, against a victim who cannot easily defend him or herself*" (Smith et al., 2008, p. 376). It can take place through a variety of digital devices, most typically smartphones and tablets, via a wide range of mediums such as

social media sites. Cyber bullying can include the posting of distressing or embarrassing images/rumours/comments, which can be shared, liked, or commented on by other social media users, snowballing the harmful content to a huge audience at a rapid rate (Srivastava et al., 2013).

In the last decade, due to the escalating use of technology, cyber bullying has become more widely prevalent, discussed, and researched by parents, educators, researchers, and policy makers, causing much debate on the terminology and definitions used (for a review see Kowalski, Limber, & Agatston, 2012, p. 57-61; Olweus & Limber, 2017; Smith, 2011; Smith, del Barrio, & Tokunaga, 2012). The concept of repetition and power imbalance are the most contentious. Repetition in the traditional definition translates to the perpetrator repeating harmful actions whereas in cyber bullying the action of the perpetrator may be a single act, therefore not complying with the criterion of repetition. Yet for the victim the single act allows others to share and repeatedly view the content with little control and is carried out with the purpose of others sharing, thus the act of repetition is expected and intentional (Smith, del Barrio, & Tokunaga, 2012). Cyber bullying generally occurs in conjunction with traditional bullying, so is rarely a single act (Olweus, 2012; Salmivalli & Poyhonen, 2012). In relation to power imbalance, some argue that the difficulties in conceptualising the power imbalance in cyber bullying suggests focus should be directed to cyber aggression (Grigg, 2010), whilst others argue for the usefulness in a distinction between cyber aggression and cyber bullying (Olweus & Limber, 2018). Smith et al (2012) suggests that the power imbalance may be assessed “*in terms of differences in technological know-how between perpetrator and victim, relative anonymity, social status, number of friends, or marginalised group position*” (p. 36). Some researchers posit that cyber bullying as a concept is limiting and that cyber aggression best describes the majority of negative cyber activity (Corcoran,

Guckin, & Prentice, 2015; Grigg, 2010). They also highlight the problem of ascribing a workable and theoretically driven definition in a cyber world that is making rapid and continual progression. However, others argue that there is a significant overlap between traditional and cyber bullying and view cyber bullying as a sub-group of bullying, which shares the largely similar key criteria for traditional bullying (Olweus & Limber, 2018; Smith et al., 2012). This overlap is also apparent in youngsters' perceptions, who report that there is a difference between cyber teasing and cyber bullying; with cyber bullying typically carried out in conjunction with traditional bullying (Vandebosch & Cleemput, 2008). Youngsters are also clear on power imbalance, stating that all actions, traditional and cyber, towards weaker individuals were cyber bullying and that the actions towards individuals with equal power would be considered cyber teasing or cyber arguing (Vandebosch & Cleemput, 2008).

Cyber bullying is a global phenomenon with far-reaching consequences, due to its 24/7 impact, above and beyond the school gates. For the purpose of this thesis and in relation to KiVa, the position will be taken that cyber bullying is a sub group of bullying in an online setting (embedded in the understanding and definition of traditional bullying) that has recently become more evident.

Roles in Bullying

There are four primary categories of participant roles in bullying; bully, victim, bully-victim, and bystanders. The bystander role can be sub-categorised into: assistants of the bully, reinforcers of the bully, silent approvers (sometimes known as outsiders), and defenders. This section explains the four primary roles, the basic theoretical concept underpinning each of the participant roles and then describes the associated risks and consequences for the bully, victim, and bully-victim.

Bully

A bully is an individual/group, who repeatedly attack targeted individuals or groups that are unable to defend themselves/retaliate due to a power imbalance (Stassen Berger, 2007).

Victim

A victim is an individual who is defenceless, powerless and repeatedly targeted by a bully/bullies; a victim is not someone who is occasionally or accidentally hurt (Stassen Berger, 2007).

Bully-Victim

Bully-victims are a small but distinct subgroup of victims who also display bullying behaviour towards other more vulnerable children (Haynie et al., 2001; Nansel et al., 2004).

Bystander

There is no general agreement regarding the definition of bystanders since it includes a number of different roles. A bystander is sometimes defined as "*a person who does not become actively involved in a situation where someone else requires help*" (Clarkson, 1996, p. 6). This definition excludes the defender, which other versions include, such as Banyard's (2016) which describes a range of roles that reinforce, condone or seek to intervene to prevent bullying, "*Bystanders are individuals who witness criminal behaviour or social rule violations: they may act to help the victim, support the perpetrator, or do nothing*" (p.91). In naturalistic observation of bullying, peers are present in 85 to 88 per cent of all bullying incidents, and on average there are at least four peers present (Atlas & Pepler, 1998; Pepler, Craig, & Roberts, 1998).

Participant Role

Participant Role The Social Architecture model of bullying (SA model; Salmivalli, Lagerspetz, Björkqvist, Österman, & Kaukiainen, 1996) describes the participant roles, including the four participant bystander roles; seven per cent of pupils assist the bullying behaviour ("*assistant of bully*": join the ringleader bully in actively taking part in physical actions, name calling, etc.), 12 percent reinforce the bullying behaviour ("*reinforcers of bully*": laughing, jeering, acting as an audience), 24 percent turn a blind eye ("*silent approvers*" or "*outsiders*": withdraw from the bullying situation and appear not to notice), and 17 percent defend the victim ("*defenders*": intervene, gain support from peers/teachers and/or provide emotional support after the incident). Since this initial study, other researchers have conceptualised bullying in a similar manner (e.g. Andreou & Metallidou, 2004; Camodeca & Gossens, 2005; Menesini, Codecasa, Benelli & Cowie, 2003; Olweus, 2001; Schäfer & Korn, 2004; Sutton & Smith, 1999). One of the most frequently used conceptualisations derived from this research is the Olweus "*bullying circle*" (Olweus, 2001, p 14-15). The "*bullying circle*" describes eight different bystander modes of reacting to the incident; two forms of behaviour, acting and not acting, and four attitudes, positive, neutral, indifferent, and negative. The modes are derived from a combination of the behaviours and attitudes.

Peer witnesses (bystanders) are present in the majority of bullying incidents (e.g. Hawkins et al., 2001; O'Connell et al., 1999; Salmivalli Lagerspetz, Björkqvist, Österman, & Kaukiainen, 1996). The impact of their presence in reinforcing and maintaining of the problem or their potential to reduce the behaviour underpins much of current research on effective interventions (Jones, Bombieri, Livingstone, & Manstead, 2010). Bystander behaviour can impact on the pupils who bully, by providing or reducing social rewards, on the victim, demonstrating silent complicity or disapproval of the bullying behaviour and on other

bystanders, showing disregard for another's plight or appropriately intervening and supporting the victim. Educating and preparing bystanders to intervene directly or indirectly can prevent or reduce bullying (Polanin, Espelage, & Pigott, 2012; Salmivalli, 2001, 2010) and contribute to the victim's feelings of safety (Gini, Pozzoli, Borghi, & Franzoni, 2008). Hawkins et al., (2001), in their observational study found that when bystanders defended the victim, they were highly likely to end the incident. Other studies (e.g. Kärnä, Salmivalli, Poskiparta, & Voeten, 2008) conducted at classroom level have shown that in classes where there are high levels of reinforcing bullying behaviour, the risk of bullying incidents occurring is high, and when there are high levels of defending behaviour the risks are reduced.

Risks and Consequences for Bullying Perpetration

This section describes the risks and adverse consequences of bullying for the bully, victim, and bully/victim.

Bully

Risk factors for bullying perpetration

Risk factors for bullying perpetration include family factors, such as poor parental control (e.g. Atik & Guneri, 2013), low parental monitoring (e.g. Espelage, 2014), lack of support and closeness to parent (e.g. Gomez-Ortiz et al., 2014), and observed inter-parental violence (e.g. Low & Espelage, 2014). Individual child factors can include impulsivity and hyperactivity (e.g. Low & Espelage, 2014), externalising problems (e.g. Nordhagen, Nielsen, Stigum & Köhle, 2005), and moral disengagement (Pepler et al., 2008). School factors include poor academic performance (e.g. Bradshaw, Waasdorp, Goldweber, & Johnson 2013) and low peer acceptance (e.g. Postigo et al. 2012). A recent systematic review on predictors of school bullying perpetration by Alvarez-Garcia, Garcia, and Nunez (2015) highlights a number of

other individual, school, family, and community factors, including gender, age, relationships with fellow students, non-traditional family structures, and time spent online.

Long-term consequences for bullying perpetration

Bullying perpetration is a reliable indicator of future delinquency (Farrington & Welsh, 2008; Fergusson, Horwood, Boden, & Mulder, 2014; Merrell, Gueldner, Ross, & Isava, 2008; Olweus, 2011) and approximately one-third of male pupils who bully in primary school settings have three or more criminal convictions by the age of twenty-four whereas the rate is less than 10 percent for non-perpetrators (Olweus, 1999). Perpetrators are more likely to be involved in antisocial behaviour and interpersonal hostility, including fighting, intimate partner violence, dating violence (by eighth grade, age 13-14 years, in US school setting), and carrying a weapon (Cooper, 2013; Foshee et al., 2014; Nansel, 2003; Nansel, Craig, Overpeck, Saluja, & Ruan, 2004; Ttofi & Farrington, 2012; Valdebenito, Ttofi, Eisner, & Gaffney, 2017). They also are more likely to have elevated levels of health risk behaviours including excessive drinking and smoking, (Molcho, Havel, & Dina, 2004; Nansel et al., 2001; Taiwo & Goldstein, 2006), substance abuse (Merrell et al., 2008; Moore et al., 2014; Niemelä et al., 2011), and suicidal ideation and suicidal attempts (Holt et al., 2015).

Victim

Risk factors for victimisation

The risk of being bullied is increased by the presence of certain physical and mental disabilities (particularly visible disabilities; Carter & Spencer, 2006), chronic conditions such as Autistic Spectrum Disorder (Knox, & Conti-Ramsden, 2003; Mishna, 2003; Wainscot, Naylor, Sutcliffe, Tantum, & Williams, 2008), obesity (Janssen, Craig, Boyce, & Pickett, 2004; Kukaswadia, 2009), additional learning needs (Ref), poor social understanding (Woods, Wolke, Nowicki, & Hall, 2009), and having few or no supportive friends who stand up

for/support the victim (Wolke, Woods, & Samara, 2009; Arseneault, Bowes, & Shakoor, 2010). Differences from group norms, including religion, race, ethnicity and sexual orientation, also increase the likelihood of victimisation, (Juvonen & Graham, 2014; Monks, Ortega-Ruiz, & Rodriguez-Hidalgo, 2008; Qin, Way, & Rana, 2008), for example homosexual adolescents are three times more likely to be victims than their heterosexual counterparts (Minton & O'Moore, 2008). Other personal attributes or life choices, even positive ones, can place children at risk, including more talented and high intelligence, and/or belonging to a certain social group, gang or clique (Orphinas & Horne, 2006; Rigby, 2002; Smith, 2016). Alterophobia, a prejudice that is directed to individuals in an alternative subculture, such as "*goths*", increases the risks of being bullying (Minton, 2012) and there are also several studies have shown that indigenous minority groups living within a majority population report higher levels of bullying and discrimination, including the Maori aboriginal population in New Zealand and the Sami and Kven populations in Norway (Barker, 1981; Lenert Hansen, Melhus, Høgmo, & Lund, 2008; Harris et al., 2006). One study reported that children of indigenous Sami ethnicity are more than twice as likely to state that they have been bullied than their Norwegian ethnic counter parts (Hansen & Sørli's 2012). In essence, being from a minority group places children at risk. This finding can be explained by a power imbalance, and being viewed as less powerful in the social hierarchy system (Smith, 2016). Within the family context, risks are increased by negative parenting (e.g. abuse/neglect; Lereya et al., 2013; Yodprang, Kuning, & McNeil, 2009), harmful family relationships (Bauer et al., 2006; Wolke & Samara, 2004), and authoritarian and indifferent-uninvolved parenting styles (Duncan 2004; Smith, 2004).

Short- and long-term consequences for victimisation

Repeated exposure to bullying has short- and longer-term consequences on the health, social and emotional wellbeing of the victim (Juvonen & Graham, 2014; Ttofi & Farrington, 2008). Child victims are at a higher risk of somatic and psychosomatic problems including colds, headaches, stomach-aches and sleeping problems (Gini & Polozzi, 2009; Gini & Pozzoli, 2013; Wolke & Lereya, 2015). They are also more likely to develop anxiety disorders, depression and internalising problems (Ttofi, Farrington, Lösel, & Loeber, 2011; Zwierzyńska, Wolke, & Lereya, 2013), and are at increased risk of suicidal ideations (Ttofi et al., 2011a) and suicide (Klomek, Marrocco, Kleinman, Schonfeld, 2007). Being a victim at age 13, translated to 1.87 times more likely to suffer from depression at age 18 (Bowes et al., 2016). Being a child victim (during primary school) predicts borderline personality disorders and psychotic experiences by adolescence (Schreier et al., 2009), with the 2.5 times greater likelihood of a psychotic experience (Lereya et al., 2013). The effects of being bullied can persist into adulthood, significantly increasing the likelihood of mental and physical health disorders (Arseneault, Bowes, & Shakoor, 2010; Reijntjes, Kamphuis, Prinzie, & Telch, 2010; Wolke, Copeland, Angold, & Costello, 2013; Zych, Ortega-Ruiz, & Del Rey, 2015), including depression (Ttofi, 2011; Ttofi & Farrington, 2012), post-traumatic stress (Tehrani, 2009), anxiety (Ttofi et al., 2011a), heavy smoking (Niemelä et al., 2011), self-harm (Lereya et al., 2013; Fisher, et al., .2012), suicidal ideation (Holt et al., 2015), and, in extreme cases, suicide (Burgess, Garbarino, & Carlson, 2006; Klomek et al., 2007). A recent longitudinal study from Denmark examined pupils who had been bullied by age ten to 12 years and found that victimisation was associated with lower educational outcomes, higher rates of teenage pregnancy, larger body weight, and greater use of psychopharmacological medication (Eriksen, Nielsen and Simonsen, 2014). Other effects include an increased risk of dropping out

of education (Jose, 2012), school absenteeism (Jose, 2012; Brown, Clery & Ferguson 2011), low academic achievement (Arseneault et al., 2010; Nakamoto & Schwartz, 2010; Erath, Flanagan, & Bierman, 2008; Glew, Fan., Katon, Rivara, & Kernic, 2005), and being a NEET ("*Not in Education, Employment or Training*"; Green et al., 2010). In the UK, approximately 16,000 children aged 11-15 years who are absent from school state that bullying is the main reason for their non-attendance (Brown, Cleary, & Ferguson, 2011). School absenteeism, low academic attainment, and lack of social skills training have a cumulative and adverse effect on the victim's income level during adulthood (Brown & Taylor, 2008).

Bully-Victim

Risk factors for a bully-victim

Poor social skills, social maladjustment, poor attention, and problem-solving skills all increase the risk of becoming a bully-victim (Arseneault et al., 2010; Andreou, 2001; Carney & Merrell, 2001; Griffin & Gross, 2004). Other risk factors include primary caregivers demonstrating negative parenting behaviour, including a lack warmth and interest and varied/unpredictable discipline (Schwartz, Dodge, Pettit, & Bates, 2000). Children suffering from pre-existing psychopathologies, such as Attention Deficit Hyperactivity Disorder and Oppositional Defiance Disorder are at greater risk of becoming bully-victims (Kumpulainen, Räsänen, & Puura, 2001; Nordhagen, Neisen, Stigim, & Kohler, 2005) as are children from families with lower socioeconomic status (Tippett & Wolke, 2014). Child maltreatment can also contribute to the impulsive and aggressive peer interaction styles displayed by bully-victims (Duncan, 2004; Lereya et al., 2013).

Short- and long-term consequences for a bully victim

Bully-victims are at the highest risk of maladjustment (Forero, Mclellan, Rissel, & Bauman, 1999; Kumpulainen & Räsänen, 2000; Salmivalli & Peets 2009; Wolke, Copeland,

Angold, & Costello, 2013) and are most vulnerable to psychiatric disorders (Kumpulainen & Räsänen, 2000), including anxiety (Sansone & Sansone, 2008), depression (Haynie et al., 2001; Sansone & Sansone, 2008; Unnever, 2005), attempted suicide (Wolke, Copeland, Angold, & Costello, 2013), severe psychological difficulties (Salmivalli & Nieminen, 2002; Smith, 2004), and psychosomatic symptoms, including headaches, gastrointestinal disturbance, and eczema (Houbre, Tarquinio, & Hergott, 2006). They also achieve lower educational qualifications than victims and report difficulty in holding down a job during adulthood and in meeting their financial obligations (Wolke, Copeland, Angold, & Costello, 2013; Sigurdson, Wallander, & Sund, 2014).

Prevalence

Bullying is a universal phenomenon; however, the prevalence varies across classes within a school, and across schools, areas, and nations (Chester et al., 2015; Currie, Zanotti, Morgan, & Currie, 2012; Stassen Berger, 2007). The World Health Organisation (WHO) conducts a four-yearly international Health Behaviour in School-Aged Children survey (HBSC survey) to gain an insight into children's well-being and health behaviours, and their social context. A section of the survey examines bullying, establishing international and national prevalence rates. The 2014 survey, undertaken across 38 countries, demonstrated an overall reasonably stable prevalence rate since the 2010 survey, with approximately 13 per cent of 11-year olds self-reporting victimisation (13% in 2010) and 7 per cent bullying perpetration (8% in 2010). The cut-off point of two or three times a month over the past couple of months was used to identify victim and bully status (Chester et al., 2015; Currie, Zanotti, Morgan, & Currie, 2012). Large cross-national differences were reported with rates of self-reporting victimisation varying from 3.5% in Armenia to 32% in Lithuania and rates of bullying perpetration from one per cent in Sweden to 19% in Latvia (Chester et al., 2015). In

the UK bullying was reported by approximately 11% of school children in the England, 14% in Wales, and 16% in Scotland (Chester et al., 2015).

Smith, Robinson, and Marchi (2016) explored the validity of four cross-national studies, that used pupil self-report measures: the HBSC, the Global School Health Survey, the EU kids online, and Trends in International Mathematics and Science Study. They reported high internal validity (high correlations across types of bullying, ages and genders across countries within studies), but low external validity (low correlations between the four studies, on overlap of countries), suggesting that cross national comparisons may be unreliable because of varying cultural definitions and linguistic issues. Disparities in prevalence rates reflect differences in measurement tools, cultural factors, cultural norms, religious and philosophical traditions, the social acceptability of bullying, nature of the school system, delivery of effective prevention and intervention programmes, and efforts by educators, policy makers, and governments to reduce bullying (Smith, Kwak, & Toda, 2016; Stassen Berger, 2007).

Prevalence Measures

The prevalence of bullying is generally assessed via anonymous self-report questionnaires (SRQs). SRQs generally contain highly structured questions with fixed alternative responses administered via written or online forms. SRQs record the bullying experiences from the perspective of pupils, who are arguably the best identifiers and most valid source of information. The victim perspective is especially important as others, such as teachers and peers may not be fully aware of incidents, particularly if the bullying is relational and covert (Dess, 2001; Ladd & Kochenderfer-Ladd, 2002). Although SRQs have limitations, the advantages they possess for schools, policy makers, and researchers outweigh the limitations, permitting data to be collected from large representative samples, rapidly

providing efficient “*period prevalence estimates*” (Solberg & Olweus, 2003, p. 240) for countries, organisations, and/or at school level inexpensively with minimal researcher input (Furlong, Sharkey, Felix, Tanigawa, & Green, 2010). The challenges in using and interpreting SRQs range from; administering the survey, design of the survey (e.g. time of year that data collected, the length of time that the pupil asked about, last month, last couple of months, last year), the provision or not of definitions of bullying and the inconsistent use of cut off frequency points for labelling victim/bully/bully-victim during data analysis. However, many of these challenges relate to other measures of bullying too, including peer reporting. The reliability, internal consistency, and psychometric properties of the majority of SRQs have not, to date, been reported in much detail (Cornell, Sheras, & Cole, 2006; Furlong, Sharkey, Felix, Tanigawa, & Green, 2010; Greif & Furlong, 2006; Swearer, Siebecker, Johnsen-Frerichs & Wang, 2010; Vessey, Strout, DiFazio, & Walker, 2014). A systematic review of the psychometric properties of bullying self-report instruments found limited evidence to support the soundness of the instruments (Vessey et al., 2014). The review revealed that only three out of the 27 instruments identified (The Child Adolescent Teasing Scale (CATS) in Chinese and English and the Olweus Bully Victim Questionnaire (OBVQ)) possessed acceptable psychometric dependability for assessment purposes and scored a quality rating of over 85%, with the OBVQ scoring highest with 91% (Vessey et al., 2014). Even for these three highest scoring instruments the psychometric properties were lacking in areas such as test-retest reliability. The review also highlighted the need for a substantial amount of research before any one instrument could be recommended for wide spread use.

Some researchers argue that peers are the most capable identifiers of victims and bullies and support the use of peer nomination measures (e.g. Ladd & Kochenderfer-Ladd, 2002; Pakaslahti & Keltikangas- Jarvinen, 2000). Peer nominations measures demonstrate

high reliability and validity and use data from multiple informants decreasing the likelihood of measurement error (Cornell & Brockenbrough, 2004; Rigby & Barnes, 2002). Reliability of peer nominations varies with age, with good to moderate reliability in pupils over 10 years but little consistency in younger pupils (Goodman, Stormshak, and Dishion, 2001). Peer nominations although arguably more reliable, cannot produce prevalence estimates, as they do not provide frequency information. They are also challenging for large groups as they require active parental consent (Griffin & Gross, 2004; Rigby, 2002), from an ethical stand point there are concerns with pupils reporting and labelling others in a negative light (Rigby, 2002), and the final analysis is complex and labour intensive (Juvonen, Graham, & Schuster 2003b).

The lack of an agreed standardised measure is the “*Achilles heel*” of bullying research (Cornell, Sheras, & Cole, 2006), which limits researchers’ ability to fully evaluate programmes and changes in school policies and governmental legislation. For the purposes of this thesis, the global items from the Olweus Bully Victim Questionnaire are used as it is part of the KiVa annual survey, and also the ranked the highest in the systematic review in psychometric properties.

The Olweus Bully Victim Questionnaire (OBVQ; Olweus, 1996) is probably the most widely used SRQ measure and includes a standard definition that is presented to pupils prior to survey completion (Solberg & Olweus, 2003) to allow for meaningful comparisons for groups and across timepoints. The OBVQ data can be dichotomised enabling percentages to be calculated, thus making the results more accessible and easier to interpret and make comparisons across countries (Solberg & Olweus, 2003). Although it is the most extensive and globally used measure of prevalence, like other SRQs there has only been limited evidence of its reliability and validity (Griffin & Gross, 2004; Vessey, Strout, DiFazio, & Walker, 2014). Three published articles were identified reporting on the psychometric

analysis of a revised version of the OBVQ. The articles support the argument that there is only one underlying construct in the OBVQ, and that the instrument has internal consistency, validity (concurrent and construct), and invariance (Bevans, Bradshaw, & Waasdorp, 2013; Kyriakides, Kaloyirou, & Lindsay, 2006; Lee & Cornell, 2009).

The Effect of Age on Bullying

As children get older changes occur in the types of bullying behaviours, the roles of bullies and victims, peer perceptions of bullying and the behaviour of the bystanders.

Age and Types of Bullying

In primary school (ages 5 to 11 years), physical and verbal bullying are dominant, but this gradually changes over time to verbal and relational bullying (Scheithauer, Hayer, Peterman, & Jugert, 2006). Two explanations are suggested for this change. (1) Most children's social competence develops with age, including increased recognition of the feelings of others. This knowledge can be used in a pro-social manner or can be used to deceive and manipulate (Sutton, Smith, & Swettenham, 1999). Bullies can learn that verbal and relational methods of bullying can achieve the same goals as physical and other forms of bullying whilst at the same time reducing their chances of being observed and punished. (2) The complexities of the peer group structure take on more importance and coherence in adolescence, permitting more sophisticated relational forms of bullying, such as exclusion from the peer group (Cairns, Leung, Buchanan, & Cairns, 1995).

Age and Role

The behaviour of bullies becomes more stable over time (Monks, Smith, & Swettenham, 2005). The enhanced social status and power gained from bullying reinforces their belief that their behaviour is not only effective but also justified (Vaillancourt, Brendgen, Boivin, & Tremblay 2003), providing an acceptable motive for continuing the

bullying behaviour (Sandstrom & Cillessen, 2006). Bullies can continue to bully throughout their school career and into adulthood, increasing the likelihood of aggressive/violent behaviour in the home and workplace (Cooper et al., 2013). Bullying behaviour is a predictor of marital aggression (males predominantly as perpetrators, and females, both as perpetrators and victims; Putallaz & Bierman, 2004), child abuse, and sexual harassment (Glew, Fan, Katon, & Rivara, 2008; Smokowski & Kopasz, 2005).

The role of the victim becomes more established with age (Coyne, Acher, & Eslea, 2004), with many young victims continuing to suffer throughout their school and college careers, due to a lack of resilience, support, and friends (Salmivalli, Lappalainen, & Lagerspetz, 1998). During adolescence, there is a reduction in the number of pupils reporting victimisation, with heightened risk for the remaining victims and with a significant rise in the severity of incidents and in mental health problems (Smith, 2010), acute peer rejection, and loneliness (Olweus, 1993).

Age and Peer Perceptions

Peer perceptions of bullying change with age. During the early primary school years physical bullying is the dominant form of bullying, and high levels of aggression are correlated with peer rejection of the perpetrator (Keisner, & Pastore, 2005; Rose, Swenson, & Waller, 2004; Schafer et al., 2005). However, this rejection is short lived, and bullies' social status rises during late primary school and adolescence (Cook, Williams, Guerra, Kim, & Sadek, 2010). By adolescence the majority of bullies are highly respected (Cillessen & Mayeux, 2004; Hawley & Vaughn, 2003), have high sociometric popularity (centre of attention, high visibility; de Bruyn, Cillessen, & Wissink, 2010), possess high social status (Juvonen, Graham, & Schuster, 2003; Vaillancourt et al., 2003), and are perceived by their peers as "*cool*", attractive, and socially skilled (Caravita, Di Blasio, & Salmivalli, 2009;

Juvonen et al., 2003; Thunfors & Cornell, 2008; Vaillancourt & Hymel, 2006). Popularity during adolescence is the rule rather than the exception, with over 50 percent of bullies being reported by other children as having high social power and popularity, and only ten percent as possessing low social power and popularity (Vaillancourt et al., 2003). However, the bullies' popularity and high status do not correlate with being well liked (Postigo et al., 2012; Scholte et al., 2010), with the majority of peers nominating bullies as disliked (Warden & MacKinnon, 2003).

Consistent with bullies being rejected during the early primary school years, at this age defending behaviour is admired and respected by peers (Ortega & Monks, 2005) and attributed to high status and popular children. However, in secondary school, defending behaviour reduces significantly. This may be due to the perceived risks and costs, such as being viewed as "*uncool*" by other peers, socially excluded, and/or bullied themselves (Smith, 2010).

Conclusion

Bullying is a serious universal problem, adversely affecting children's short- and longer-term physical health and mental wellbeing, social, employment and financial outcomes and it also has broader effects on their families, and society. The roles of bully, victim, and bully-victim become more stable with age and although the prevalence of victimisation decreases during adolescence, the severity of bullying behaviour and consequences for those that are bullied significantly increases. Research to further explore the risk and protective factors associated with bullying behaviour is necessary to support the development of effective interventions, aid policy making decisions, and significantly improve the health, social, and financial costs for individuals and society in general related to bullying.

Chapter 2: The UK Context: Policy and Practice

The UK Context: Policy and Practice

In order to describe the present UK context setting, this chapter provides an overview of the UK legal status of bullying, legal responsibilities on schools regarding bullying, common antibullying work within primary schools, and peer-reviewed antibullying research conducted in UK primary schools since the 1980s. First, it describes the current legal status of bullying in the UK, and the legal requirements placed on schools by the United Nations and UK Governments. The legal responsibilities discussed pertain to the UK, unless otherwise specified, however, some content is relevant to only Wales or England and is highlighted as such. Legal responsibilities within Scotland and Northern Ireland are not discussed in detail. Some international legal powers are also explored to provide an insight and comparison to the UK. Secondly, the chapter describes current UK primary school government guidance. Thirdly, the chapter reports present primary school practices in relation to antibullying work. Finally, it summarises the content of, and evidence for, the limited number of antibullying interventions implemented within UK primary school settings.

Legal Status of Bullying Behaviour in the UK

Although there is no specific law against bullying, it can be regarded as illegal under various acts including: Public Order Act, 1986, Communications Act, 2006, Malicious Communication Act, 1988, Equality Act, 2010, and the Defamation Act, 2013. These can be viewed on Legislation.gov.uk. Asam and Samara (2016) argue that there is inadequate awareness in schools concerning the legal status of actions related to bullying, and that pupils, schools, and parents may benefit from some form of legal education about its consequences and their responsibilities.

For some time, there has been a public concern at the lack of a specific law against bullying, and campaigns have taken place to develop one. In 2013, Baroness Brinton moved

that the “*House takes note of the level of education support and mental health provision available to children who are severely bullied at school*” (col. 404; For full Lords Hansard Report refer to link in reference section and see 20th June 2013, Column 404, 12:26pm onwards). Baroness Brinton also highlighted the Ayden’s Law campaign in response to the death of Ayden Olsen, a 14-year-old boy who committed suicide as a result of homophobic bullying in school (Asam & Samara, 2016). This was a campaign to introduce a Bill (July 2013) to support victims of bullying through community-based prevention work and proposed the introduction of a UK strategy for antibullying (including an annual progress report to Parliament and justice for victims through chargeable offences and out of court sentence measures) in order to achieve bully-free schools. The UK parliament did not pass the Bill, so at present there is still no specific law against bullying. The reasons for the Government failing to respond to this Bill are unknown, and result in a lack of clarity for schools on a clear definition of bullying, well-defined strategies for dealing with perpetrators, and their responsibilities in relation to bullying.

Legal Responsibilities for Primary Schools in UK

United Nations

The consequences of school-based bullying are well-evidenced, revealing strong correlations between bullying victimisation and negative short- and longer-term mental, psychosomatic, and physical health issues (Arseneault et al., 2008; Gini & Pozzoli, 2009; Graham, 2016; Kim, Leventhal, Koh, Hubbard, & Boyce 2006), including depression, anxiety, suicidal ideation, and suicide (Klomek et al., 2009; Klomek et al., 2011). Yet, until 2006, when the United Nations (UN) Study on Violence Against Children was adopted, bullying had been a “*largely neglected topic*” (UN-SRSG, 2016, p.vii). This study provided an overview and the first action-orientated policy to address bullying and was added to the

UN 2030 sustainable development agenda. The UN committee further stated that schools should provide

“accurate, accessible, and age appropriate information and empowerment on life skills, protects and specific risk including those relating to...combat bullying...through curriculum and in other ways” (UNCRC, 2011, General Comment, No 13., p.17).

The need to address bullying was also stressed in a UN Educational, Scientific, and Cultural Organisation report *“Tackling violence in schools: A global perspective”* that emphasised the need for effective whole-school evidence-based approaches and support for teachers and resources to change norms, consolidate research and data, and secure children’s legal protection (UN-SRSG, 2012). The UN Special Representative on Violence Against Children also highlighted the need for legal protection from school violence, including bullying, reporting that work in schools could be undermined without a supportive legal framework (UN-SRSG, 2012).

The UN Convention on the Rights of Children (UNCRC) was signed in 1990, ratified by the UK Government in 1991, and came into force in the UK in 1992. It is a comprehensive international human rights agreement that protects the rights of children under 18 years of age. The 42 Articles set out children’s rights and a further 12 describe how governments and organisations should work to give children these rights. Articles 28 and 29 (1989) set out a child’s right to a free and safe education that promotes their wellbeing, builds respect and tolerance for others and encourages an understanding of equality that prepares them for responsible life.

UK Acts

Despite the inclusion of bullying in the UN reports, and the known adverse consequences of victimisation, there are no mandatory school procedures for preventing or

dealing with bullying incidents in the UK, no legal definition of bullying, in either England or Wales (Marczak & Coyne, 2010), and no specific law criminalising the act of bullying (Asam & Samara, 2016). There are, however, laws that require schools to address and prevent bullying through individual school policies that protect an individual from discrimination (Smith et al., 2012).

Education and Inspection Act 2006

Since 1999 (updated in 2006), state funded schools in England, Wales and Northern Ireland are required by law to have and evaluate a school behaviour and antibullying policy that is effective in “*encouraging good behaviour and respect for others on the part of pupils, and, in particular, preventing all forms of bullying among pupils*” (Section 89 of the Education and Inspection Act, 2006, part 1b; EIA).

In 2010 (updated in 2014), the requirement was extended to cover independent schools, including academies (Independent School Standards Regulations, 2010; 2014). Policies should set out a framework that communicates the school’s commitments, responsibilities, and actions regarding bullying to staff, parents, and pupils. The EIA provides guidance on the content of school policies, including a school determined definition of bullying. Government guidance suggests that bullying can be defined as a repeated, intentional [act], aimed at certain groups (Gov.UK, 14th July 2015). The policy should include

- measures to prevent all forms of bullying including details of procedures for dealing with bullying incidents,
- sanctions and consequences for the perpetrators,
- follow-up support/action for the victims/perpetrators,
- an annual re-evaluation of the policy and
- the requirement to share the policy with all staff, parents, and pupils.

The EAI does not specify a standard, however, a report by the House of Commons Education and Skills Committee on Bullying recommends that “...*the Department and local authorities should provide clear guidance on how to develop effective policies. This guidance should include information on the minimum standard expected for school policies and what should be included*” (House of Commons, 2007, Recommendation 15, p.37).

School policies vary considerably and Smith and colleagues (2008) found that only 40 per cent of suggested policy items were covered ($n=142$ schools). Six years later this had increased to 49 per cent (Smith et al., 2012). Many policies included definitions and details on school climate, but omitted reference to: specific aspects of bullying, such as cyber-bullying or homophobic bullying. Many also failed to follow-up incidents, did not include responsibilities beyond those of teaching staff or bullying during the journey to school, and few included proactive strategies, such as playground work and peer support. They found limited evidence for the effectiveness of antibullying policies and, even when policies included the suggested criteria, this did not necessarily relate to the pupil experiences of bullying. However, schools with policies rated highly on proactive strategies for preventing bullying had significantly fewer pupils reporting bullying (Smith et al., 2012).

Education Act 2002

The Education Act 2002 requires schools to keep a record of bullying incidents, investigate and deal with incidents, support victims, discipline bullies and provide staff with training on how to identify, prevent, and manage incidents. A large evaluation of bullying policies in Wales, found that 33 per cent possessed “*significant problems*” or were “*unsatisfactory*” (1,413 schools invited to participate, $n=480$ responded; Epstein, Dowler, Mellor, & Madden, 2006, p. 5). Things have changed little and the 2014 Education and

Training Inspectorate for Wales (Estyn) reports that “*how schools deal with bullying vary widely*” (p.8), and the quality varies from “*excellent*” to “*unsatisfactory*” (Estyn, 2014, p.16).

The English Department for Education (DfE, 2014a) recommend that school antibullying policies form part of the overall school behaviour policy, with the option of a separate specific policy for bullying. The National Association of Head Teachers further advises that all head teachers consider the Human Rights Act (HRA) 1998, and “*satisfy themselves*” that their policies comply with all relevant articles.

Equality Act 2010

The Equality Act (2010, updated in 2017; EA), that came into force in 2011, requires schools to develop and share equality objectives and plans that will improve the wellbeing of individuals within their community (as set out in the Specific Duties and Public Authorities regulations). This replaced 116 different equality and anti-discrimination statutes with one single act that protects against discrimination based on age, disability, gender (including gender reassignment), pregnancy (including maternity), race, religion or belief, and sexual orientation. In England and Wales Paragraph 6 of the Act applies to schools. This Act is included in the School Inspection Framework (Ofsted, 2015; Estyn, 2016). However, Estyn reports that there are deficiencies in school antibullying policies and practices in identifying and recording bullying where protected characteristics are concerned (Estyn, 2014).

Further information on UK legislation

Further information on relevant laws and policies can be found on the Government Digital Services (<https://www.gov.uk/search> and <http://www.legislation.gov.uk/>) that provides information on current UK Government approaches to bullying, legal obligations, and the powers that schools have to tackle bullying. The Anti-bullying Alliance (<http://www.anti-bullyingalliance.org.uk/>) and the National Society for the Prevention of Cruelty to Children

(<https://www.nspcc.org.uk/>) provide summaries of the laws pertaining to bullying, links to research, and other helpful websites, that offer schools, parents, and children, information and support.

Antibullying Guidance

The English and Welsh Government provide advice for headteachers, schools staff, and governing bodies on preventing and tackling bullying. The documents produced by the governments outline the legal obligations, powers a school has to tackle incidents, the Government's approach to bullying, and principles that underlie effective antibullying strategies. They also direct school staff to further resources for specific issues.

Antibullying Guidance and Recommendations in Wales

The Welsh Government provides antibullying guidance for schools, governors, and authorities in their "*Keeping Learners Safe*" (2015) and "*Respecting Others: Antibullying Guidance*" (2003, revised in 2011) to assist schools in developing policies, strategies, and responding to incidents, although it does not recommend any specific strategies or policies. Despite this guidance, according to Estyn (2014), "*many schools are unaware of the Welsh Government's useful guidance*" (p.6) or "*its existence*" (p.21). In 2015 Dr Sally Holland, the Children's Commissioner for Wales, published "*What Next*" a consultation with 6,000 children that reported that bullying was a top concern for pupils. She made bullying one of her five priorities and a further consultation with 2000 pupils and 300 practitioners (Children's Commissioner for Wales, 2017) highlighted a lack of consistency in reporting and handling incidents. Recommendations included a national statutory duty on schools to record all incidents and types of bullying, and to have a clear definition to make this possible. The report also recommended the development of a long-term and consistent approach to tackling bullying across Wales, including that the Respecting Others Guidance should require schools

to promote regularly reviewed evidence-based practice approaches to anti-bullying. The report recognised that “*KiVa is clearly an important development for Wales*” (Children’s Commissioner for Wales, 2017, p. 21). Wales also has the Well-being of Future Generations (Wales) Act (2015) which places an emphasis on prevention work in early childhood to improve child well-being and the National Education in Wales mission (Welsh Government (WG32363), 2017) incorporates strengthening the work of schools and their partners to enhance the safeguarding and the incidence of negative behaviours.

Antibullying Guidance England

The English Government made bullying a key issue in their 2010 white paper “*The importance of teaching*” (DfE, 2010) stating that headteachers need to “*create a culture of respect and understanding*” (p.35) and “*take a strong stand against bullying*” (p.10).

The English Government Antibullying Guidance is described in the “*Preventing and tackling bullying*” resource (DfE, 2014; updated in 2017). This document suggests that successful school practices include: involving parents and pupils, evaluating practice, disciplinary sanctions, staff training, community work, reporting procedures, and inclusive environment (DfE, 2017).

The white paper (DfE, 2010) states that the Office for Standards in Education, Children’s Services and Skills (Ofsted) should focus on four main areas, one being behaviour and safety of pupils, including bullying. Ofsted (2012) provides a list of recommendations for schools, following a review of the antibullying policies of 56 schools. Recommendations include the need for policies to contribute to a culture of mutual respect, the importance of staff modelling positive behaviour, use of inclusive and non-derogatory language, a clear Personal, Social, Health, and Economic curriculum (PSHE), evaluation of school actions and

employing these to make future plans, and the need for initial teacher training to include how to deal with bullying, as part of their behaviour management training.

Education Guidance

Personal and Social (Health and Economic) Education (PSE/PSHE)

Personal and Social (Health and Economic) Education is a curriculum subject that teaches pupils emotional and social skills that will assist them in future relationships and keep them safe. Lessons promote respect for self and others, with some lessons specifically involving bullying topics such as what to do if bullied and how to act in bullying situations.

In Wales the statutory PSE curriculum plays an important part in delivering the antibullying message (Estyn, 2014, p.14). It became statutory in September 2003 and is compulsory for all pupils in Key stages 1 to 4 (ages 5 to 16 years). The curriculum covers nine components, including community, morals, emotions, and social topics (PSE Framework, 2000). England has a similar, but currently non-statutory, PSHE curriculum that states “*All school should make provision for PSHE education, drawing on good practice*” and that this provides “*a clear opportunity to work on bullying*” (DfE, 2013, p.45) and “*discuss issues around diversity and drawing out antibullying messages*” (p.8). The three core PSHE themes are (1) health and wellbeing, (2) relationships, and (3) living in the wider world and cover topics including alcohol, drugs, smoking, bullying, and human rights (PSHE Association, 2013). The PSHE curriculum aims to promote an understanding of risks and provide knowledge and skills to make safe, healthy, responsible, and informed decisions. On 19th July 2018, the then Education Secretary, Damian Hinds, released plans relating to the English PSHE curriculum, stating that specific elements (physical and mental) and healthy relations, will become compulsory as of September 2020. For primary schools this will

include positive and safe relationships with friends, family, and other relationships they are likely to encounter (DfE, 2018).

Laws and Policies on Bullying Outside of the UK

International

International treaties have been in force since the 1948 Declaration of Human Rights recognising the right to an education for children that is free from violence and discrimination (UNESCO, 2018). The UNESCO Convention against Discrimination in Education (1960; Article 1) is one such treaty. It established the right to equality and safe environment in schools internationally and this was further supported in 1990 by the legally binding standards of the Convention on the Rights of the Child, which requires all included countries to protect children from all forms of physical and mental violence, including in an educational setting.

United States (U.S.)

There are presently no federal laws, national legislation, or national policies that deal directly with school bullying, nevertheless, incidents of bullying can be viewed as criminal actions under one or more of the federal anti-discrimination laws enforced by the U. S. Department of Education's sub agency of the Office of Civil Rights. Numerous groups of legislators have argued for national legislation in order to unify the national approach but as yet this has been to no avail (Segall, 2015).

There is state legislation in all 50 states, and this is typically incorporated in to school safety enactment. The unanimous adoption of state antibullying laws took considerable time, with Georgia being the first in 1999 and Montana the last in April, 2015 (with 42 also having antibullying policies). The legislation generally includes: prohibition of bullying, requirement of a definition, adoption of school intervention strategies, school reporting of incidents, staff training, and an integrated curriculum of instruction (National Conference of State

Legislatures, 2007). Analysis, by academics, of the state laws revealed substantial diversity in content, coverage, and specificity, with arguably more differences than similarity in antibullying approaches across the states. Some state laws are viewed critically as too punitive and harsh in criminalising the issue (Meyer, 2016). A recent study reported that general state antibullying legislation was ineffective in improving school safety and student well-being, however, in states where policies were strong and comprehensive there were 8-12% reductions in bullying (Sabia & Bass, 2017). The findings of this study revealed substantial policy heterogeneity.

Australia

There are no laws criminalising bullying in Australia, however, as with many other countries, there are people lobbying for national bullying laws. Bullying can be viewed as a criminal action under other laws, in the same way as assault, threats, extortion, and harassment (Campbell, Butler & Kift, 2008). There are six Acts that relate to bullying and child well-being: The South Australia Children's Protection Act (1993), the Child Wellbeing and Safety Act (2000), the Child Wellbeing and Safety Act (2005), Children, Young Persons and their Families Act (1997), The Ombudsman Amendment (Child Protection and Community Services) Act (1998), and the Western Australia School Education Regulations (2000). Bullying is also covered by a national policy in the National Safe Schools Framework (NSSF) in 2003, which was revised in 2010, (Australian Government Department of Education and Training, 2014). The NSSF aims to provide a whole-school approach to the provision of safe and supportive learning environments. It aims to champion a whole school approach, and promote the use of evidence-based practice. The linked Safe Schools Hub is sponsored by the government to provide information and resources on safe school strategies,

including resources created to reinforce the NSSF (Australian Government Department of Education and Training, 2014a).

European

In addition to the international treaties, the Council of Europe members are required to follow Council of Europe standards, which re-iterate the international treaties, in which children should be able to access and enjoy good quality education that is free from violence and discrimination (UNESCO, 2018). The European Convention on Human Rights (1950) and the European Social Charter (1961) reaffirm the right to accessing a safe education and protection from violence.

Norway

Norway has no national law on bullying, but does however have a “*Manifesto against Bullying*”, which was first signed in 2002, by the Norwegian Association of Local and Regional Authorities, the National Parents Committee for Primary and Lower Secondary Education, the Ombudsman for Children, and the Prime Minister (Tikkanen, 2005). The manifesto promotes zero tolerance of bullying amongst children and youths. The manifesto, the Education Act, and Act of 17th July 1998 no.61 relating to Primary and Secondary Education and training also requires schools to make concerted efforts to supply pupils with a safe environment and have a sense of social belonging. This is now underpinned in the Chapter 9A 2003 Education Act, which relates to children’s rights to psychosocial health in school (Tikkanen, 2005). The manifesto recommends and supports the use of two antibullying programmes: Olweus Bullying Prevention Program (developed by Olweus) https://www.researchgate.net/publication/285822219_The_Olweus_Bullying_Prevention_Program_Implementation_and_evaluation_over_two_decades) and the ZERO program (developed by the University of Stavanger Centre for Behavioural Research; see:

https://laringsmiljosenteret.uis.no/getfile.php/13232882/L%C3%A6ringsmilj%C3%B8senteret/Pdf/Mobbing/ZERO_TEACHERS_GUIDE.pdf

Sweden

Sweden has no national law against bullying. Bullying is cited in the Education Act (SFS 2010:800) and the Discrimination Act (SFS 2008:567). The Education Act states that schools should “...*prevent degrading treatment, such as bullying, that is not directly attributable to any particular grounds of discrimination.*” and works in conjunction with the Discrimination Act that considers prejudicial actions based on the victim’s specific characteristics (e.g., gender, ethnicity, sexual orientation) 207. It would appear from this information that the Swedish government differentiates between discrimination and bullying, however, this could not be fully clarified by the author as the additional information retrieved was only available in Swedish.

Finland

Finland has no national laws against bullying, but it can be considered under the umbrella of other criminal offense, such as violence, extortion, theft, damage, threats, limiting of freedom, and defamation, which are punishable under the law (RIKU, 2014). Offenders may be liable to criminal charges and also made to compensate victims for their actions. In relation to school bullying and according to Finnish law, children under the age of 15 years are not legally liable, but may still be liable to compensate for damages.

Recommendation 47 of the Government of Finland’s fourth periodic report on the implementation of the UN Convention on the Rights of the Child (2008) was “*The Committee recommends that the state party continue to take appropriate measures to combat the phenomenon of bullying and violence in schools...*”. This was addressed in point 343 of the fourth periodic report, with direction to the Basic Education Act (1998/628) and its update of

Section 29 in 2003, stating that all pupils participating in education shall be entitled to a safe learning environment. The Act requires schools to set out a plan, in connection with curriculum, for safeguarding pupils against violence, bullying, and harassment. A further response to recommendation 47 included in point 348, reports on the work of the Ministry of Education and Turku University and their plans for the development and evaluation of KiVa during 2006-2009 with a total of 24,000 pupils across the country being involved in the development of the programme with the aim of future roll out. The report states that KiVa is a portfolio of measures for “*preventing bullying and means of intervening effectively with incidences of bullying*” (p.79).

Republic of Ireland

Ireland has no national laws against bullying, but there are criminal and education law provisions given to school implicitly include bullying. Two Articles in the Constitution of Ireland are relevant to bullying. Article 42.1-2 that children are guaranteed the right to an education that delivered them “... *certain minimum education, moral, intellectual, and social*” (p.7) and Article forty states “... *the personal rights of the citizen, including the right to good name*” (p.7). There was also legislation, introduced in 2003, that requires all schools to have a stand-alone anti-bullying policy and more recently an amendment to the Education Welfare Bill (2012) making all schools’ responsibility to record incidents, implement anti-bullying strategies, and to communicate with parents/guardians within five working days, explaining the actions taken.

Why has Specific Legislation on Bullying Not been Passed in the UK and Many Other Countries?

The UK is in line with many other countries, in not having a specific law pertaining to school bullying, and in interpreting other laws to make them applicable to bullying actions

and to achieve the status of criminal action. There are several reasons why countries may choose not to have a law in place. Firstly, a law would criminalise the young perpetrator, even when they may fail to recognise the law, be more prone to impulsivity (Robinson & Darley, 2004), or not be aware of their impact of their actions (Campbell et al., 2008). Secondly, a law could be construed by schools as unreasonable, intrusive, and harmful, as the bullying needs to be addressed at school level as a disciplinary matter, preferably on a case-by-case basis rather than a criminal offence (ref). Thirdly, bullying is not effectively addressed on its own, by punishing the bullying, but is based in the quality of interpersonal relationships and the group dynamics, and the school community (Willard, 2014). However, there are lobbies internationally, for example Australia (<http://antibullyinglaw.org>), US (<http://www.bullypolice.org/>), and UK (Ayden's Law Campaign) and teachers and parents that see a law as part of the solution (Spears, Campbell, Slee, Butler & Kift, 2010).

Current UK Primary School Practice

This section describes some of the most common primary school practices in the UK for tackling bullying. There are very few accounts of school reported antibullying practice internationally, the exception being a UK report by Thompson and Smith (2011) funded by the DfE. This report drew upon the responses of teachers working in English primary schools. No data from Welsh schools could be found. This section draws mainly on this report. Schools use a variety of methods: proactive, peer support, and reactive (Thompson & Smith, 2010). In the next three sections, each method is described, and an example provided.

Proactive Strategies

Proactive strategies are intended to prevent new cases of bullying. They are based on developing positive, respectful, and inclusive settings for pupils. Proactive strategies can be classified into three groups: whole-school, classroom, and playground (Thompson & Smith,

2010). Whole school approaches include: Personal and Social (Health) Education (PSE/PSHE), school assemblies, school councils, adult modelling, restorative ethos, and participation in antibullying week. Classroom approaches include: curriculum work, cooperative group work, circle time, and quality circles. Playground approaches include: improving adult supervision, and playground policies. The next sections describe an example of the proactive whole-school based approach of PSHE and antibullying week.

Personal, and social, (health and economic) education (PSE/PSHE)

Personal and Social (Health and Economic) Education is a curriculum subject taught to develop children's skills, inform their attitudes, and increase their knowledge to keep them healthy and safe and prepare them for a responsible life. It aims to increase self-esteem, critical thinking, team working, relationship building, empathy, respect and understanding of the wider-world and to teach effective risk management. The PSHE curriculum in England contributes to school statutory duties outlined in the EA (2002) in providing a balanced curriculum and is an element of Ofsted inspections on personal development, behaviour, welfare and safeguarding. The English Government provides funding to the PSHE Association to work with schools in developing their own PSHE programmes. For more information on the English PSHE curriculum see the Gov.uk webpages on PSHE (<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>).

In Wales PSE is part of the basic statutory curriculum offered to all pupils aged 7 to 16 years at all maintained schools. The UNCRC and Welsh Government's strategy document the Rights to Action requires that all children must be provided with an education which develops their personality to the full. The EA (2002) states that it is a school's duty to promote the welfare of the children. The mandatory Welsh PSE curriculum ensures that

schools comply with these duties. The curriculum includes developing thinking, reflecting on one's own actions and those of others, and communicating, including listening and responding. One of the learning outcomes of the curriculum is "*manage different emotions and develop strategies to resolve conflict and deal with bullying*" (Department for Children, Education, Lifelong Learning and Skills, 2008, 19b). For more information on the PSE curriculum in Wales see Learning.Gov.Wales.

A DfE UK report by Thompson and Smith (2010) reported that 99 per cent of schools use PSE to tackle bullying through developing an awareness of, and discussing, bullying ($n=1378$ primary and secondary schools). PSHE was rated by school staff as having a positive effect on bullying, but there have been no peer reviewed articles evaluating its effectiveness.

Many schools use the Social and Emotional Aspects of Learning (SEAL) programme developed by the Department for Education and Skills (2005) as part of the Primary National Strategy's Behaviour and Attendance pilot (Hallam, Rhamie, & Shaw, 2006) as their teaching resource for PSHE lessons (DCFS, 2008). In 2008, 80 per cent of English primary schools reported using the SEAL to some extent (DCFS, 2008). SEAL is whole-school based programme including resources for assemblies and lessons. It is viewed as a "*loose enabling framework...rather than a structured package*" (Weare, 2010). Schools can explore different approaches to delivery and choose from among a wide variety of resources. The Thompson and Smith (2010) feedback from teachers indicated that resources were "*great*" but "*time consuming to select*" and implementation as "*too big*" (p.17) and not consistently delivered as a programme. This type of programme does potentially provide an opportunity for rigorous evaluation; however, schools do not consistently implement the same elements, in prescribed amounts, and there are no delivery quality criteria. An evaluation of SEAL that did not

specifically examine bullying behaviour, included “*emotions and awareness of them in self and others*”, and “*social skills and relationships*” (Hallam, Rhamie, & Shaw, 2006). Results showed no significant changes and teacher reports were mixed (Hallam, Rhamie & Shaw, 2006, p.84).

Antibullying week

In 2004, the UK launched the first of their annual antibullying event weeks (Antibullying Alliance, 2014). This is generally held during the third week in November and aims to raise awareness, and highlight ways of preventing and responding to, bullying in schools. Nominated agencies, the Antibullying Alliance (ABA) in England, Respect me in Scotland, and the Preventing Bullying Behaviour Group (PBBG) in Wales, choose a theme each year, and design and distribute free resources to promote school engagement. The Antibullying Alliance produced online resource packs for their 2017 theme “*All Different, All Equal*” antibullying week that were reviewed online over 185,000 times in 2017 and their survey in 2018 of 200 educational professional indicated that 76 per cent of schools held antibullying week activities (ABA, 2018). The National Children’s Bureau conducted their first comprehensive evaluation report of Antibullying week, “*Choose Respect*”, in 2018, including an independent poll of teachers and pupils (conducted by Censuswide with teacher (n=501) and pupils aged 5-16 in England (n=502)). The report can be accessed online: (<https://www.antibullyingalliance.org.uk/sites/default/files/field/attachment/ABW18%20Evaluation%20Report%20-%20FINAL.pdf>). The report describes the activity, reach, and impact of anti-bullying week, 79% of schools in England took part, approximately 19,200 schools and 7.5 million pupils. The campaign was covered in over 639 items of national, local, and regional media reports and saw a significant increase in social media platform interest than previous years. Over 97,000 primary and 30,000 secondary school resource packs were

downloaded. The independent poll of teachers and pupils revealed that 80%, of both teachers and pupils, agreed that Antibullying week is useful and helps schools to tackle bullying.

Peer Support Strategies

Peer support programmes can be used proactively and/or reactively and teach pupils to support each other. In recent years, across the UK, a wide range of school-based peer support interventions have been introduced to reduce bullying, including Buddy Schemes, Peer supporters/mentors and Peer mediation programmes. Some form of peer support programme is implemented in approximately 68% of the schools ($n=1378$ primary and secondary schools) and viewed by schools as moderately effective and flexible to implement (Thompson & Smith, 2011). Buddy schemes provide support to individual vulnerable pupils. Peer mediation encourages pupils to discuss issues and agree on a plan of action. Mediators can be trained and support in conflict resolution. Ttofi and Farrington (2011) found that work with peers as an element of an antibullying programme was ineffective and could be detrimental increasing levels of victimisation and stated that “*work with peers should not be used*” (p.44). However, others (Cowie & Smith, 2010; Smith, Salmivalli, & Cowie, 2012) suggest that these elements of programmes are not designed to prevent bullying but rather to offer support to victims after an incident. Ttofi and Farrington (2012) conclude that research in this area is mixed, and not encouraging. The strategies have shown increases for pupils in feeling safe in school (Cowie, Hutson, Oztug, & Myers, 2008), however, they have been frequently found to be ineffective in terms of their impact on levels of bullying/victimisation (e.g. Houlston & Smith, 2009; Naylor & Cowie, 1999;) and on occasion associated with increases in bullying and victimisation (e.g. Cowie & Olafsson, 2000). Ttofi and Farrington (2012) further suggest that, if used, they should part of a more comprehensive programme, such as KiVa.

Reactive Strategies

Reactive strategies are employed to tackle identified cases of bullying when they arise. Approaches include direct sanctions, restorative practice, support groups, and school tribunals. Thompson and Smith (2010) found that 92% of schools ($n=1378$ schools primary and secondary schools) used direct sanction and 69% used restorative approaches.

Direct sanctions

Direct sanction can include verbal admonishments, removal from class, detentions, withdrawal of privileges, meetings with parents, short-term suspension, and permanent exclusion. Some schools report that direct sanctions send out a “*clear message*” that bullying is not tolerated and “*provide a deterrent*” to other pupils for bullying behaviour (Thompson & Smith, 2010, p.86). Others (e.g. Rigby, 2016; Sherer & Nickerson, 2010) suggest that direct sanctions are less effective than restorative practice, and are perceived by staff as less effective, despite being the most frequently used approach. Although some schools set out direct sanction procedures for dealing with incidents in their policy, many stated they modified their use dependent on age, severity, form of bullying, and frequency of the incidents (Thompson & Smith, 2010).

Peer Reviewed Interventions used in the UK

A limited number of evaluations of antibullying interventions have been conducted in primary schools in the UK. To identify empirical evaluation studies on antibullying effectiveness conducted in the UK in primary schools for this section, the author reviewed two comprehensive meta-analytical reviews spanning from 1983 to 2016 (Farrington & Ttofi, 2009; Gaffney, Ttofi, and Farrington, 2018). The review by Ttofi and Farrington (2009), covered 1983 to 2009 and Gaffney, Ttofi, and Farrington (2018), covered 2009 to 2016. Both reviews had four inclusion criteria: i) evaluation of a school-based antibullying programme

implemented with school-age participants (4 -18 years), ii) utilised an operational definition that coincided with an existing definition (i.e. Olweus, 1991), iii) reported school-bullying perpetration and/or victimisation using a quantitative measure, and iv) used an experimental or quasi-experimental design (one group received an intervention and other was a control condition). The first review identified 44 studies, of which only two were in UK primary schools, and the more recent review Gaffney, Ttofi, and Farrington (2018), identified 79 studies, of which four were conducted in UK primary schools. Three studies were conducted in UK secondary schools, one in the first paper (Boulton & Flemington, 1996), and two in the later paper (Bonnell et al., 2015; Stallard et al., 2013). These evaluations are not described in this section, as they are not relevant to the thesis, which focuses on to primary school settings.

(1). The Sheffield Antibullying Project

The Sheffield Antibullying Project (Smith, 1997) was a whole-school approach for both primary and secondary schools. All schools ($n=16$ primary schools and $n= 7$ secondary schools) implemented a core intervention, the development of a policy on bullying (school expectations and procedures), and then chose from a list of optional extra interventions. The optional extras were self-selected to best fit with each school and categorised as curriculum based, playground based, and targeted individual child intervention. For more information on the elements and the extent to which they were used see Eslea and Smith (1998, p. 208) and Smith et al. (2004b, p. 101). All pupils completed measures at baseline and at two year-follow-up, and groups of staff and pupils were interviewed and completed additional measures specific to the interventions chosen by the schools. Interim playground monitoring was conducted in a number of schools, and pupil surveys after lunch for five days every half term. When comparing pre- and post-implementation measures, reductions were found in pupils reporting being bullied and bullying others. These were more substantial in primary

than secondary school settings. Playtime monitoring also revealed significant reductions in four types of bullying; direct physical violence, threats and extortion, repeated teasing, and spreading nasty rumours.

(2). The Social Skills Training Programme

The Social Skills Training programme (Fox & Boulton, 2002; 2003) was an eight-week intervention for targeted groups of pupils, namely “*chronic victims*” of bullying (p. 237). The evaluation focused on small groups (5 to 10 pupils aged 9 to 11 years) of chronic victims of bullying in four schools. Twenty-eight pupils, 15 in an experimental group, and 13 in a waiting list control group. The general programme goal was to improve the social skills of the victims, in order to reduce the risk of victimisation. The eight one-hour sessions were delivered by two professional trainers and cover topics such as friendship, body language, assertiveness, and dealing with bullying. The methods of learning involve role-play, modelling, reinforcement and relaxation skills. The study found a significant increase in self-esteem, generally considered to be a protective factor for the risk of victimisation, however, it did not find any significant differences to the victim status. Fox and Boulton concluded “*...interventions for victims are unlikely to be effective, unless they are part of a wider, whole school, anti-bullying programme*” (p.25).

(3). Defeat Bullying

The Defeat Bullying Programme was developed by the Nation Society of Prevention of Cruelty to Children (NSPCC, 2007). It was a five-week classroom-based curriculum that aimed to create antibullying norms within the classroom. It covered topics such as attitudes and feelings about bullying, diversity, safety, and encouraged bystanders to intervene. The study was quasi-experimental with three conditions: intervention, intervention plus parental involvement, and waitlist. Pupils from Year 5 (age 9 to 10 years, $n=69$) at three schools

participated in pre- and eight-week post-course measures of bullying, attitudes towards bullying, and knowledge of how to intervene. No statistically significance changes were found on any of the measures, and there was no overall effect on group norms (Herrick, 2012).

(4). Antibullying Pledge Scheme

The Antibullying Pledge scheme was a universal prevention programme, described as a commitment focused antibullying initiative (Pryce & Frederickson, 2013). It aimed to reduce bullying and allow children to feel safer in schools. Each school was allocated a professional outside intervention facilitator who supports the school in drawing up an antibullying action plan that fits with the school's needs and assists with the annual review of commitment to implementation of the plan. The evaluation was a mixed methods pre- and post-intervention measures and included four primary schools (2 intervention and 2 control schools), 14 classes with pupils in year 4, 5, and 6 (8 to 11 years, $n=338$). The study included peer and self-report measures of victim/bully status, school climate, and planned behaviour over 23 months. No differences were found between the control and intervention group on any pupil outcome measure (Pryce & Frederickson, 2013).

(5). Fear Not Intervention

Fear Not (Fun with Empathic Agents to Achieve Novel Outcomes in Teaching) was a virtual learning intervention (Sapouna et al. 2010) delivered in three, thirty-minute sessions over the course of three weeks. The virtual learning environment was a school setting with 3D pupils in bullying scenarios, the user interacts with the scene and makes coping suggestions. The aim was to enhance coping skills for dealing with bullying situations. It was evaluated in a non-randomised trial in 27 schools across the UK and Germany (pupils mean age 8.9 years, $n=1129$; $n=509$ intervention and $n= 560$ control). The measures included self-reported

escaping victimisation and victimisation rates. Pre-intervention, one week and four-week follow up measures revealed short term effects on escaping victimisation for children identified as victims prior to the study and short-term effects on victimisation rates for UK pupils (Sapouna et al. 2010).

(6). Emotional Literacy Intervention

The Emotional Literacy Intervention was led by trained school based professionals and targeted skills such as self-awareness, self-regulation, empathy, social skills and emotional literacy. The intervention targeted pupils involved in bullying perpetration behaviour and was delivered in small groups in 45-60-minute session over 12 weeks (Knowler & Frederickson, 2013). It was taught through role-play, discussion, practical activities, and weekly tasks. In the evaluation peer identified pupils of bullying behaviour ($n=50$ aged 8 to 9 years) at the four schools were assigned to intervention or waitlist control. Whole class measures of emotional literacy and peer and self-reported bullying/victimisation were collected pre-course and at 12 week follow up. Only pupils with low baseline emotional literacy showed reductions in peer rated bullying behaviour, and no effect was detected on victimisation.

The research conducted in the UK to date has involved small samples (with three of the six studies reviewed reporting less than 70 participants), required trained professionals to deliver the intervention (three of the six studies), were delivered over short time span (four delivered over short time periods; 4, 5, 8 and 12 weeks), and, taken together, demonstrated minimal effectiveness in reducing bullying and victimisation.

Conclusion

Although the UNCRC Articles were adopted in the UK in 1999 and require the provision of a right to a safe learning environment for children, there was little discussion of

bullying in the UN until 2006 when the UN Study on Violence to Children highlighted its significance. Bullying has now been added to the 2030 UN Sustainable Development Agenda, presenting an opportunity to place children's right to protection from violence, including bullying, at the centre of policy in every nation, including the UK. The Special Representative on Violence against children also indicated that school-based work could be undermined without a supportive legal framework (UN-SRSG, 2012).

At present bullying is not a criminal act, and, although a Bill was placed before the House of Commons in July 2013, it was not passed by the UK parliament. There are, however, well established laws in place for legal action to be pursued for dealing with incidents of bullying, but generally schools, parents, and pupils have little understanding of their legal responsibilities (Asam & Samara, 2016). The lack of a specific law places the UK in line with many other countries.

While antibullying policies are compulsory in UK schools and many countries internationally, the evidence is mixed as to whether policies alone reduce bullying and/or victimisation (Green et al., 2014; Hatzenbuehler, Schwab-ReeseRanapurwala, Hertz, & Ramirez, 2015; Jeong & Lee, 2013; West, 2014). The evidence for strategies in use in the UK is minimal, revealing a variation in quality, content, and nature of school-based policies, suggests that (1) the government guidance is insufficient to enable schools to effectively develop and implement policies (schools are even unaware of guidance; Estyn, 2014), (2) policies may potentially be developed by schools to meet their statutory requirements without commitment to implement them, (3) many schools are unaware of the guidance and do not know how to produce a strong policy, (4) where policies exist many are not translated into tools, and (5) where tools for implementation are used they are generally not well evaluated (Smith et al., 2012). Shere and Nickerson (2010) suggest that there are mixed findings on the

effectiveness of antibullying policies and that this may be due to their existence being more important than their implementation; others support this view stating that policies are “*file fodder*” (Raynor & Wylie, 2012). Some policies focus on reactive procedures, despite the majority of successful international prevention research demonstrating that proactive actions yield better outcomes. Policies should include procedures for dealing with highlighted incidents, but also have a universal element to reduce incidents and minimise the consequences of bullying. Due to the substantial amount of research demonstrating adverse health and psychological issues in adult life, exploring data over longer time periods as to whether and how policies impact on individual life trajectories. The research clearly highlights the need for evidence-based, comprehensive information and requires recommendations or requirements by policymakers. The recommendations need to be developed through interdisciplinary collaboration, consistently implemented and frequently evaluated to ensure that they are effectively responding to the issues. To date in the UK there is a little information as to how schools address bullying or how they monitor their practice, and limited evidence for effective interventions to prevent or reduce bullying, confirming the need for more research.

In conclusion, the short and longer-term adverse consequences on children’s physical and mental health are well documented, yet presently most schools in England and Wales do not have a clear definition of bullying behaviour (Marczak & Coyne, 2010) or use any specific procedures for preventing or dealing with bullying incidents. This results in varied staff understanding and responses within schools and variation in school practices, providing inconsistent and largely ineffective messages to pupils and parents. Use of specific well-publicised evidence-based guidance, on-going evaluation, and monitoring of their processes is required for schools to ensure that bullying is dealt with efficiently and that evidence-based

practices are carried out with fidelity. The establishment of a UK legal definition of bullying would facilitate a more consistent understanding of bullying in schools; however, an understanding is not sufficient to prevent future incidents or tackle highlighted cases. It is therefore imperative that empirical research is conducted in the UK to determine what schools and teachers find effective and acceptable for use in antibullying practice and that policy makers provide leadership in supporting schools in adopting evidence-based practice.

Chapter 3: Baseline and Early Implementer School Outcomes

Content from this chapter are included in published paper:

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Abstract

The chapter reports the findings from two studies; Study 1 reports on pupil self-reported prevalence of victim, bully, and bully-victim status and investigates potential reporting differences by gender and age, and Study 2 reports on the pre-post-test results from a sample of 41 KiVa early implementer KiVa schools. Study 1 sample consisted of 11,862 pupils aged 7 to 11 years, from 116 schools in England and Wales. Pupil self-reported prevalence of victim, bully, and bully-victim status was 19.5 per cent, 5.6 per cent, and 3.3 per cent respectively. The results in relation to gender and victim, bully, and bully-victim status were mixed with no clear association found. A significant inverse association was found between victim, bully, and bully-victim status and age, which is consistent with previous research. Reporting of bullying incidents by pupils who were bullied did not vary by severity of bullying, however, pupils who were bullied were significantly more likely to report it at home than at school. Study 2 examined levels of pupil self-reported victimisation and bullying prior to, and after, one year of KiVa implementation in 41 schools (pupils $n=3720$ pre-test and $n=3612$ post-test) and programme delivery costs. Results revealed statistically significant reductions in self-reported victimisation and bullying after one year. Ongoing costs were small, at £2.84 per Key Stage 2 pupil per annum. The findings confirm that pupil reported bullying is a significant problem in the UK, support the need for early intervention, and justify the need for further more rigorous evaluation of KiVa in the UK.

Keywords: Bullying, Bully-victim, Gender, Reporting, Evaluation, Pragmatic.

Introduction

Bullying is an internationally recognised problem in schools (Smith et al. 2016), with approximately one in ten children worldwide reporting frequent bullying (Chester et al., 2015; Currie, Zanotti, Morgan, & Currie, 2012). The World Health Organisation (WHO) study on Health Behaviour in School-aged Children (HBSC) collects cross-national data via an self-report questionnaires (SRQ) every four years from 11 to 15-year olds in approximately 48 different countries (mostly European) on young people's well-being, health behaviours and social context. In the most recent report, published on the 2013/2014 data set (Inchley et al., 2016), 12 percent of 220,000 children aged 11, 13, and 15 years from 42 countries (40 European and 2 North American) reported that they were bullied chronically ("*at least two or three times a month in the past couple of months*"). Prevalence rates vary greatly from country to country, ranging from 32 per cent in Lithuania for 11-year olds to 3.5 per cent in Armenia. Bullying rates appear to be quite stable within countries, with Chester et al (2015) reporting that a reduction in self-reported victimisation was found in 33 per cent of the European countries ($n=30$) taking part in the HBSC survey from 2002 to 2010, however the prevalence in the remaining 66 per cent had no significant reported changes.

England and Wales Prevalence

A number of published studies and grey literature in the UK have reported that bullying is a major issue for pupils (e.g. DCSF, 2008). Official statistics on the prevalence of bullying are presently not collected (LGBT Excellence Centre Wales, 2009), and studies that do exist use varied methods and cut-off points, making them not directly comparable. There are a substantial number of reports and articles that only measure and report on adolescent victimisation and bullying (age 11 to 15 years). The Millennium Cohort Study (MCS), however, is an exception that has followed over 14,000 children born in the UK between

September 2000 and January 2002. The MCS is a multidisciplinary study aimed at capturing the influence of early family context on child development and outcomes throughout childhood, into adolescence and subsequently through to adulthood. In 2008, data from 10,280 children aged 7 years, was collected on an SRQ that included two items on bullying. One item inquired “*How often do other children bully you at school?*” and the other “*How often are you horrible to other children at school?*”, response options for both items were “*All of the time*”, “*Some of the time*”, and “*Never*”. The results reported for the category of “*All of the time*” for children bullied at school in England and Wales, was nine per cent and 10 per cent of children, respectively. With regards to bullying others, three and two per cent (England and Wales, respectively) stated that they were horrible all the time to others (Henshaw, 2014).

Data from the 2012 wave of the MCS for 11-year-old children is not directly comparable with the earlier data, as the text of the item was altered to “*How often do other children hurt or pick on you on purpose?*” and “*How often to you hurt on pick on other children on purpose?*”. There were six responses varying from “*most days*” to “*never*”. More than half of the children reported having been hurt/picked on (58%). Nine per cent reported that they were picked on “*at least every week*” and a further seven per cent “*most days*”. Nearly a third of children reported picking on others, with the vast majority reporting “*less than once a month*” and one per cent reporting “*most days*” (Platt, 2014).

Other methods for assessing prevalence can include exploring the baseline data from antibullying evaluations conducted in the UK in primary schools, however these data are limited and, when identified, varied greatly. Six studies were reported in two systematic reviews; (i) Ttofi and Farrington (2011) and (ii) their follow-up review (Gaffney, Ttofi, &

Farrington, 2018). Only two of the six evaluations reported baseline prevalence. These are described briefly.

Sapouna et al. (2010) conducted a cross-national study (Germany and UK) evaluating the Fear Not intervention, with approximately 1,000 pupils, 520 from the UK, with an average age of 9.36 years. Self-reported victimisation and bullying were measured using items from the Olweus Bully Victim Questionnaire (OBVQ) inviting the pupils to use the time frame of over the last month. The item responses were rated, on a 4-point Likert scale of “never”, “1-2 times”, “more than 4 times”, and “at least once a week”. Victim and bully perpetration categorisation were set at four times in the last month. The cumulative baseline prevalence rates for the UK and Germany were 26% victims and 13% bullying perpetration. There was no reporting for bully-victims.

The Sheffield Antibullying Project (Smith, 1997; Eslea & Smith, 1998) was conducted in primary and secondary schools (age 8 to 16 years). A pilot prevalence paper (Whitney & Smith, 1993) of 2,600 pupils indicated that the primary school results revealed that 27% of pupils were bullied “sometimes” or more frequently and 12% bullied others “sometimes” or more frequently. Again, there was no reporting on bully-victims.

Although both of these evaluations report similar baseline rates, they are much higher than the HBSC and MCS. However, it is not possible to make comparisons due to variation in item phrasing, time frame of retrospection, number of response categories, and cut-offs used for categorisation.

In 2009, the Welsh Assembly Government commissioned the first comprehensive survey on bullying in Wales with 7,448 pupils from 167 schools and five Pupil Referral Units in school years 4, 6, 7, and 10, (8 to 15 years). The main report “*A survey into the prevalence and incidence of school bullying in Wales*” by Bowen and Holtom was published in 2010.

The OBVQ was used with pupils in years 6, 7, and 10, and a simplified version used with year 4 pupils. The simplified version could not be compared with the other data, so were not included in the published report (Bowen & Holtom, 2010). Thirty-two per cent of pupils in year 6 reported being bullied within the last two months, increasing to 47% of pupils when the cut-off was extended to the “*last year*”. However, using the more frequently research reported cut-off of two or three times a month, 27 per cent of year 6 pupils self-categorised as victims. For bullying others, 18 per cent of year 6 pupils admitted bullying others “*as part of a group*”, with a smaller proportion stating they bullied others on their own. The majority of pupils reported that they only bullied others once or twice in the last two months, however two per cent of respondents stated that they bullied others several times a week.

From the UK research, prevalence rates for this younger age group are severely lacking and what is available does not report bully-victim prevalence. This finding is in-line with much of the international research, with the vast majority of research reporting on adolescent populations and not reporting on the bully-victim category. The limited available research on the bully-victim prevalence reports that only a small proportion of pupils are both targets of bullying and also bully others (Wolke & Samara, 2004). These pupils generally display higher levels of conduct, school, and peer problems (Juvonen, Graham, & Schuster, 2003; Wolke & Samara, 2004) and are at increased risk of poor psychosocial functioning (Salmivalli & Peets, 2009), suicidal behaviour (Winsper, Lereya, Zanarini, & Wolke, 2012) and mental health problems more generally (Sourander et al., 2009). They also are at increased risk of adverse health, economic, and social problems in adulthood (Wolke, Copeland, Angold, & Costello, 2013), however they are neglected in bullying research. This study fills this research gap by providing data on this younger age group and bully-victim prevalence within this age group.

Gender

There are mixed findings on gender differences in victim, bully, and bully-victim status. The majority of research discussed in this section refers to findings for children aged 11 to 15 years, as again there is a lack of reporting on younger children.

Gender: victim

In the main, victim gender differences are not significant for victim status (Cosma, Whitehead, Neville, Currie, & Inchley, 2017; Davidson & Demaray, 2007; Kljakovic, Hunt, & Jose, 2015; O'Connell et al., 1997; McClure Watters, 2011; The Good Child Report, 2017). Some papers have reported that boys are more likely to be bullied than girls (Craig, 1998; de Bruyn, Cillessen, & Wissink 2010; Demaray et al., 2014; Nansel et al., 2001; Olweus, 1994; Olweus, 1997; Rodkin & Berger, 2008) and others that girls are more likely than boys to be victims (Craig & Harel, 2001; Veenstra et al., 2005).

The HBSC (Inchley et al., 2016) found that boys aged 11 to 15 years (12%) were more likely to report being bullied than girls (10%) in over a third of the countries ($n=42$), however, this differed from their 2012 report (WHO, 2012), which reported no gender differences. In the UK, the proportion of boys, aged 7 to 11 years, being bullied was higher (11%) than for similar aged girls (8%) (MCS; Hansen, Jones, Joshi, & Budge, 2010; Henshaw, 2014), and there were similar findings for 11-year olds. In the Welsh survey (Bowen & Holtom, 2010), more year 6 girls (36%) reported being a victim in the last two months than boys (28%). However, there were no gender differences in the proportion of severely bullied pupils.

Gender: bullying

Gender differences for the bully category are clearer, with boys being significantly more likely to report bullying others than girls (Inchley, 2016; Olweus, 2005; Solberg &

Olweus, 2003; Craig, 1998; Olweus, 1997; Smith, Kwak, & Toda, 2016; RSN McClure Watters, 2011, Nansel et al., 2001; Pepler et al., 2008; Molcho et al., 2009; Rodkin & Berger, 2008; Salmivalli et al., 1996; Veenstra et al., 2005; Charach, 1995; Pepler, Smith & Rigby, 2004), and this is found consistently across countries and at all ages (Wang, Iannotti, & Nansel, 2009). The World Health Organisation (WHO, 2012) reports that on average boys are two to three times more likely to be perpetrators. However, some studies show no gender differences in rates of bullying (Demaray & Malecki, 2003; Kljakovic, Hunt, & Jose, 2015; Swearer & Cary, 2007). The UK MCS data for children aged 7 years shows that boys are more likely to be “*horrible*” than for girls (4% versus 2%), and that this difference was also found in 11-year-old children with boys being more likely than girls (36% versus 24%) to report that they pick on or hurt others (Hansen, Jones, Joshi, & Budge, 2010; Henshaw, 2014). The Welsh survey (Bowen & Holtom, 2010) did not report on bully perpetration by gender.

Gender: bully-victim

There is little data on gender differences in bully-victim status. What there is, is predominantly from the US, and indicates that boys are more likely to be bully-victims than girls (Rodkin & Berger, 2008). Neither the HBSC, MSC aged 7 and 11 years, nor the Welsh survey (Bowen & Holtom, 2010) report on bully-victim status.

Age

Many large-scale surveys report a decline in self-reported victimisation and bullying perpetration with increasing age (Inchley & Currie, 2016; Smith, Morita, Catalano, Junger-Tas & Olweus 1999; Molcho et al., 2009; Nansel et al., 2001), with a small increase on both variables during the transition year from elementary/primary to high/secondary school (Pellegrini & Long, 2002).

The Welsh survey (Bowen & Holtom, 2010) found an inverse relationship between age and bullying frequency, with the proportion declining across years 6, 7 and 10. Importantly, this decline was not found for the long-term victims (reporting “*about a year*”) who were seven times more likely to report being bullied “*several times a week*”. This is consistent with other research demonstrating that severe victimisation is stable in approximately five to ten per cent of pupils (DCSF, 2008; Sharp, Thompson, & Arora, 2002).

Reporting of Bullying

Reporting of a bullying situation by an individual about themselves or others may be the first step to stop victimisation since teachers are frequently not aware of, or respond to, incidents (Crothers, Kolbert, Barker, 2006; Novick & Issacs, 2010), and only 27% of pupils are likely to report to teachers that they have been victimised (Rigby & Barnes, 2002). Many children report that they thought that victimisation would be worse if they reported being bullied to a teacher (Bradshaw, Sawyer, & O’Brennan, 2007) and that teachers were unable to protect them (Novick & Issacs, 2010). Children frequently report receiving mixed messages from adults, including encouragement to report followed by a lack of belief or inaction subsequent to the reporting (Oliver & Candappa, 2003). According to Oliver and Candappa’s finding just over half of year 5 (10-year olds) considered telling a teacher to be an “*easy*” option, with other pupils stating “*...called a grass*” or “*a dobber*” (p.73). Positively, children report heightened willingness to report bullying when they believe that teachers will take an active role and demonstrate that bullying is being taken seriously (Cortes & Khaerannisa, 2014).

In the UK there is limited research exploring the reporting of bullying for primary school pupils. A Northern Ireland survey reported that 76% of primary school aged victims told someone about the bullying, most usually a parent or a friend, and girls were more likely

to tell someone that they had been bullied than boys (RSN McClure Watters, 2011). The Welsh survey (Bowen & Holtom, 2010) reported that the majority of pupils (89%) who self-reported as victims did inform someone. This survey also allowed some of the pupils (year 6) to state to whom they reported the incident. Pupils could choose more than one option on this item, with the findings revealing that they were more likely to tell someone at home than at school (63% home, 45% school: Bowen & Holtom, 2010).

Costs

Bullying is costly for victims and bullies, their families, schools, society and multiple agencies across their lifetimes including health, criminal justice, education, and social services (Roberts et al., 2004). Although the adverse consequences of bullying are well established, evidence on the effectiveness of school-based intervention is limited and of mixed quality and knowledge of the costs/cost-effectiveness of antibullying programmes is minimal (Hummel et al., 2009). Local authorities/schools need information on the cost implications of spending decisions and there is no information on the costs\cost-effectiveness of UK school-based antibullying interventions. The current chapter reports the micro-costing of KiVa in the first year including resources required to deliver the intervention. Micro-costing is widely used in economic evaluations of public health interventions (e.g. Tarricone, 2006; Charles, Edwards, Bywater, & Hutchings, 2013; Xu, Nardini, & Ruger, 2014) including parenting programmes (Berry et al., 2015; Charles, Edwards, Bywater, & Hutchings, 2013; Edwards et al., 2016).

Study 1

Study 1 investigates pupil self-reported victim, bully, and bully-victim status in pupils aged 7 to 11 years in England and Wales. Given that the majority of internationally published research, including research from the UK, focuses on bullying within secondary school pupils

(predominantly aged 11 to 15 years) and generally only examines victim and bully status, it is important to gather information on younger pupils and the prevalence of these three roles, as this age group is where many school-based prevention programmes are targeted (e.g. Kärnä et al., 2011). Gender and age comparisons were conducted to explore any possible differences in bullying rates across the 7 to 11-year age range in primary school settings. Victim reporting of incidents was explored, that is whether the severity of bullying influenced the victim reporting of the bullying incidents and to whom they reported the incident (school/home).

Study 1 addresses the following questions:

- What is the prevalence of victim, bully, and bully-victim status in pupils aged 7 to 11 years?
- Does the proportion of pupils differ for each role by gender?
- Does the proportion of pupils for each role status differ by age from academic years 3 and 4 to years 5 and 6?
- Does the reporting of incidents by bullied pupils vary by bullying severity?
- Does the reporting of incidents by bullied pupils vary by confidante (home/school)?

Study 1: Methods

Study 1: Design

This was an opportunistic exploration of baseline data from a sample of 11,862 pupils aged 7 to 11 years from 116 schools collected between 2013 and 2017.

Study 1: Data Source and Procedure

The data was extracted from the UK KiVa database. Data from five rounds of the school-based online KiVa survey (2013-2017) completed at baseline before the schools in question started to deliver the KiVa programme. The anonymous survey data is held by KiVa Finland and national level data is provided to the local licensed partners. Consent to the UK KiVa hub was provided to analyse the anonymous data (Appendix B: Copy of consent form).

These data were from schools whose pupils completed the survey at baseline and implemented KiVa during the following academic year. The survey is completed during the summer term (June/July) prior to launching KiVa at the start of the following academic year (September). Ethical approval for baseline exploration was granted from the School of Psychology, Research Ethics and Governance Committee, Bangor University (Application number: 2015-15639).

Study 1: Measure

Victimisation and bullying were measured via pupil self-report responses to the KiVa online pupil survey. The survey incorporates two global items from the Revised Olweus' Bully/Victim Questionnaire (OBVQ; Olweus, 1996). Pupils are asked "*How often have you been bullied at school in the last couple of months?*" and "*How often have you bullied others at school in the last couple of months?*" These are referred to as 'victimisation' and 'bullying' respectively. The Revised OBVQ has been used to measure self-reported victimisation and bullying in several large-scale studies (e.g. Currie, Zanotti, Morgan, & Currie, 2012). Pupils respond on a 5-point scale (1= "*I have not been bullied/have not bullied during last couple of months*" to 5= "*Several times a week*"). Two versions of the data were analysed: pupil's raw continuous responses and dichotomised data. The approach of dichotomising data has been extensively used internationally for prevalence reporting (e.g. Kärnä et al., 2011; Roberts et al., 2004).

Items on reporting of incidents included "*Have you told anyone about being bullied during the past few months?*", with "Yes" and "No" response options, and "*If you have told someone, who did you tell? Select one or more alternatives*", with response options of "*Your teacher*", "*Another adult at school (for example, some other teacher, headteacher, teaching*

assistant, school psychologist”, “*Mum, Dad or another adult at home*”, “*A brother or a sister*”, “*A friend*”, and “*Someone else*”.

Study 1: Analysis

Data were dichotomised, as recommended by Solberg and Olweus (2003), on the basis that a Likert response of three or more was evidence of self-reported victimisation/bullying (“*2 or 3 times a month in the last couple of months*”) and a response of two (“*Once or twice in the last couple of months*”) or less was evidence of the absence of self-reported victimisation/bullying. Solberg and Olweus have explored the functionality of the two items and their expected association with psychosocial adjustment, considering depressive tendencies and externalising problems. Pupils that identify as victims and bullies at the lower-bound cut-off-point are distinctly different in these psychosocial adjustment variables compared to non-involved pupils.

Baseline data from 2013-2017 was drawn from the data set provided by the KiVa UK hub. Consistency between years was checked to see whether the data could be reliably combined. There were inconsistencies between the results of some years therefore a layered analysis was conducted whereby independent results for each year are presented. Due to the categorical nature of the data, chi-square analyses were conducted to examine the association between bully/victim status, gender, year group, and whether pupils reported varying levels of incidents. Results are displayed in contingency tables with frequencies and percentages.

Study 1: Results

Descriptive Baseline

The dichotomised data responses were used to compare the frequency of self-reported victimisation, bullying perpetration, and bully-victim status between the genders (Girls/Boys) and school year groups (3&4/5&6). The total pupil sample was 11,862, with 51.3 per cent

female, and 54.1 per cent of the sample being pupils in years 3 and 4, and 45.9 per cent in years 5 and 6. Thirty-eight schools were in England ($n= 5637$; 47.5%) and 78 in Wales ($n=6225$; 52.5%). Self-reported prevalence rates were calculated based on the dichotomised cut off of 3 (“2 or 3 times a month in the last couple of months”) being classed as a victim and/or bully. This indicated 19.5% of pupils reporting victim status, 5.6% bully status, and 3.3% bully-victim status. Pupils that self-report as both a victim and bully were categorised as a bully-victims, however, these pupils are also included in the victim and bully categories. All further analyses was conducted and described on a year layered basis. The descriptive statistics by year are reported in Table 3.1

Table 3.1. Descriptive statistics by year

Category	2013		2014		2015		2016		2017	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
N	1231		2364		3545		1911		2811	
Girls	607	(49.3)	1105	(46.7)	1779	(50.2)	894	(46.8)	1393	(49.6)
Yr 3-4	836	(67.9)	1236	(52.3)	1871	(52.8)	1001	(52.4)	1470	(52.3)
Victim	299	(24.3)	439	(18.6)	665	(18.8)	397	(20.8)	515	(18.3)
Bully	114	(9.3)	133	(5.6)	183	(5.2)	118	(6.2)	115	(4.1)
Bul-Vic	74	(6.0)	77	(3.3)	113	(3.2)	66	(3.5)	64	(2.3)

The results for victim, bully, and bully-victim status by gender, broken down by year in which data were collected, are displayed in Table 3.2. There were no significant gender differences for victim status overall or by age. However, gender differences were reported for bullying with earlier data from 2013-2015 indicating a significant difference between the genders for bully status, with more boys (12.3%, 6.7%, 6.6%, 2013 to 2015 respectively) reporting bully status than girls (6.1%, 4.3%, 3.8%, 2013 to 2015 respectively). For the latter two years this difference between genders is no longer statistically significant. Bully-victim status gender differences were mixed with no consistent pattern. There were significant

gender differences reported in 2013 and 2015, again the lack of significance appears to be explained by boys reporting less frequently and girl reporting remaining stable.

The analysis of victim, bully, and bully-victim status by school year group (3&4/5&6) is displayed in Table 3.3. There are consistent and significant year group difference for victim, bully, and bully-victim status at all the timepoints, with the exception of bully and bully-victim in 2013. The prevalence of the three categories reduces with age, that is there are significantly more self-reported victims, bullies, and bully-victims in years 3 and 4 compared to years 5 and 6. The lack of significance in 2013 is possibly due to the substantially smaller sample size for that year, and the generally much lower prevalence rates of bully and bully-victim status in comparison to victim status.

Reporting of incidents

Pupils who reported that they had been bullied (from “*Once or twice in the last couple of months*” to “*Several times a week*”) were asked if they had reported the incident and, if so, to whom they had reported the incident. A small number of pupils who had reported being bullied at 3 or above (“*2 or 3 times a month*” or more) did not complete the item requesting information on the reporting of incidents (2013 to 2017 numbers respectively for non-responding 16, 18, 31, 20, 28). Generally, most victims did tell someone (77%, 78%, 80%, 77%, 77%, 2013 to 2017 respectively). A Chi-square analysis was conducted to examine victim reporting differences across the severity of bullying. No significant differences in severity were found for reporting bullying incidents in any year. The results are displayed in Table 3.4.

Data were further examined using chi-square analysis to compare reporting to confidante at school (“*Your teacher*”, “*Another adult at school (for example, some other teacher, headteacher, teaching assistant, school psychologist)*”) and/or at home “*Mum, Dad or*

Table 3.2. Gender by victim/bully/bully-victim status

2013	Victim No	(%)	Victim Yes	(%)	Total, n	p
Male	466	(74.7)	158	(25.3)	624	.392
Female	466	(76.8)	141	(23.2)	607	
Total	932	(75.7)	299	(24.3)	1231	
	Bully No		Bully Yes		Total	p
Male	547	(87.7)	77	(12.3)	624	< .001*
Female	570	(93.9)	37	(6.1)	607	
Total	1117	(90.7)	114	(9.3)	1231	
	B-V No		B-V Yes		Total	p
Male	577	(92.5)	47	(7.5)	624	.023*
Female	580	(95.5)	27	(4.5)	607	
Total	1157	(94.0)	74	(6.0)	1231	
2014	Victim No		Victim Yes		Total	p
Male	1041	(82.7)	218	(17.3)	1259	.094
Female	884	(80.0)	221	(20.0)	1105	
Total	1925	(81.4)	439	(18.6)	2364	
	Bully No		Bully Yes		Total	p
Male	1174	(93.3)	85	(6.7)	1259	.011*
Female	1057	(95.7)	48	(4.3)	1105	
Total	2231	(94.4)	133	(5.6)	2364	
	B-V No		B-V Yes		Total	p
Male	1212	(96.3)	47	(3.7)	1259	.164
Female	1075	(97.3)	30	(2.7)	1105	
Total	2287	(96.7)	77	(3.3)	2364	
2015	Victim No		Victim Yes		Total	p
Male	1418	(80.3)	348	(19.7)	1766	.150
Female	1462	(82.2)	317	(17.8)	1779	
Total	2880	(81.2)	665	(18.8)	3545	
	Bully No		Bully Yes		Total	p
Male	1650	(93.4)	116	(6.6)	1766	< .001*
Female	1712	(96.2)	67	(3.8)	1779	
Total	3362	(94.8)	183	(5.2)	3545	
	B-V No		B-V Yes		Total	p
Male	1690	(95.7)	76	(4.3)	1766	< .001*
Female	1742	(97.9)	37	(2.1)	1779	
Total	3432	(96.8)	113	(3.2)	3545	
2016	Victim No		Victim Yes		Total	p
Male	808	(79.5)	209	(20.5)	1017	.797
Female	706	(79.0)	188	(21.0)	894	
Total	1514	(79.2)	397	(20.8)	1911	
	Bully No		Bully Yes		Total	p
Male	950	(93.4)	67	(6.6)	1017	.423
Female	843	(94.3)	51	(5.7)	894	
Total	1793	(93.8)	118	(6.2)	1911	
	B-V No		B-V Yes		Total	p
Male	980	(96.4)	37	(3.6)	1017	.638
Female	865	(96.8)	29	(3.2)	894	
Total	1845	(96.5)	66	(3.5)	1911	
2017	Victim No		Victim Yes		Total	p
Male	1157	(81.6)	261	(18.4)	1418	.906
Female	1139	(81.8)	254	(18.2)	1393	
Total	2296	(81.7)	515	(18.3)	2811	
	Bully No		Bully Yes		Total	p
Male	1352	(95.4)	66	(4.6)	1418	.128
Female	1344	(96.5)	49	(3.5)	1393	
Total	2696	(95.9)	115	(4.1)	2811	
	B-V No		B-V Yes		Total	p
Male	1384	(97.6)	34	(2.4)	1418	.664
Female	1363	(97.8)	30	(2.2)	1393	
Total	2747	(97.7)	64	(2.3)	2811	

Table 3.3. Year group by victim/bully/bully-victim status

2013	Victim No	(%)	Victim Yes	(%)	Total	
Years 3-4	607	(72.6)	229	(27.4)	836	< .001*
Years 5-6	325	(82.3)	70	(17.7)	395	
Total	932	(75.7)	299	(24.3)	1231	
	Bully No		Bully Yes		Total	p
Years 3-4	752	(90.0)	84	(10.0)	836	.166
Years 5-6	365	(92.4)	30	(7.6)	395	
Total	1117	(90.7)	114	(9.3)	1231	
	B-V No		B-V Yes		Total	p
Years 3-4	781	(93.4)	55	(6.6)	836	.223
Years 5-6	376	(95.2)	19	(4.8)	395	
Total	1157	(94.0)	74	(6.0)	1231	
2014	Victim No		Victim Yes		Total	p
Years 3-4	965	(78.1)	271	(21.9)	1236	< .001*
Years 5-6	960	(85.1)	168	(14.9)	1128	
Total	1925	(81.4)	439	(18.6)	2364	
	Bully No		Bully Yes		Total	p
Years 3-4	1153	(93.3)	83	(6.7)	1236	.016*
Years 5-6	1078	(95.6)	50	(4.4)	1128	
Total	2231	(94.4)	133	(5.6)	2364	
	B-V No		B-V Yes		Total	p
Years 3-4	1184	(95.8)	52	(4.2)	1236	.006*
Years 5-6	1103	(97.8)	25	(2.2)	1128	
Total	2287	(96.7)	77	(3.3)	2364	
2015	Victim No		Victim Yes		Total	p
Years 3-4	1455	(77.8)	416	(22.2)	1871	< .001*
Years 5-6	1425	(85.1)	249	(14.9)	1674	
Total	2880	(81.2)	665	(18.8)	3545	
	Bully No		Bully Yes		Total	p
Years 3-4	1743	(93.2)	128	(6.8)	1871	< .001*
Years 5-6	1619	(96.7)	55	(3.3)	1674	
Total	3362	(94.8)	183	(5.2)	3545	
	B-V No		B-V Yes		Total	p
Years 3-4	1789	(95.6)	82	(4.4)	1871	< .001*
Years 5-6	1643	(98.2)	31	(1.8)	1674	
Total	3432	(96.8)	113	(3.2)	3545	
2016	Victim No		Victim Yes		Total	p
Years 3-4	747	(74.6)	254	(25.4)	1001	< .001*
Years 5-6	767	(84.3)	143	(15.7)	910	
Total	1514	(79.2)	397	(20.8)	1911	
	Bully No		Bully Yes		Total	p
Years 3-4	919	(91.8)	82	(8.2)	1001	< .001*
Years 5-6	874	(96.0)	36	(4.0)	910	
Total	1793	(93.8)	118	(6.2)	1911	
	B-V No		B-V Yes		Total	p
Years 3-4	950	(94.9)	51	(5.1)	1001	< .001*
Years 5-6	895	(98.3)	15	(1.7)	910	
Total	1845	(96.5)	66	(3.5)	1911	
2017	Victim No		Victim Yes		Total	p
Years 3-4	1154	(78.5)	316	(21.5)	1470	< .001*
Years 5-6	1142	(85.2)	199	(14.8)	1341	
Total	2296	(81.7)	515	(18.3)	2811	
	Bully No		Bully Yes		Total	p
Years 3-4	1376	(93.6)	94	(6.4)	1470	< .001*
Years 5-6	1320	(98.4)	21	(1.6)	1341	
Total	2696	(95.9)	115	(4.1)	2811	
	B-V No		B-V Yes		Total	p
Years 3-4	1414	(96.2)	56	(3.8)	1470	< .001*
Years 5-6	1333	(99.4)	8	(0.6)	1341	
Total	2747	(97.7)	64	(2.3)	2811	

*Significant at minimum of .05

Table 3.4. Did pupils tell if they were being bullied

2013	Likert Option, n (%)								Total	p
	Once or Twice* (2)	Once a month *(3)	Once a week*(4)	Several times a week*(5)						
Did not tell	44	(40.4)	35	(32.1)	16	(14.7)	14	(12.8)	109	.364
Told	168	(43.5)	93	(24.1)	73	(18.9)	52	(13.8)	386	
Total	212	(42.8)	128	(25.9)	89	(18.0)	66	(13.3)	495	
2014	Once or twice	Once a month	Once a week	Several times a week	Total	p				
Did not tell	76	(45.9)	37	(22.3)	29	(17.5)	24	(14.5)	166	.744
Told	282	(46.0)	118	(19.3)	107	(17.5)	106	(17.3)	613	
Total	358	(46.0)	155	(19.9)	136	(17.5)	130	(16.7)	779	
2015	Once or twice	Once a month	Once a week	Several times a week	Total	p				
Did not tell	119	(51.1)	59	(25.3)	33	(14.2)	22	(9.4)	233	.102
Told	449	(46.3)	216	(22.3)	161	(16.6)	143	(14.8)	969	
Total	568	(47.3)	275	(22.9)	194	(16.1)	165	(13.7)	1202	
2016	Once or twice	Once a month	Once a week	Several times a week	Total	p				
Did not tell	53	(35.8)	33	(22.3)	30	(20.3)	32	(21.6)	148	.241
Told	221	(43.9)	107	(21.3)	74	(14.7)	101	(20.1)	503	
Total	274	(42.1)	140	(21.5)	104	(16.0)	133	(20.4)	651	
2017	Once or twice	Once a month	Once a week	Several times a week	Total	p				
Did not tell	103	(50.2)	46	(22.4)	31	(15.1)	25	(12.2)	205	.323
Told	304	(44.1)	158	(22.9)	112	(16.3)	115	(16.7)	689	
Total	407	(59.1)	204	(29.6)	143	(20.8)	140	(20.3)	894	

*2= Once or twice in the last couple of months, 3= 2 or 3 times a month, 4= About once a week, 5= Several times a week

Table 3.5. Reporting to confidante home/school

2013	Did not tell home n (%)	Told home n (%)	Total	p
Did not tell school	58 (24.4%)	180 (75.6%)	238	.021*
Told school	87 (33.9%)	170 (66.1%)	257	
Total	145 (29.3%)	350 (70.7%)	495	
2014	Did not tell home	Told home	Total	p
Did not tell school	69 (18.0%)	315 (82.0%)	384	< .001*
Told school	136 (34.4%)	259 (65.6%)	395	
Total	205 (26.3%)	574 (73.7%)	779	
2015	Did not tell home	Told home	Total	p
Did not tell school	109 (18.9%)	467 (81.1%)	576	< .001*
Told school	192 (30.7%)	434 (69.3%)	626	
Total	301 (25.0%)	901 (75.0%)	1202	
2016	Did not tell home	Told home	Total	p
Did not tell school	61 (23.2%)	202 (76.8%)	263	.036*
Told school	119 (30.7%)	269 (69.3%)	388	
Total	180 (27.6%)	471 (72.4%)	651	
2017	Did not tell home	Told home	Total	p
Did not tell school	71 (20.2%)	281 (79.8%)	352	.003*
Told school	157 (29.0%)	385 (71.0%)	542	
Total	228 (25.5%)	666 (74.5%)	894	

another adult at home”, “*A brother or a sister*”). The results revealed that the reporting of incidents to someone at home was significantly higher than the reporting of incidents at to someone at school for all of the years. The results are displayed in Table 3.5.

Study 2

Study 2 reports on pupil self-reported levels of victimisation and bullying prior to, and after one year of, implementation of KiVa (Units 1 and 2) in Key Stage 2 (KS2) with 7 to 11-year-old children from 41 early implementer schools and the costs involved in training and delivering the programme. The data were collected as part of an on-going pragmatic evaluation of KiVa.

Study 2 addresses the following questions:

- Is there a difference between the self-reported victimisation/bullying prevalence rates between baseline and after one-year academic year of implementation with KS2 pupils?
- What are the implementation costs of KiVa in a KS2 UK primary school setting?

Study 2: Methods

Study 2: Design

This was an opportunistic exploration and evaluation of data from 41 early-implementer schools reporting on an uncontrolled pre-post-test design after one academic year of KiVa implementation. This type of design can be employed to determine whether anticipated effects are present, and to provide evidence to inform sample size calculations for a more rigorous RCT trial (Flay et al., 2005). The independent variable (IV) was time. The two pre- to post-test dependent variables (DV) were self-reported victimisation (reported victim status) and self-reported bullying (reported perpetrator status).

Study 2: Data Source, Procedure, and Measure

Please refer to Study 1 details for data source and measure. Data from three rounds of the school-based online KiVa survey were used (2014-2016; $n=11$ schools' baseline 2014 post 2015; $n=30$ schools' baseline 2015 post 2016).

Study 2: Intervention

Please refer to Chapter 4 for detailed information on the KiVa programme.

Study 2: Analysis

Pre- and post-test analysis

Pre-intervention baseline and one-year post-intervention data were analysed using linear mixed effects models, using the *lme4* package (Bates, Maechler, Bolker, & Walker, 2015) for R (R Core Team, 2016). This was chosen to account for nesting of data within schools, which would otherwise violate the assumption of independence made by standard regression methods. For continuous data, models were fitted using the *lmer* function with a fixed effect of timepoint (pre- or post-intervention) and random intercepts and slopes of timepoint for each school (Barr, Levy, Scheepers, & Tily, 2013). For the dichotomised data, models were fitted using the *glmer* function with the 'family' parameter set to 'binomial', but otherwise had the same structure as models fitted to continuous data. These 'full' models were compared to 'null' models with the same random effects structure but without the fixed effect of timepoint, using Aikake Information Criteria (AIC) and likelihood ratio tests. Full models were also compared to models without the random slopes of timepoint using likelihood ratio tests, to assess whether significant heterogeneity existed between schools.

Micro-costing

Programme costs (Charles, Edwards, Bywater, & Hutchings, 2013) in British Pound Sterling (GBP) were calculated for the year 2013-4 from the perspective of the schools and

local authorities. The KiVa implementation teams provided the costs of materials, training, and supervision. KiVa coordinators recorded time spent coordinating, implementing, and administering KiVa. Key Stage 2 teachers completed online lesson records, reporting time spent preparing and delivering KiVa lessons ($n=11$ teachers).

Costs were separated into recurrent, delivery and support costs, and non-recurrent, training and initial set-up costs. KiVa activities were undertaken during usual school hours and linked with other pre-arranged activities (e.g., launching KiVa with parents/carers during a regular parents' evening), avoiding the need for additional overheads (e.g. heating and lighting). Time spent on cost-diaries was excluded as this was additional to KiVa delivery costs.

Teacher costs were based on national average salaries for a qualified classroom teacher (M5) (National Association of Schoolmasters Union of Women Teachers, (NASUWT), 2015). National average salaries were also applied for head teachers (Pay Scale Group 6) (NASUWT, 2015). Teaching assistant costs were based on national average salary estimates provided by the National Careers Service UK (£15,500 per year). Salary costs were sense checked with school staff. A 39-week school year was used to calculate cost-per-hour for school staff. Salary calculations included employers' on-costs (25%) of national insurance, pensions, annual increments and allowances. Average total cost per pupil was calculated.

Study 2: Results

Pre- and Post-Test Results

Characteristics of the 41 schools/pupils are illustrated in Table 3.6. The England/Wales split was fairly even, as was gender. Overall the schools/pupils were less socioeconomically disadvantaged than the population at large (English national average

Table 3.6. Characteristics of schools/pupils in 41 pre- and post-test schools.

<i>School</i>		<i>Pre-test n=41*</i>	<i>Post-test n=41*</i>
<i>Location</i>	Wales	22 (53.7)	22 (53.7)
	England	19 (46.3)	19 (46.3)
<i>School population</i>	Whole-school**	7675	7586
	Key stage	4090	4058
	2***	3720 (91)	3612 (89)
	Response rate ¹		
<i>Pupil</i>		<i>Pre-test n=3720</i>	<i>Post-test n=3612</i>
<i>Gender</i>	Female	1922 (51.7)	1876 (51.9)
	Male	1798 (48.3)	1736 (48.1)
<i>Free School Meals Percentage (FSM%)²</i>	Welsh	12.6	12.6
	English	7.0	7.0
<i>Academic Year Group</i>	Year 3	1046 (28.1)	926 (25.6)
	Year 4	956 (25.7)	991 (27.4)
	Year 5	953 (25.6)	837 (23.2)
	Year 6	765 (20.6)	858 (23.8)
<i>Ethnic Minority</i>	Welsh	4.8	4.8
	English	16.9	16.9
<i>Victim Scale (%)</i>	1	65.0	69.2
	2	17.2	15.1
	3	7.8	6.2
	4	5.5	5.1
	5	4.9	4.4
	Victim status ³	18.1	15.7
<i>Bully Scale (%)</i>	1	85.3	89.2
	2	9.8	6.7
	3	2.2	1.9
	4	1.8	1.4
	5	0.9	0.9
	Bully status ³	4.9	4.2

* Percentages are in parentheses

** Mean school population of 196 pupils

*** Mean KS2 population of 100 pupils

¹ Percentage response rate calculated using KS2 population

² Welsh national average FSM 2016=20.1; English national average FSM 2016=15.2

³ Status created by using the dichotomised cut-off point

15.2%, trial schools average 7%; Welsh national average 20.1%, trial schools average 12.6%), as indicated by free school meals eligibility, a common method for measuring socioeconomic deprivation in the UK.

Victim scale responses revealed reductions from pre- to post-test, across all four levels of self-reported victimisation (responses 2-5), with an increase in no victimisation responses. Using the dichotomised cut-off, the percentage of pupils reporting self-reported victimisation at pre-test 18.1% reduced at post-test to 15.7%, a 13.3% reduction.

The full model fitted to continuous self-reported victimisation data was a better fit than the null model (AIC: 22249.38 vs 22253.82; $X^2_1=6.4443$, $p=.011$), indicating that the fall in self-reported victimisation from baseline to follow-up was statistically significant ($B=-.08$, $\sigma_B=.030$, $t=-2.68$, $d=-.99$; Intercept=1.703 $\sigma_A=.033$, $t=51.16$). The likelihood ratio test between the full model and the model without random slopes of timepoint was not significant ($X^2_2=3.6754$, $p=.1592$), indicating a lack of heterogeneity across schools.

The full model fitted to the dichotomised version of self-reported victimisation data also outperformed the null model (AIC: 6575.652 vs 6579.950; $X^2_1=6.298$, $p=.012$), again indicating that the fall in self-reported victimisation from baseline to follow-up was statistically significant ($B=-.195$, $\sigma_B=.074$, $z=-2.64$, OR=.79 [.58-1.07]; Intercept=1.520 $\sigma_A=.073$, $z=-20.59$). The likelihood ratio test between the full model and the model without random slopes of timepoint was not significant ($X^2_2=1.9031$, $p=.3861$), indicating a lack of heterogeneity across schools.

The full model fitted to continuous bullying data was a better fit than the null model (AIC: 14205.58 vs 14210.50, $X^2_1=6.92$, $p<.001$), indicating that the fall in bullying from baseline to follow-up was statistically significant ($B=-.057$, $\sigma_B=.021$, $t=2.78$; Intercept=1.255 $\sigma_A=.022$, $t=57.11$, $d=.97$). The likelihood ratio test between the full model and the model

without random slopes of timepoint was significant ($X^2_2=9.9691$, $p=.0068$), indicating heterogeneity in KiVa's effect across schools.

The full model fitted to the dichotomised version of the bullying data did not outperform the null model (AIC: 2667.134 vs 2667.275, $X^2_1=2.141$, $p=.1433$, OR=.79[.58-1.08]). The likelihood ratio test between the full model and the model without random slopes of timepoint was significant ($X^2_2=6.4826$, $p=.03911$), indicating heterogeneity in KiVa's effect across schools.

Micro-Costing Results

The average cost to set up and deliver KiVa in the first year, for a one form entry school, approximately 120 KS2 pupils, was £1,960.84 per school, equating to £16.34 per KS2 pupil (Table 3.7). Set-up costs (training and resources) accounted for 82% of first year costs with a total non-recurrent cost of £1,560.52 per school (£13.00 per KS2 pupil). Recurrent costs in the first year amounted to £400.32 per school (£3.34 per KS2 pupil). The recurrent cost reduces to £2.84 per pupil in subsequent years, due to a decrease in the annual registration fee from £2.50 in the first year to £2.00 in subsequent years.

Cost considerations

The main cost of programme setup is included in Table 3.7. Since KiVa covers over 50% of the Welsh PSE/English PSHE curriculum, a lot of KiVa lesson time probably replaces time which would otherwise be spent in other PSE/PSHE activities. We acknowledge that there is an opportunity cost to KiVa. Opportunity cost is the value of benefits foregone by not using resources in their next best alternative use. KiVa uses existing teacher time, and maps onto PSE/PHSE curricula, resulting in minimal opportunity cost. Resources vary according to school size and numbers and costs of staff requiring training. The training fee for a larger

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Table 3.7. Average non-recurrent (initial training and set-up) and recurrent (delivery) costs per school to implement KiVa in the first year based on four classes and approx. 120 pupils

Non-recurrent costs (initial training and set-up with schools)				
Type of Cost	Units	Unit cost	Total costs	Tot
Training and Purchase of Initial Materials Costs				
Training course	One-off two-day training course lasting 12 hours	£600 including 2 KiVa manuals	00	£6
KiVa manual	Unit 1 and 2 manuals required to deliver KiVa	£50 per manual for each KS2 teacher average 4 KS2 classes per school requiring 2 additional manuals	00	£1
Posters and tabards	Set of 6 posters and 4 tabards	£45 for the set	5	£4
Staff costs for 2 staff members (typically 1 teacher and 1 head teacher) to attend training	One-off two-day training course 12 hours, plus average travel time of 87 minutes per round trip	807 minutes x £0.39 = 314.73 [teacher] 807 minutes x £0.57 = 459.99 [head teacher]	74.72	£7
Travel costs to attend training	102 miles (average two round trips)	102 miles x 40p per mile	0.80	£4
Other activities to Launch KiVa in Schools				
Staff meeting: A staff meeting lasting 80 minutes on average led by the KiVa coordinator				£0
Launch with pupils: A launch meeting with pupils took staff 84 minutes on average			*	
Parents' evening: A parents' KiVa launch evening took an average 70 minutes				
Newsletters to parents explaining KiVa: 52 minutes to prepare, print and distribute				
<i>Sub-total</i>				
<i>£1,560.52</i>				
Recurrent costs				
KiVa delivery costs				
School registration fee	Annual registration with KiVa Finland	£2.50 per KS2 pupil for year 1 (120 pupils x £2.50) £2 per pupil for subsequent years	00	£3
Teacher lesson preparation time	20 minutes median time per lesson	200 minutes to prepare 10 lessons	*	£0
Teacher lesson delivery	90 minutes on average per KiVa lesson	900 minutes to deliver 10 KiVa lessons	*	£0
KiVa pupil online survey teaching assistant time	83 minutes to complete online survey with one class – 2 groups of 15 pupils each time	(83 x £0.17) x 4 classes	6.44	£5
Other KiVa coordinator time (teacher)	112.5 minutes on average conducting KiVa assemblies, creating game passwords, contacting KiVa trainers and answering staff queries	112.5 minutes x £0.39 [teacher]	3.88	£4
<i>Sub-total</i>				
				<i>£400.32</i>
Total setup and delivery cost per school, per year for first year of implementation (£1,560.52+400.32) =				
				£1,960.84
Total setup and initial delivery cost per pupil (£1960.84/ 120 pupils) =				
				£16.34

school is spread over a larger number of pupils however every KS2 class teacher requires a manual (£50) and the annual registration fee is based on KS2 pupil numbers. Tabards and posters cost £45 per 200 pupils. Survey administration and time spent by the KiVa co-ordinator depend on school size, but for school PSE/PSHE co-ordinators this may form part of their regular commitment. Costs of photocopying and resources tended to be absorbed into general school running costs.

Discussion

Bullying, and particularly school-based bullying, is an internationally recognised problem for pupils (Smith et al., 2016), and although interest from policy makers and schools has been growing, it remains a significant problem that requires expert attention and guidance. As previously highlighted the majority of research focuses on the adolescent population (11 to 15 years old), and there is a deficit of studies reporting on younger pupils. The purpose of this chapter was to examine the prevalence rates in Wales and England, of pupils' reporting of bullying incidents as either victims or bullies including gender and age differences in role status, and to evaluate the implementation outcomes and cost of delivery of the KiVa programme with pupils in KS2 in a UK setting.

Study 1 found prevalence rates of 19.5 per cent for victim status, 5.6 per cent for bully status, and 3.3 per cent for bully-victim status. A significant inverse relationship between self-reported victimisation/bullying and age was found with self-reporting of victimisation and bullying decreasing with age. Similar patterns are reported in the Welsh survey (Bowen & Holtom, 2010), the HBSC (Currie et al., 2004; Currie, Zanotti, Morgan, & Currie, 2012; Inchley et al., 2016), and a number of other studies (Smith & Levan, 1995; Smith et al., 1999; Oliver & Candappu, 2003; DCSF, 2008c). Bully-victim status also showed this pattern, but no literature was available for comparison of bully-victim status.

Eighty per cent of the pupils that were bullied reported the incident to someone, however, this means that one in five pupils fail to tell anyone. A significantly larger number of pupils reported to home confidantes than to school confidantes, which further supports the Welsh Survey findings (Bowen & Holtom, 2010). The lower number of pupils reporting incidents to school-based staff could be linked to a lack of confidence in staffs' ability to deal with incidents appropriately or awareness of to whom to talk. Further research examining pupil reporting and factors that influence reporting at school could aid schools in developing better reporting and support systems.

Study 2 examined the effectiveness and costs of the pragmatic roll-out of KiVa in a UK context and provides preliminary evidence that KiVa significantly reduces self-reported victimisation and bullying. The findings must be treated with caution due to the lack of control group. However, evidence for heterogeneity in KiVa's effect across schools in terms of reported bullying suggests that schools are delivering KiVa in a similar fashion and that its effects are being experienced across schools. Reductions were smaller than those reported in the Welsh pilot (Hutchings & Clarkson, 2015), but are valuable as they show significant findings in a pragmatic trial. The schools received no researcher supervision or support during the year of implementation although they were able to access implementation support from the KiVa UK Hub. A lack of support can result in reduced programme fidelity and variable quality in lesson delivery and strategies (Mihalic, 2004). Addressing bullying requires adequate training to ensure that teachers deal with incidents effectively. Adherence tools may aid fidelity and ensure delivery of key programme content and systematic use of the strategies for dealing with incidents. Fidelity monitoring should be integrated into future research and dissemination (Flay et al., 2005).

Study 2 also included the first micro-costing of KiVa in a UK context, providing schools and local authorities with information on the time, resources, and costs of delivery. This information adds to the limited international evidence on the costs of antibullying programmes. The micro-costing demonstrated an average cost of £1,960.84 per school (£16.34 per KS2 pupil including recurrent cost of £3.34) to set up and deliver KiVa in the first year. However, this reduced to £2.84 per pupil per annum in subsequent years due to the reduced annual registration fee from year 2. Precise costs vary depending on school size, local training, and support arrangements.

Limitations

The data for both studies were collected via an SRQ, which is arguably prone to subjectivity (e.g. Graham & Juvonen, 1998) as SRQs rely heavily on autobiographical and retrospective memories, and social desirability bias (e.g. Crothers & Levinson, 2004). In some studies, subjectivity is monitored and triangulated through peer or teacher reporting. These studies have highlighted that pupils sometimes report that they are not victims, yet peers nominate them as victims (e.g. Graham & Juvonen, 1998), and some pupils report themselves as victims, but teachers and peers do not report them as such (Salmivalli, 2002). The under self-reporting of bullying is more strongly associated with social desirability and the avoidance blame or risk of being apprehended and punished (Stassen Berger, 2007), whilst others may over-report embellishing the frequency and severity of their harmful actions (Castro, Veerman, Koops, Bosch, & Monshouwer, 2002). Although social desirability is commonly used to explain both under and over self-reporting of bullying behaviour (Crothers & Levinson, 2004; Griffin & Gross, 2004; Hazler, Carney, & Granger, 2006), this confound was regarded as a minimal limitation due to the provision of full anonymity from the out-set.

Multiple data sources, such as teacher and peer reporting could be used in future studies to understand the relation between different reporting methods.

A definition of bullying was provided prior to the survey. Some researchers state that supplying a definition acts as a “*prime*”, influencing participants’ future responses and others state that a definition is redundant as the participants preconceived beliefs concerning bullying will remain constant. Therefore, although a definition was provided with the aim of reducing subjective interpretation and offering all pupils a similar understanding, this may have acted as a prime, been mis-interpreted, or ignored and this could have resulted in erroneous understanding of what constitutes bullying, which in turn could impact on the accuracy of reported prevalence of bullying (Felix et al., 2011).

The data were extracted from the UK KiVa Hub for schools registering for the KiVa programme so findings may only be generalisable to other schools that are proactive in adopting an evidence-based programme to reduce bullying. Possible reasons for schools adopting this programme include; high levels of bullying, inspections highlighting a lack of well-being practice, proactive leadership, and government direction/policy guidance to take up antibullying work. The reasons for programme uptake should be further investigated to understand their influence on outcomes.

There are a number of limitations with Study 2 that should be considered when interpreting the results. The design, an uncontrolled repeated measures study, makes cause-effect conclusions tentative. An RCT is needed to provide robust empirical evidence on the programme’s effectiveness. Based on these findings an RCT would require a sample size of a 100+ schools (single form entry schools with national average class size).

Study 2 did not have programme delivery fidelity measures. Tools to assess KiVa programme fidelity require further development, but would provide an insight into the

challenges of delivery, and the potential variation in effectiveness across classes and between schools. The incorporation of fidelity measures would be valuable for both researchers and schools, to understand and guide implementation (Mihalic 2004). That said, the degree of heterogeneity in effect size was assessed between schools by comparing models with and without random slopes of timepoint. There was evidence of heterogeneity in the bullying measure, but not in the victimisation measure. Given that fidelity problems would likely drive heterogeneity in effect sizes across schools, this finding is consistent with KiVa being applied relatively consistently across schools.

Few studies include a micro-costing. Cost and outcomes are of increasing importance to school managers in times of funding restrictions and it would be beneficial to conduct a cost-effectiveness element as has been done in Sweden (Beckman & Svensson, 2015). The costs in this paper are based on limited school data and generalisation may require accounting for differing staff levels, salary bands and pupil numbers. Schools should also be aware of potential opportunity costs of KiVa compared to alternative activities.

Study 2 only considered short-term (one-year) effects. Further year on year data will accumulate from schools that continue to implement KiVa, and evidence of effectiveness after one year will grow with the addition of newly-registering schools.

Despite the limitations, substantial numbers of pupils report themselves to be a victim and/or a bully and there is a need for action and the reported study findings provide preliminary evidence of KiVa transportability and effectiveness in a UK school setting. A more rigorous scientific evaluation is required before the positive effects reported here can be attributed with confidence to KiVa in the UK.

Implications

In a sample of 11,862 pupils, one in five, 7 to 11-year olds self-identified as victims, placing themselves at significant risk of developing mental health problems and experiencing adverse life consequences (Arseneault et al 2010; Holt et al., 2015; Hawton, Agerbo, Simkin, Platt, Mellanby., 2011; Kim et al., 2006; Ttofi, Farrington, Losel, & Loeber, 2011; van Dam et al., 2012), with, potentially, large societal costs. The study further revealed that one in five of victims do not report incidents to another person, and therefore do not access support. Identifying the level of reported self-reported bullying and victimisation in England and Wales in this young group, provides a clear picture of the scale of the problem, which should encourage policy makers and educators to prioritise efforts and find funding to address this problem. The initial evidence from the KiVa pre-post- evaluation indicates that KiVa may potentially be an intervention suitable to aid reducing bullying within the UK school setting.

Future Research

In relation to prevalence rates and the effectiveness of KiVa, numerous school level factors are worthy of further consideration including school location (Urban/Rural), school size, and social deprivation in the area. Information on these factors could enhance our understanding of their impact on bullying prevalence.

A large scale RCT is required to confirm the effectiveness of KiVa in the UK, including exploratory analysis of programme effects on particular groups of children, including analysis by age, gender, special educational needs status, and severity of baseline victim/bully status. Given the significant relationship between fidelity and programme outcomes in prevention work (Durlak & DuPre, 2008; Durlak, 2016; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Flay et al., 2005; Ryan & Smith, 2009), it is important to investigate the value of simple to use and practical monitoring fidelity tools to

promote programme adherence. Incorporating such tools into future research would permit measures of exposure, programme delivery and pupil responsiveness to the programme. The exploration of fidelity, and of teachers' perspectives on the challenges and programme benefits, will contribute to sustained and effective implementation in future KiVa dissemination.

Conclusions

This chapter has provided evidence of the prevalence of self-reported victimisation, bullying perpetration and bully-victim status in pupils aged 7 to 11 years in Wales and England, a rarely examined group. Epidemiological data can aid awareness of a problem and support the need for the development of realistic targets and plans for interventions, which can then be monitored in the future. The first study demonstrates that antibullying programmes for this age group are necessary and, if effective, could reduce prevalence and minimise the numerous adverse effects of bullying. The second study describes the pragmatic KiVa evaluation results, providing preliminary evidence that KiVa reduces self-reported victimisation and bullying in UK primary school setting for reasonable costs. However, further research is required before a definitive conclusion can be made on programme effectiveness in the UK.

Globally education is one of the largest public investments in children in the majority of countries, including the UK, and has the potential to be a key factor in reducing inequalities and improving child well-being. School based bullying has detrimental consequences for all involved; impacting on children's short and longer-term mental health, feelings of safety and well-being, behaviour and conduct problems, and learning (Arseneault et al., 2010; Erath, Flanagan, & Bierman, 2008; Glew et al., 2005; Nakamoto & Schwartz, 2010). Bullying reduces the benefits of public investment in education, carrying adverse consequences and

costs for individuals, families, and society. Despite national (English and Welsh) legislation, government guidance, and efforts directed at antibullying through school level initiatives, the prevalence rates of 19.5% self-reported victimisation, with one in five of these pupils not reporting the incidents, reported in this chapter highlight a need for work to prevent bullying. It is essential for policy makers, educators, and health professionals to be aware of the extent, and adverse consequences, of bullying on pupils' health and well-being and to support research and implementation of efficient strategic approaches to reduce bullying.

Chapter 4: KiVa and KiVa in the UK

KiVa and KiVa in the UK

What is KiVa?

KiVa is a school based anti-bullying programme developed in Finland, with universal actions to address the prevention of bullying and indicated actions to tackle identified cases of bullying. KiVa uses an internationally recognised definition of bullying; the repeated, intentional, and aggressive behaviour committed by one or more pupils against a physically or socially less powerful peer (Salmivalli, 2010). This chapter describes the situation in Finland prior to the development and evaluation of KiVa, the rationale for the Finnish Government decision to fund the initial development, programme contents and procedures, results from the large RCT evaluation of KiVa, the roll-out and results, the on-going international dissemination and evaluation of the programme, and the introduction and development of KiVa in the UK.

Background: The Development of KiVa

Since the 1990s, the Finnish education system has undergone systematic changes that have involved early intervention for children and young people with special educational needs, and with particular attention to social justice. These changes have established close relationships between education and other public-sector services, particularly health and social welfare. The egalitarian educational policy ensures that challenging economic and social factors do not limit pupils' educational opportunities and that all pupils are provided with the same curriculum (For an overview of the changes in the Finnish education system, see Salhberg, 2011). The Finnish Education Act (1999) entitles all children the right to a safe school environment and when updated in (2003) entitled all pupils to the free welfare services that are necessary to access education fully. A holistic perspective is taken with regards to this welfare, whereby children's well-being is seen as a pre-requisite for learning, and this

includes a safe school environment, and social and psychological support. These changes have had an impact on Finland's ranking in academic outcomes for the "*Programme for International Student Assessment: PISA*" from "*mediocre*" in 1994 to "*strong performer*" in 2004 (Salhberg, 2012, p. 20; www.oecd.org/pisa/).

Despite improvements in academic outcomes the World Health Organisation (WHO, 2006) reported "*low*" (below the international average) "*school liking*" and satisfaction among Finnish pupils of all age groups. This finding was surprising in the light of the high PISA results and further exploration was deemed necessary. Subsequent investigation highlighted poor peer relations (Kamppi et al., 2008). Further national research was conducted to explore these findings and the Finnish Health Survey (2009 as cited in Oksanen, Killakoski, & Lindberg, 2011) revealed that over eight per cent of 14 years olds were bullied weekly. Finnish schools were failing to ensure a positive social-emotional school environment, despite enabling children to attain good academic outcomes.

For many years, the Finnish Government had relied upon legislative requirements to ensure pupil safety and well-being in schools. For example, in 1995, legislation established the option of fining individuals who bullied, regardless of age (Björkqvist & Jansson, 2003) and in 1999, the Basic Education Act (628/1998/paragraph 29) required schools to have safe school environments. The Education Act was updated in 2003 to include regulations that required schools to design action plans for safeguarding pupils against violence, bullying, and harassment. The schools had to include prevention and intervention plans, that included a curriculum and to monitor adherence to the plan and its implementation (Gunther, 2013). Schools were also required to obtain a commitment from school staff to intervene immediately in bullying situations (the "*zero tolerance*" method). However, between 1998 and 2007 these legislative changes did not reduce bullying prevalence figures (School Health

Promotion Study (SHPS); Luopa, Pietikainen, & Jokela, 2008) and the SHPS administered regularly by the National Institute for Health and Welfare demonstrated static prevalence rates since the 1990s. It was clear that the legislative changes in place were insufficient to tackle the issue of bullying.

In 2006, the Finnish Ministry of Education and Culture commissioned the University of Turku, Finland, to develop and evaluate an anti-bullying programme for schools within the Finnish comprehensive system (i.e. the basic nine-year education system; grades one to nine for all children aged 7 to 15 years; Salmivalli & Poskiparta, 2012). From the outset, the plan was to develop a suite of lesson units that would be suitable for nationwide implementation. The initial phase included the development of three units (each for different age groups), school staff training, and an evaluation (Salmivalli & Poskiparta, 2012). The programme co-designers were Professor Christina Salmivalli and Dr Elisa Poskiparta, and the project was a collaboration between the Department of Psychology and the Centre for Learning Research, at Turku University. Professor Salmivalli, a social psychologist, was chosen to lead this work due to her many years of research on bullying, focusing predominantly on peer group dynamics and its role in prevention and intervention. By 2006 she had been researching in this field for over 15 years and had led numerous large-scale projects funded by Finnish and European organisations. The wealth of Salmivalli's evidence in relation to the social dynamics of bullying, made her and her colleagues ideal candidates for the project. The programme roll-out commenced in 2009.

During the development of the programme (from 2006 to 2009), two fatal school shootings took place in Finland, strengthening the national demand for educational interventions to counteract aggression and violence; (1) Jokela (in 2007, 8 people were murdered, and the perpetrator committed suicide at scene) and (2) Kauhajoki (in 2008, 10

people were murdered, and the perpetrator committed suicide at scene). Both incidents were linked to bullying, marginalisation, and peer violence (Kiilakoski & Oksanan, 2011).

Following the Jokela incident, the Ministry of Justice, Finland, Investigation Commission presented 13 recommendations, with the aim of reducing the probability of further shootings.

The two primary recommendations were (1) an improved and comprehensive mental health service, with enhanced communication between health, social, and mental health services, and (2) a systematic and well-functioning practice within schools to actively prevent bullying (Ministry of Justice, Finland, 2009). These incidents further reinforced the earlier decision to fund the development and evaluation of an effective anti-bullying intervention.

KiVa

KiVa is a school based anti-bullying programme that aims to prevent new cases of bullying, tackle reported cases of bullying, minimise the negative effects of bullying, and monitor self-reported bullying and victimisation rates in the school. KiVa is not a short-term intervention but requires embedding as a permanent part of the school curriculum, policies, and ethos.

KiVa comprises three core components; “*Universal*” actions to prevent new cases of bullying, “*Indicated*” actions to tackle highlighted cases of bullying, and “*Monitoring*” actions to inform the school of their progress. KiVa is an acronym for “*Kiusaamista Vastaan*” which translated means “*against bullying*”. KiVa is also the Finnish adjective for “*nice*” (Salmivalli, 2010, p.42). KiVa defines bullying as repeated and intentional negative action carried out in the context of a power imbalance. The programme encourages pupils to support their victimised peers and reduce the attention given to the bully. The programme has strong theoretical foundations and is based on research, demonstrating that the reactions of bystanders can maintain or decrease bullying behaviour (Salmivalli, Lagerspetz, Björkqvist,

Kaukianen, & Österman, 1996). This theoretical base with strong evidence, was the secure foundation for programme development.

The KiVa curriculum is designed for pupils aged 7 to 15 years. Unit 1 is for pupils aged 7 to 9 years, Unit 2 for ages ten to 12 years, and Unit 3 for ages 13 to 15 years.

Theoretical Foundations

For many years, research on bullying explored the dyadic relationship between the bully and the victim and this also applied to interventions that were developed. This approach limited exploration, and understanding, of the complex interactions between bully, victim, bystanders, peer clusters, school classes, and school climate. The triadic approach, which incorporates the social group and the group level dynamics, was adopted by Olweus and further studied by many researchers, including Salmivalli and colleagues (Humphrey, O'Brien, Jetten, & Haslam, 2005; Salmivalli, Kaukiainen, & Lagerspetz, 2000). KiVa uses social-cognitive theory as a framework to understand social behaviour and recognises the perpetrators' motivations to bully as a means to achieve high social status within their peer group, the probability of persistence and the limited support experienced by the victim.

The prime motivation for bullying behaviour is the pursuit or maintenance of power and status within a group. 'Victim selection' is based on characteristics, such as submissiveness, low power, and low self-esteem (Salmivalli & Isaacs, 2005). These victim characteristics permit the perpetrator to repeatedly demonstrate their power, with a low probability of confrontation. Perpetrator/s require an audience for their power/status to be established and/or maintained and pupil reports suggest that there are other peers present in the majority of bullying incidents (Menesini, Melan, & Pignatti, 2000; Salmivalli & Lagerspetz, 1996; Craig, Pepler, & Atlas, 2000). In an observational study Atlas and Pepler, (1998) reported that approximately 85 per cent of peers participated in bullying incidents at

some level, and on average there were at least four other children present at any one event (Pepler, Craig, & Roberts, 1998). Reinforcement of the bullying behaviour can take various forms; smiling, laughing, cheering, and verbal encouragement (Salmivalli & Voeten, 2004). This behaviour can heighten the impact of the bullying for the victim, as they perceive that nobody cares (Terasahjo & Salmivalli, 2000). Victims who are defended or supported are less depressed and anxious (Sainio, Veenstra, Huitsing, & Salmivalli, 2011).

Salmivalli et al. (1996) provide a simplified understanding of the social dynamics of a bullying incident, in describing the roles of children present at a bullying incident. The model is termed the Social Architecture of bullying and is core to the KiVa programme. The model describes six roles. The two primary roles are Victim (11.7% of pupils) and Bully (8.2%) and there are four bystander participant roles. A bystander is an individual that is present at an event or incident. Salmivalli (2001) argues that the four bystander roles, “*Assistants*”, “*Reinforcers*”, “*Outsiders*”, and “*Defenders*”, are not neutral. “*Assistants*” (6.8% of pupils) are followers of the bully, who do not take the leadership of the incident but actively join in the name calling and physical actions. “*Reinforcers*” (19.5%) do not join in but act as an audience, reinforcing the bullying by laughing, jeering, and being present. “*Outsiders*” (23.7%) play a passive role in the incident, turning a blind eye and staying outside the incident. The role of the Outsider can be perceived by victims as silently complicit. “*Defenders*” (17.3%) either make active efforts to intervene and stop bullying, or support and/or console the victim at the time or at another time. Approximately 13 per cent of pupils reported responses on two or more scales. Bystanders contribute to the continuation, maintenance, or cessation of the bully’s behaviour. The basic KiVa premise is that by changing bystanders responses to reduce attention or approval for the bullying behaviour, the behaviour becomes less rewarding and less likely to occur in the future. Influencing bystander

behaviour is argued to be easier than influencing the perpetrators behaviour as their behaviour is socially rewarding and therefore functional (Salmivalli, Voeten, & Poskiparta, 2011).

The functions of the participant roles and their corresponding actions are the theoretical foundations of the KiVa programme with many researchers in the field supporting the view that altering the behaviours of bystanders is a core element in effective antibullying interventions (Frey, Hirschstein, Edstrom, & Snell, 2009; Pepler, Craig, O'Connell, 2010).

Prevention: Universal Actions

KiVa provides concrete tools for schools, teachers, and pupils. The universal actions, which are the preventive element of the programme, aim to affect the norms, behaviour, and attitudes of all pupils, and improve the class and school climate. The actions include a curriculum for class lessons (supported by a manual and online resources), online activities, high visibility vests for staff to wear during break-times, posters, and an online manual for parents.

Tackling Reported Bullying Cases: Indicated Actions

Indicated actions are undertaken by a trained KiVa team within the school when bullying is identified and involve several steps that are explained fully in the manual and include written scripts and forms.

Monitoring System

The annual online pupil survey provides the school monitoring system. Pupils respond annually to two global variables from the Revised Olweus Bully/Victim Questionnaire (OBVQ; Olweus, 1996) to ascertain whether they identify as victims, non-victims, bullies or non-bullies and answer a number of other items relating to length of time of bullying, changes in the school level of bullying, whom they would tell if they were bullied, and their rating of school connectedness.

Pupils complete the baseline survey during the summer term (June/July) before launch of KiVa and delivery of the KiVa lessons in September. The survey is then repeated annually, whilst schools remain registered with KiVa. Survey results are fed back to each school in September. The results enable schools to evaluate their baseline rates of self-reported bullying and victimisation and their progression on an annual basis and also to compare their school's responses with the cumulative result of all schools at the same point of implementation.

Finnish Evaluations

KiVa was developed, piloted, and evaluated, from 2006 to 2009, in a randomised controlled trial (RCT) in Finland with 234 schools and 28,000 pupils (Finnish and Swedish speaking). The findings from the first phase of the RCT (2007-2008 with 8,000 pupils aged 10-12 years, grades 4 to 6 in 78 schools) demonstrated significant reductions in both child-reported bullying and victimisation after nine months (one academic year) of implementation (Kärnä et al., 2011). Reductions were identified in all nine forms of bullying examined (physical, verbal, social exclusion, social manipulation, threatening, racist, material, sexual victimisation, and cyber-victimisation). Intervention school pupils reported that they did not reinforce bullying as frequently, higher self-efficacy in defending victims and school-wellbeing, reduced anxiety and increased positive perceptions of peers (Salmivalli & Poskiparta, 2012; Williford et al., 2012; Williford et al., 2014). In the second phase (2008-2009, with children aged 7-15 years, grades 1 to 9; 7,000 pupils in grades 1-3 and 16,000 grades 7-9) the odds of being systematically bullied (defined with a cut-off point of "*at least two to three times a week*") were approximately 1.5 times lower for pupils in intervention schools (grades 1-9) than those in control schools and the odds of bullying perpetration were 1.3 times lower. Intervention effects were stronger in the lower grades 1-4, than in the upper grades 6-9 (Kärnä et al., 2011a). In grades 2-3 victimisation was reduced among the girls but

only in classes with a higher percentage of boys. In grades 8-9, self-reported measures of victimisation and bullying showed no benefits, but there were reductions in some peer-reported measures, but only for specific sub-groups. The programme was also found to reduce the risk of being bully-victims (Yang & Salmivalli, 2015; Appendix C: A list of scientific publications).

The KiVa team meetings, for dealing with incidents of bullying, were found to be highly effective. In 78.2 per cent of the 339 cases, victims reported that the bullying had totally stopped, and reduced in 19.5 per cent, leaving only 2.1 per cent unchanged (Garandau, Poskiparta, & Salmivalli, 2014).

Following the success achieved in the RCT trial, in 2009 the Finnish Government funded a national roll out of KiVa with 1450 schools commencing implementation of the programme. The effectiveness of the roll-out was weaker than the RCT with rates of self-reported victimisation and bullying reducing by 15 and 14 per cent respectively (Kärnä et al., 2011b). Since that time the progress of Finnish schools has been annually monitored and demonstrated a year on year reduction. A number of schools have now implemented KiVa for over six years and self-reported victimisation has reduced from 17.2 per cent at baseline to 12.6 per cent, and perpetration from 11.4 to 5.9 per cent. The programme has since been disseminated to many more schools and over 90 per cent of comprehensive schools offering basic education in Finland are registered KiVa users (approx. 2,400 schools). Many papers have been published on the RCT and subsequent roll-out demonstrating a range of impacts; reductions in internalising problems, anxiety and depression and improved peer perceptions (Williford et al., 2012), increased school liking, academic motivation, and academic performance (Salmivalli, Garandau, & Veenestra, 2012). Other studies have examined the delivery components related to fidelity, a critical component of any prevention programme,

revealing positive associations between the level of implementation and the reduction in self-reported victimisation (Haataja, Voeten, & Salmivalli, 2011). Successful delivery was also associated with school principal (headteacher) support (Ahtola et al., 2012).

KiVa: Outside of Finland

Following the success of KiVa in the Finnish trials, the programme now has licensed training partners in Belgium, Chile, Estonia, Hungary, Italy, Luxembourg, the Netherlands, New Zealand, Sweden, Spain, Argentina, Colombia, Mexico, and the UK. KiVa is available in several languages; Finnish, English, French, Swedish, Dutch, Estonian, Hungarian, and Italian and more translations are underway.

International Evaluations of KiVa

Evaluations are currently being conducted in Chile, Estonia, Greece, Italy, South Africa, Netherlands, UK, and the US. Only three countries have so far published articles or reports; UK, Italy, and the Netherlands. The two published articles from outside the UK are summarised below and the UK pilot trial is described in the following section named “*KiVa in the United Kingdom*”.

KiVa in Italy

A small pilot RCT was conducted in 2013-2014, with 13 primary and secondary schools (7 intervention schools with 920 pupils; 6 control schools with 905 pupils; grades 4 and 6; Grade 4, pupils aged 9-10 years and Grade 6, pupils 11-12 years). The results showed effectiveness in both primary and secondary school settings. In primary schools, there was a reduction of 52 per cent in self-reported victimisation and 55 per cent in bullying others. In secondary schools, there was a reduction of six per cent in self-reported victimisation and 40 per cent in bullying others (Nocentini & Menesini, 2016). The study also revealed significant improvements in pro-victim attitudes towards self-reported victimisation, bullying and

empathy for the victims in grade 4, and reduced self-reported bullying, victimisation, and pro-bullying attitudes in grade 6, although effect sizes were smaller.

KiVa in the Netherlands

The RCT in the Netherlands revealed effectiveness in elementary education (up to age 12 years), with reductions in self-reported victimisation in KiVa schools from 29 per cent to 13.5 per cent versus 29 per cent to 18.5 per cent in control schools (Veenstra, 2014).

KiVa in the United Kingdom

This section describes the introduction of KiVa into the United Kingdom (UK), the research in the UK, the creation of the UK KiVa Hub, and the UK training and dissemination strategy for KiVa.

Introduction of KiVa to the UK

In July 2011, Professor Salmivalli, the programme developer, presented a paper on *“Evaluating the Effects of the KiVa Antibullying Program in a Randomized Controlled Trial and during Nationwide Implementation”*, at a conference on *“Evidence-Based Prevention of Bullying and Youth Violence European Innovations and Experiences”* at Cambridge University. Professor Hutchings, from the Centre of Evidence Based Early Intervention (CEBEI), Bangor University, was also at the conference and aware that school-based bullying was rising up the agenda both in Wales and across the UK. She obtained information on the programme from Professor Salmivalli and a few days later presented an overview of KiVa and its evidence at a Welsh Government meeting for School Improvement Officers. At this time the Welsh Government had invited Local Authorities to apply for a *“Training in Behaviour Management Grant”* (Appendix D: Copy of the Behaviour Management letter) to provide school staff with training in well evaluated behaviour management approaches. Following Professor Hutchings presentation, KiVa was added to the list of programmes.

Research in the UK

KiVa was introduced in 2012 in a small opportunistic pilot trial in primary schools, using Unit 2 with Year 5 and/or Year 6 pupils (Appendix E: Copy of pilot trial paper). At the start of the trial only Unit 2 had been translated into English because, whilst overall the whole KiVa programme had shown good results in the Finnish trials, Unit 2 had demonstrated the best results (Kärnä et al., 2011a). Seventeen schools participated in the trial. Significant reductions were reported in self-reported bullying and victimisation and teachers reported high levels of pupil acceptance and engagement with lessons (Hutchings & Clarkson, 2015). The pilot trial justified further and more rigorous evaluation of KiVa, with the aim of establishing the short- and longer-term effectiveness of the programme in the UK and contributed to a successful bid for funding from the BIG Lottery Innovation Fund for Wales, in partnership with Dartington Social Research Unit, to undertake a small pilot Randomised Controlled Trial (RCT) of the programme within 20 Welsh schools (Clarkson et al., 2015; Appendix F: Abstract from the published protocol). Unit 1 manual, materials, and online resources and games were translated into English in early 2013 and the RCT included Units 1 and 2 and targeted all 7-11-year-old children (KS2) and the curriculum was delivered to all KS2 pupils. Parent and pupil materials, and online resources and games were also translated into Welsh. The RCT recruited 20 schools, randomised on a one to one basis to intervention and control conditions. Data collection presented a number of challenges in terms of methods and timing of survey data collection and matching pupil survey data, missing teacher report data on lesson delivery. The results are submitted and under review. Large baseline differences between intervention and control schools were found and preliminary analysis showed a trend towards significance ($p = .07$) in reduction in self-reported victimisation for intervention children.

A further grant application to conduct a definitive RCT has been approved and funded by the National Institute of Health Research. Work on the project commenced in July 2019. A sample of 116 schools, and approximately 12,000 pupils, from four sites across the UK (Bangor, Warwick, Oxford, and Exeter, in collaboration with the Cardiff Trials Unit) will be recruited. This sample size has been calculated to be the required sample to demonstrate reductions similar to those achieved in Finland. The new grant application also addresses the lessons learned from the pilot RCT which, in addition to data matching difficulties had several other challenges in terms of teacher compliance with survey administration instructions and lesson delivery. Strategies to address these challenges have been incorporated into the extended two-day training of all new schools. A small trial within a specialist school for pupils with additional learning commenced in September 2018, to explore potential benefits and challenges in this setting and highlight any necessary adaptations that may be required.

The Unit 3 manual for pupils aged 13 to 15 years is now translated into English and discussions with secondary schools on how best to embed the programme into the UK secondary school system are taking place. A small number of secondary schools will be using the programme and providing feedback on its fit within the UK school system and its acceptability to teachers and pupils. Once this feedback is received and a plan for implementation will be developed and there will be the opportunity to collect pilot data on KiVa Unit 3.

Pre-post data from the first 41 schools to deliver the programme for one year across KS2 have shown significant reduction in self-reported victimisation and bullying and are reported in Chapter 3 (Clarkson, Charles, Saville, Bjornstad, Hutchings, 2019).

Dissemination

In order to disseminate widely in the UK, the KiVa UK Hub trains local trainers who then offer support to the schools that they have trained. There are now over 180 registered KiVa schools and 10 local trainers. Agencies that have funded trainers include Educational Partnerships, Local Authorities, National Health Service Partnerships, and private training companies. Trainers now cover seven counties in Wales, Powys, Flintshire, Rhonda Cynon Taf, Bridgend and Swansea, Cardiff and the Vale of Glamorgan, four areas in England, Cheshire, Staffordshire, Richmond and Kingston, and Solihull and Dumfries in Scotland. Feedback from head teachers, schools, pupils and researchers highlighted some challenges in engaging the whole school staff and ensuring consistent lesson delivery. Training provides opportunities to work through these challenges in a collaborative and supportive setting. Incorporating discussion about challenges and problem-solving solutions has reduced post-training support queries. For example, when launching new initiatives to staff there can be concerns that it will impose an additional time burden on an already overloaded work schedule. To demonstrate one of the benefits, the KiVa curriculum was mapped onto the statutory Welsh Personal and Social Education (PSE) and the guided English Personal, Social, Health and Economic (PSHE) curricula, demonstrating that KiVa covers over 50 per cent of the content of both curricula (Appendix G: Example of the English mapping).

Challenges and Criticisms of KiVa

Several KiVa studies (e.g. Clarkson, Charles, Saville, Bjornstad, & Hutchings, 2019) have shown that programme effectiveness varies greatly between schools. This finding, as with much evidence-based practice, fits with prior prevention research. Evidence-based prevention programmes, including anti-bullying programmes such as KiVa, generally require high levels of fidelity to achieve successful outcomes. Durlak and DuPre (2008)

suggest that outside of research settings, the majority of prevention intervention programmes suffer from low quality implementation, which results in reduced or no beneficial outcomes. In education settings, effective implementation of prevention programmes, are reliant on school effort to deliver the programme with fidelity. Varying levels of enthusiasm, skills, and commitment within the team can create a disparity between what schools deliver and the developer's intervention plan, leading to differing levels of effectiveness across schools and over time. The training strategy used in KiVa, whereby two school staff are trained may also influence outcomes, as school training and commitment is heavily reliant on the skills and "*take home message*" from two members of staff attending the training. Reduced school commitment may contribute to school dropout and programme sustainability. Slavin (2008) reports that many educational programmes in the UK are chosen and used for short periods of time, being fashionable trends, ticking education inspection boxes and school development plans, only to fade from practice when a new trend becomes fashionable, regardless of the programme's quality of evidence or reported level of effectiveness. In some countries, such as Norway, even with high levels of government support (approximately £18.4 million), a number of schools have ceased to use the government recommended evidence based anti-bullying programmes (Olweus and Zero programmes) (Aftenposten, 2016, as cited in Minton, 2017). Further research in the area of programme maintenance and the factors that influence a school's decision to commit fully or discontinue a programme, is required to improve the sustainability of evidence-based programmes including KiVa.

There is some conflict about the adoption of specific antibullying programmes, such as KiVa, with suggestions that more focus should be placed on improvements to the school environment (Lødding & Vibe, 2010, p. 26, as cited in Minton, 2014) and the role of

prejudice and discrimination in bullying situations (Minton, 2012). This new focus is explored in some new and upcoming projects, such as Dembra¹ (Lenz & Nustad, 2019). The Dembra project has been financed by the Norwegian Ministry of Education and Research and is designed to support schools by encouraging democracy and preventing group-based hostility. It is a competence development programme for schools related to the learning environment. It offers perspectives and tools for developing the work the schools are already doing, and improving the relationship between adults in the school and pupils. It views the school as a psychosocial learning environment where attitudes are formed and challenged in practice, within the foundations of a modern democratic society; equity, mutual respect, equal treatment, freedom to participate and contribute. Such programmes do not conflict with KiVa values, but offer a different method of approaching them. Future consideration of the ongoing research in this new area may inform future practice. However, others (e.g. Minton, 2014) suggest that there is not enough evidence surrounding the learning environment and school climate to dismiss antibullying programmes, and that a better plan would be to improve the antibullying programmes by incorporating resources which facilitate discussions on the factors that underlie bullying, and teach them about prejudice and tolerance, and the understanding of others, including minority groups to avoid discrimination in the form of homophobia, and ethnicity, alternative sub-cultures, and disablist bullying.

¹ Dembra has been developed by the Centre for Studies of the Holocaust and Religious Minorities, the European Wergeland Centre, and the Department of Teacher Education and School Research at the University of Oslo. The Rafto Foundation and the Falstad Centre organise Dembra programmes in Hordaland and Trøndelag respectively. Dembra is funded by the Norwegian Directorate for Education and Training.

KiVa is a manualised programme, providing teachers with information, lesson plans, and activities. Manualised programmes are typically more focussed and disseminable, and are useful for ensuring that the practitioners have the knowledge and resources required to deliver the programme as the developer planned. However, such programmes are seen by some as devaluing professional skills and competence and of killing teachers' creativity (Biesta 2007; Shahjahan 2011; Webster 2009). In the case of KiVa activities are explained but can be delivered in variety of ways that suit an individual teacher's pedagogic style and skill set. There also several activities included in each lesson that promote pupil discussion, and teachers to choose the activities that best fits their class and teaching style. All the activities are to generate discussion on the lesson topic, and so if a topic is covered in enough depth from one or two activities, there is no need for all activities to be completed. This should not impact on fidelity, however further research on the core activities is still required.

KiVa is a whole-school programme with a curriculum that covers the Finnish comprehensive system aged 7 to 15 years. Whole-school programmes have demonstrated modest effectiveness in reducing bullying. Consideration of the varying international school systems needs to be taken into account, the UK compulsory school system commences at age 5, so presently there are no lessons or evidence for this age group, although the strategies for highlighted incidents can be used. Further research on the impact of a school enrolling to implement KiVa on this group should be explored, with consideration of the development of a curriculum for this age group. Another consideration in relation to the school system is the difference in the secondary school system in the UK from Finland. In the UK, the pupil's transition to secondary school at 11

years, moving to new school premises, and change teaching staff from class to class for each subject. In Finland, pupils remain in the same school and have a more stable staffing setting, making staff and pupil relationships substantially different to those in the UK. This difference in secondary school education may potentially influence the way in which KiVa 3 is implemented in the UK.

As with most evidence-based programmes, especially those imported from other countries, there is a cost involved with KiVa (see Chapter 2 for details of costings). Although the cost of KiVa only equates to £2.84 (recurrent costs) per pupil, with the present educational school budget costs in the UK, this may not be achievable for some schools. Currently (e.g. Weale & Adams, 2019), many schools do not have enough money even for basics, including textbooks, stationery and science equipment. Schools are also facing staffing redundancies and class size increases and some subjects are being cut to enable schools to stay within their budgets (Busby, 2019). The National Education Union (2019) reports that 91% of schools in the UK have their per pupil funding cut between the academic years 2015-2019. An example of the individual school cuts can be viewed on <https://schoolcuts.cymru/welsh-schools/>. One school included in this thesis, lost approximately £200,000 in funding between 2015 to 2019, equating to a reduction of £181 per pupil. These factors impact on programme dissemination. Due to the commitment and the financial support of the Finnish Government, Finnish schools were far better placed than UK schools presently are, as they were financially supported receiving the programme and training for free.

Evidence of the benefits produced for the individuals on a socially significant scale on their own are not enough to ensure programme adoption. If pupils, schools, and communities in the UK are to benefit from the considerable investment in research surrounding evidence-based programmes, such as KiVa, it is imperative that a framework/strategy is developed,

whereby schools are funded and supported at a national level to implement evidence-based programmes. Such a framework would allow continued research, whilst promoting take up, embedding, and sustainability of evidence-based programmes within the education system.

It is important with all prevention programmes to recognise that there is the potential for risk/harm, and KiVa is not excluded from this concern. Victims who share a classroom with other victims, have reduced adverse outcomes including social and psychological adjustment. However, a recent study found paradoxical effects, whereby stable victims (victims from point 1 who remained victims at time point 2) reported being more depressed and socially anxious, and were less well liked in classes where the proportion of victims decreased (Garandeau, Lee, & Salmivalli, 2018). Therefore, implementing a programme such as KiVa, could be detrimental for a number of children who remain victims in a class with a decreased level of victims, highlighting the need for continual monitoring and effort from the school to ensure the protection and wellbeing of the most vulnerable children.

Conclusion

Research conducted in Finland in the early 2000s on bullying prevalence rates demonstrated that Finnish Government strategies, including legislative changes and mandatory school policies, had no impact on rates of bullying or school liking among Finnish school children. The decision by the Ministry of Education and Culture to commission Professor Salmivalli at Turku University to develop an anti-bullying programme and evaluate it in a rigorous RCT was forward thinking. The results showed the programme to be highly effective in reducing rates of self-reported victimisation and bullying (Kärnä et al., 2011a) and led to a broader roll-out of the programme. The successful results obtained in the Finnish RCT were repeated, although to a lesser extent in the national rollout (Kärnä et al., 2011b) and on-going annual results continue to show cumulative reductions in both self-

reported bullying and victimisation across all the age groups. Professor Salmivalli's research is now focused on components of intervention delivery that contribute to its effectiveness, and the programme is being delivered in a number of countries, some of which are conducting rigorous studies. Randomised controlled trials in Italy and Netherlands, and a small pilot in Wales have been successful in demonstrating KiVa's effectiveness in reducing self-reported victimisation and bullying.

KiVa was introduced into the UK in 2012 in a small opportunistic pilot trial in primary schools, using Unit 2 with Year 5 and/or Year 6 pupils (Hutchings & Clarkson, 2015; Chapter 4). The positive results demonstrated the suitability of the lesson content and strategies and justified further research to establish robust evidence for the effectiveness of KiVa in a UK context. Further research in the form of a large RCT in KS2 is about to commence. Unit 3 has been translated and delivery strategies for secondary schools are in progress. EIWT is taking dissemination of the programme slowly and systematically, assisted by CEBEI at Bangor University, who are evaluating and gaining feedback at each step of the process to ensure that training addresses challenges to implementation and that schools develop their own solutions to enable them to deliver KiVa effectively.

Chapter 5: Case Study

Abstract

In the UK, there is a requirement for schools to have anti-bullying policies but no specific guidance on the use of effective evidence-based strategies. There are evidence-based programmes but research on the strategies needed for transferability of efficacious antibullying interventions to a real-world setting and their acceptability in different cultural contexts is essential. This case study uses a mixed methods approach to explore one UK primary school's experience of KiVa, a Finnish evidenced school-based antibullying programme in the contest of what is known about implementation fidelity and its importance to outcomes. The study examines the impact of KiVa in reducing bullying and victimisation after two years of implementation and the implementation fidelity strategies adopted within the school. It investigates teachers' perceptions of KiVa and its impact on their understanding of bullying, confidence in dealing with bullying, PSE skill set and teacher/pupil relationships. It also reports on the pupils' enjoyment and perceived importance of KiVa lessons, and their self-reported behaviour change. The qualitative element of the study identifies educators' perspectives on the benefits and challenges in implementing KiVa and their future recommendations for implementing the programme in the UK. The findings provide an insight into how KiVa functions in School X that reported a significant reduction in bullying and victimisation over the two years of implementation and a high level of fidelity adherence. The acceptability and impact of the programme on all the teacher and pupil measured outcomes was found to be high. It is concluded that rigorous research on KiVa in a UK setting is required but that this requires attention to programme fidelity components and the inclusion of a comprehensive process evaluation, to guide policy makers and schools with UK school-based evidence on antibullying practice.

Keywords: Bullying, Intervention, Fidelity, School, KiVa.

Case Study

Evidence based interventions (EBI) have been advocated as cost-effective practice for several years in a wide variety of disciplines (Nickerson, Cornell, Smith, & Furlong, 2013). Selecting EBI's means making practice-based decisions on the most current and best available research evidence (Sackett, Struass, Richardson, Rosenberg, & Haynes, 2000). Implementing EBIs involves practitioners making informed decisions on their practice by connecting experience, expectations and context with what is known (Buysse, Winton, Rous, Epstein, & Lim, 2012). This chapter describes issues to be considered in implementing an EBI in a school setting in terms of what the literature suggests regarding process fidelity. It then describes a case study on one primary school that implemented KiVa, a Finnish evidenced and school-based antibullying programme effectively, in a UK setting during 2013 to 2015.

The growth of research demonstrating evidence of efficacious interventions in a wide range of fields has led to the development of organisations/agencies set up to review and share this knowledge with practitioners. For example, the National Institute for Health and Care Excellence (NICE) was set up in the UK in 1999 initially to reduce the variation in quality of National Health treatments and care. In 2005, the English and Welsh Governments made it a legal requirement that evidence-based treatments recommended by NICE were delivered by the National Health Service. Its remit has since been expanded and the Institute now makes evidence-based recommendations on a wide range of topics, including managing medicine, interventions to improve health for practitioners to use in their daily practice, and in 2012, social care (NICE, 2019). Organisations have also been formed to promote evidence-based practice within educational settings. For example, the Sutton Trust, founded in 1997

(social mobility in the UK through evidence-based programmes to combat educational inequality) and the Institute of Effective Education at York University founded in 2007, to improve outcomes for children at risk of poor school outcomes, were established to evaluate research, communicate the acceptability and knowledge of practice in schools. However, use of EBIs for children is still not common place (Little, 2010), especially in educational settings. Hudson et al., (2016) posits that this is due to teachers viewing research as less useful and trustworthy than information gained from colleagues or through profession development training. The lack of trust and adherence to programme as planned in EBIs by educators contributes to the reduced effectiveness of the programme, strengthening the view that EBIs are ineffective by educators (Ertesvag, 2014). Presently, there is a gap in the literature on the transition from theory to practice and how ensure EBIs are implemented successfully in schools (Cooper et al., 2009).

Fidelity

Fidelity in the implementation of evidence-based programmes, including public health prevention programme implementation, is a significant influence on their effectiveness (Durlak & DuPre, 2008). Implementation is defined as the way that a programme is delivered in practice rather how it is considered theoretically (Durlak, 2016). Fidelity is the degree to which programme providers implement the major components of programme as intended by the developers, and includes adherence, compliance and integrity, to achieve faithful replication (Durlak & DuPre, 2008; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Ryan & Smith, 2009). There are five core components of fidelity (Dane & Schneider, 1998). (i) Adherence refers to whether the intervention is being delivered as designed, that is all components are administered, to the correct populations, by staff that are appropriately

trained, using the written procedures and techniques. (ii) Exposure refers to the number of intervention sessions delivered, the length of the session, and/or the frequency that intervention techniques are implemented. (iii) Quality of intervention refers to the manner in which the individual delivering the intervention conducts the session, for example the techniques, skills, enthusiasm, and preparedness. (iv) Participant responsiveness refers to the extent to which the participants are engaged by the intervention content and activities. (v) Programme differentiation refers to the unique features of the varying components and that they are recognisably different from one another.

High implementation fidelity, that is the more closely the programme delivery is to the original design, the better the outcomes (Smith et al., 2004) and findings suggest that low quality implementation of an evidence-based programme may be less effective than the high-quality implementation of a less promising programme (Wilson & Lipsey, 2000). A narrative review by Smith and colleagues (2004) stated that the antibullying programmes that monitored implementation obtained twice the mean effects on self-reported victimisation and bullying than those that did not do so. The American Youth Policy Forum (James & Jurich, 1999), further states that the introduction of effective interventions is unlikely to make an impact on the desired outcome unless consideration is given to the quality of implementation and the degree to which the intervention is delivered as intended.

Process Evaluations

Process evaluations assist with both developing and implementing interventions. In terms of implementation they can describe delivery fidelity and compare it to the intervention's stated intent and its implementation processes, reporting on to whom it is delivered, its intensity, duration and the challenges experienced in achieving fidelity (Mihalic

Fagan, Irwin, Ballard, & Elliott, 2002). According to Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) many studies do not explore fidelity and those that do reveal that 100 per cent adherence to programme fidelity is rarely reached (Durlak & DuPre, 2008; Dusenbury, Brannigan, Falco, & Hansen, 2003), which can lead to the conclusion that an intervention has failed, when in fact adherence was low and the content dosage not sufficient to produce the desired behaviour change (Mihalic et al, 2002). A review by Durlak (1997) of 500 prevention studies revealed that only five per cent reported information on the process of implementation. Mihalic, Fagan, Irwin, Ballard, and Elliot (2002) suggest too little emphasis is placed on the importance of implementation fidelity by practitioners who may believe that delivering some components of an intervention or adapting is better than nothing at all. Adaptations can include shortening lessons, omitting certain elements, and/or modifying to fit a practitioner's preferred teaching style. Some of these adaptations may be planned, whilst others can be based spontaneously on teacher perceptions of what might fit better or save time (Durlak, 2016). The belief that something is better than nothing is rarely the case as generally an understanding of the components necessary to achieve the outcomes is not understood and delivering only certain elements may result in little or no impact, consequently wasting time and limited finances, and/or producing potentially adverse effects (Mihalic et al., 2002). For example, a study of the Olweus Bullying Prevention Program (Olweus & Alasker, 1991) reported that larger reductions in victimisation were found in classes that had delivered more of the intervention and that omitting elements reduced the effectiveness. Similarly, a study of the Resolving Conflict Creatively Program demonstrated excellent effectiveness for pupils exposed to high levels of lessons, however, pupils exposed to low levels fared worse than pupils with no lessons, again highlighting the importance of

commitment to delivery of all of the intervention components (Aber, Jones, Brown, Chaudry, & Samples, 1998).

Pragmatic Trials: Fidelity and Acceptance

Efficacy trials typically have a high level of support from the intervention developers, are well funded and delivered under optimal conditions (Mihalic et al., 2002). Pragmatic trials (real world effectiveness studies) increase the likelihood of adaptations and inconsistencies in implementation (Dane & Schneider, 1998) and consequently, interventions can be less successful in achieving the desired outcomes.

In school-based studies, fidelity has primarily focused on the level of programme dosage or how much of the programme content is delivered (sometimes referred to as intervention strength) and has been operationalised as the percentage of lessons or activities covered or the time taken to cover the programme content (Jones, Brown & Lawrence Aber, 2011; Durlak & DuPre, 2008). In prevention programmes, dosage is often related to better programme outcomes (refer to Table 1 in Durlak & DuPre, 2008). Ttofi and Farrington (2011) identified some effective antibullying programme elements for reducing rates of both bullying and victimisation. These included greater intensity and duration of the programme for both the teachers and the children.

It has been suggested that the quality of implementation and/or delivery competence should be measured via naturalistic observations or video recordings (e.g. Gony, Sutherland, Farrell, Sullivan & Doyle, 2015; Melde, Esbensen, & Tusinski, 2006) or by the level of pupil engagement and participation (e.g. Hirschstein et al., 2007; Melde et al., 2006). Factors that influence successful implementation with fidelity are planning, preparation, administrative support, facilitator acceptance, feasibility of delivery, availability of funding, perceived need

for the programme, and effective leadership (Durlak, 2016; Elliot & Mihalic, 2004). As these fidelity components significantly influence programme outcomes, it is imperative that programme developers include a measure of fidelity to better enable programme dissemination (Gottfredson et al. 2015).

Prior to the decision to implement an imported EBI, applicability, transferability, adaptation, and the need for evaluation should be considered. Applicability is “*whether the intervention process can be implemented in the local setting, no matter what the outcome is*” (Wang, Moss, & Hiller, 2005, p.77). Applicability focuses on the feasibility and process of the intervention. Transferability is “*if the intervention were to be implemented in the local setting, would the effectiveness of the programme be similar to the level detected in the study setting*” (Wang, Moss, & Hiller, 2005, p.77) in other words the generalisability of the intervention to a new environment. Adaptation is the modification of the intervention content/delivery to incorporate the needs of another group that is dissimilar in some way to those that participated in the initial research that supported the EBI (Castro, Barrera, & Martinez, 2004).

Lau (2006) considers transferability and the conditions required for adaptability and makes proposals on when adaptations should be explored and how adaptations can be accomplished. She suggests two core aspects that impact on the transferability of an intervention’s success, (i) engagement, the capacity of the content/delivery to successfully involve the participants, and (ii) outcome, the capacity of the intervention to change the specific variables.

In the context of school based anti-bullying programmes, when considering engagement, success is dependent on the commitment, skills, and responsiveness of the

teacher/s to bullying, in addition to the capacity of the programme content/delivery to involve the pupils. Despite growing research examining the effectiveness of antibullying programmes in schools (Perlus, Brooks-Russeell, Wang, & Iannotti, 2014), very few studies have explored the practical implementation of a programme and the perspectives of educators and pupils (Haataja, Ahtola, Poskiparta, & Salimivalli, 2015). Those that have reported on teachers' perspectives, on the implementation of EBIs focused on social and emotional learning, suggest that programme success is reliant on local participation in programme selection, existing skills, a supportive environment, effective training and administrative support (Greenberg et al., 2003; Payne, Gottfredson, & Gottfredson, 2006). They also suggest that lack of coordination and competing curriculum demands can reduce intervention impact (Greenberg et al., 2003).

Educators who are implementing school-based EBIs (Strohmeier & Noam, 2012) can provide insights to the implementation process (Cunningham et al. 2015). Therefore, as well as evaluation of effectiveness when importing school based EBIs, the applicability and transferability, from an educator and pupil perspective, adds to the understanding of the processes that influence successful and sustained implementation or that limit and undermine the programme. Qualitative approaches are a valuable part of this process, providing a more comprehensive method to examine the process of educational intervention delivery (Feuer, Towne & Shavelson, 2002; Hong & Espelage, 2012), and fall within the range of methods that can be classified as scientific (Erickson & Gutierrez, 2002). Qualitative research produces knowledge on perspectives, the environment, and practices, providing an insight into the social and cultural impact of an intervention on the learning environment (Morningstar et al., 2015) and an understanding of the impact of the curriculum within a

classroom and how pupils access the knowledge it provides (Erickson, 2011). Powell et al. (2008) strongly suggest that mixed methods research should be employed in antibullying studies to contextualise quantitative findings. Qualitative educational research permits participants (teachers and pupils) to highlight benefits and challenges and make recommendations that might otherwise be missed by researchers, as the participants are living parts of the social system. An inductive and analytical approach to the qualitative research aids in identifying issues that are relevant to the educators that may not be captured using quantitative measures. This can include teachers' acceptance of the programme, the effort, challenges and benefit involved in delivery, responses and engagement of the pupils. Other factors include the suitability and availability of resources, the appropriateness of the content and resources (age, setting, educational/developmental level), prior knowledge and skills required to deliver it, time demands imposed, organisational processes, and personal impact, including self-efficacy (Schwarer & Hallum, 2008). Participant perspectives (i.e. the pupils) can also highlight factors that impact on the effectiveness of delivery (Bonell, Oakley, Hargreaves, Strange, & Rees, 2006).

In recent years UK and US policy makers have begun to incorporate recommendations for using evidence-based practice in schools, including programmes to reduce bullying. However, intervention fidelity is essential to achieve successful implementation of an evidence-based programme and many factors may contribute to adherence and quality of delivery. It is therefore important to include process evaluations as part of effectiveness trials to gain a better insight and understanding of variability in trial results. This chapter uses mixed methods to explore the experience of one UK school, delivering KiVa, selected due to their positive outcomes. It reports quantitative data on the

effectiveness of the KiVa programme in the school over two years, based on the KiVa annual pupil survey. It also reports on the programme lesson fidelity, teacher self-reported impact on understanding of bullying, confidence in dealing with bullying, Personal and Social Education (PSE) skill sets, and teacher/pupil relationships. For pupils, the study reports pupil ratings of enjoyment, and importance, of KiVa lessons and self-reported behaviour change. It also explores qualitative data, from the perspectives of the educators (Headteacher (HT), KiVa coordinator (KC)² and teachers), considering the acceptability and fidelity of the programme from the decision to implement, the challenges and lessons learned through the two-year process of implementing the KiVa programme. Lessons for practice and policy are highlighted.

Methods

Intervention: KiVa

For information on the KiVa programme please refer to Chapter 4.

School Recruitment

For the purpose of this study, the participating school is called School X. School X was invited to participate in the case study, as their KiVa online survey results revealed a significant reduction in bullying after one year of KiVa implementation (Likert results: $X^2(4) = 12.56, p = .012$; Dichotomised results near significance: $X^2(1) = 3.71, p = .054$). A collaborative relationship existed between the author of the thesis and the headteacher. The headteacher had been involved in prior research with the Centre of Evidence-Based Early Intervention at Bangor University. The headteacher was informed that participation would

² A KC oversees and monitors delivery of the programme in the school and acts a point of contact for the KiVa UK hub]

involve sharing the school's KiVa online survey data, an interview with the headteacher and KC, and surveys for the KS2 teaching staff and KS2 pupils.

School X Setting

School X is a mainstream non-denominational, co-educational primary school in Denbighshire, North Wales. The school also has a part-time nursery. The pupils range from 3-11 years. The school opened in 1960 and is based in a town served by four other primary schools. The following figures in this section relate to the academic year 2014/15, unless otherwise stated. The school is set in a local ward, where 48 per cent of children under two are from families where neither parent is in employment. It has a 2-form entry single-aged class system. The whole school population, at the time of case study data collection, was 443 pupils, with 208 pupils in KS2 (ages 7-11 years). Approximately six per cent of pupils are from minority ethnic backgrounds. Lessons are taught through the medium of English, with three per cent of pupils having English as an additional language (national Welsh average is just under six per cent). Pupils are classed as 70 per cent from neither a prosperous nor disadvantaged background and 30 per cent from relatively disadvantaged background. Approximately 28 per cent of pupils were eligible for free school meals (above the Welsh national average of 20 per cent for primary schools). Approximately 33 per cent of pupils were classed as having additional learning needs (national Welsh average is approximately 23 per cent), including three with a statement of special educational needs (equating to under one per cent, which is in line with the national Welsh average). The school is identified as one of the six most “*needy*” of the 40 primary schools in the Local Authority. There are 16 full-time and three part-time teachers. The school was last inspected by the office of Her Majesty's Inspectorate for Education and Training in Wales (Estyn) in June 2015 and rated “*Good*”,

with excellent for “*Leadership and Care*”, and “*Support and Guidance*” (on the Estyn scale of “*excellent, good, adequate, and unsatisfactory*”). According to the Welsh education categorisation system, the school, is one of only four in the Local Authority, ranked as “*green*” support (on a scale of “*green, yellow, amber, and red*” with green ranking being the best) and “*1*” for standards (scale of “*1 to 4*”, with 1 being the best for performance, teaching, learning, and leadership).

Participants

Headteacher and KiVa coordinator (KC)

The headteacher was male and had been employed as the headteacher for 19 years at the interview timepoint (2015). Prior to his employment at the school, he had been a teacher for 12 years. The KC was female and had been employed as a KS2 teacher at the school for 20 years, with the additional role of PSE coordinator for the last eight years. Prior to her employment at the school, she had been a teacher for 13 years.

Teacher sample

All eight KS2 teachers delivering the KiVa curriculum consented to participate in the feedback survey. The KS2 teacher sample consisted of five females. All teachers had permanent appointments and taught in typical age banded education classrooms. The average teacher age was 42.9 years (range 25 to 52), with an average length of teaching service of 19 years (range 4 to 34 years).

Pupil sample

The KS2 pupil sample for the annual survey consisted of $n=211$ (T1=2013), $n=198$ (T2=2014), and $n=204$ (T3=2015) aged 7 to 11 years old. The pupils were not identifiable

due to the survey design, so individual pupil data is not matched and linkage across years is not possible. The KS2 sample for the feedback survey conducted was $n=185$.

Measures and Procedures

School level

KiVa online survey: victim/bully

The surveys were administered during regular school days by a higher-level teaching assistant (HLTA) as a normal part of the KiVa programme. Schools are provided with guidelines for administering the online survey and offered support, from their KiVa trainer, prior to, and during, the survey period (for details on implementation, which includes school training, see intervention section). A baseline survey was administered during the summer term (June/July 2013; T1), as part of normal KiVa procedures, before launching KiVa at the start of the following academic year (September) and was repeated annually as part of the KiVa programme in June/July on each of the following two years, 2014 and 2015 (T2, 2014 and T3, 2015).

Fidelity and acceptability

Implementation data on adherence, the extent of teacher delivery of the lesson content, was collected during programme delivery from all eight KS2 teachers. The teachers were invited to complete a Teacher Lesson Record (TLR) book after each lesson over the course of the academic year as a measure of fidelity. All lesson activities for each of the ten lesson units were listed in the book. Teachers were also asked to report estimated preparation and delivery (in minutes) time for each lesson, and the proportion of pupils engaged during the lesson (Hutchings & Clarkson, 2015). Lesson fidelity adherence was calculated from the TLR book (Appendix H: Example of a TLR page) averaged across the number of lessons and

the number of teachers that responded. Lesson intensity was calculated by the proportion of tasks completed during each lesson over the course of the academic year, and number of teachers that responded. Average preparation and delivery time were calculated twice and compared from the TLR book collected over the lessons ($n=6$) and the teachers' final reporting in the feedback survey ($n=8$). Lesson completion was averaged across the number of teachers ($n=8$). Pupil engagement was calculated from the teachers report in the TLR. The responses to this item were provide on a four-point ordinal scale from i) 0 to 25 per cent, ii) 25 to 50 per cent, iii) 50 to 75 per cent, and iv) 75 to 100 per cent. Fidelity data was also collected for other KiVa actions and is reported in the qualitative section of the study. Teachers were also invited to complete a paper survey at the end of the year that sought information on: lessons completion, preparation and delivery time (to compare with TLRs and in case of low TLR return rate), suitability of resources, and pupil engagement and understanding.

Teacher level

Teacher feedback survey

Teacher feedback data was collected in June/July 2015. All KS2 teachers were invited to complete a paper survey which enquired about KiVa's impact on their understanding of bullying, their confidence in dealing with bullying, their PSE teaching skills and teacher/pupils' relationships. Teachers were also asked about their satisfaction with the materials, resources, and school leadership of the programme. There were also open-ended items at were used in the qualitative analysis. Teachers also completed a demographic survey. To safeguard the teachers' anonymity gender and age was not requested on the feedback survey, and no items were mandatory.

Pupil level

Pupil feedback survey

KS2 pupils were invited to respond to a short feedback paper survey in June/July of year 2 of implementation (Appendix I: Example of survey items). The survey was administered during class time by the class teacher. The time taken to complete the survey was less than ten minutes. The survey consisted of six items for Year groups 3 and 4, and ten items for Years 5 and 6. The appropriateness of language in both surveys was checked with a local primary school teacher. Items asked about enjoyment and importance of lessons, safety in school, and impact of KiVa on school. Responses were indicated by circling a 5-point Likert scale of emotions, tick boxes, or a short-written answer.

Qualitative Research

The qualitative element of the study is based on on interviews and structured surveys, with open-ended comments, to allow for in-depth, in the moment, exploration of processes that may not be captured in quantitative studies, to explore the lived experiences of a school and its pupils and staff and thus is congruent with a phenomenological perspective. It adds a valuable and unique insight into the intervention and understand the experiences of the school in implementing KiVa in a UK school setting.

Research Design

Data collection method

Ninety-minute in-depth semi-structured interviews were conducted on a one-to-one basis by the author with the headteacher and with the KC at the end of two years of programme implementation. The headteacher and KC were selected, due to their significant role in leading and monitoring the implementation of the programme, and viewed to be the

authorities on KiVa in the school. The interviews were carried out face to face to enhance rapport and the richness of the interaction (Bryman, 2001). The interviews were held from 3:30pm to 5pm, after the end of the school day, to ensure minimal external interruptions and conducted in a quiet location on the school premises. An inductive interview guide was developed using core themes, drawing on previous literature and included the following topics: decision to implement, training, launch, delivery, resources, procedures, monitoring, pupils, parents, sustaining momentum, and additional free comments. Between two and four sub-items or prompts were included and used if required to ensure that all items were sufficiently explored. The structured and wide coverage of topics ensured that important experiences would be caught in the data, whilst the semi-structured design allowed for spontaneous questions, to accommodate and ensure clarity of individual experiences. Flexibility in the order of the items was incorporated to assist with flow of the interviewee's responses, and reduce the amount of probing required. The interviews were conducted in a conversational style to accommodate previous experiences, background, and personality, allowing for scope in expressing opinions and personal experiences (Kvale & Brinkmann, 2008). The headteacher and KC interviews were recorded and transcribed verbatim for analysis. The additional teacher comments from the feedback survey were also included in the analysis to add further insight and perspectives into the implementation.

Analysis

A framework approach was used. It is generally used for applied social research, as it typically meets specific information requirements and gains evidence for actionable outcomes (Spencer & Ritchie, 2002). The framework approach is systematic and analytical. It is versatile across a range of studies, including strategic [policies, plans, and actions] and

evaluative [appraising, effects on delivery, barriers, and experience impact] (Spencer & Ritchie, 2002). It is an iterative process, whereby the analysis identifies patterns linked to individual experiences and develops a sense of the entire experience (Braun & Clarke, 2006). It is closely linked with thematic analysis, as both strategies are used to identify, analyse, and report patterns (themes) with the data set, with the bias of the researcher actively identifying the themes of interest to them (Taylor & Ussher, 2001). The determination of a theme can be driven by the “*keyness*” of the theme to the overall research question, rather than the most prevalent theme across the data set (Braun & Clarke, 2006).

The information required for this study was clearly set around the implementation of the programme and thus shaped the type of questions asked during the interview. The author opted to use an analyst driven approach to the data, in order to reduce the complexity of analysis, and give a voice to the participants in relation to their perception on programme implementation.

The data from the interviews and additional survey comments were initially used to produce a detailed description of the implementation process and then analysed using a framework approach (Spencer & Ritchie, 2002). During the analysis process, familiarisation commenced with writing down initial thoughts and seeking to derive ideas from across the interviews rather than a single item. The transcripts were then annotated with codes, which were then merged into themes (recurrent themes and coding into sub-categories). The text linked with each code was then reviewed, subsequently some themes were merged with overlapping themes to identify three overarching master themes; benefits, challenges, and recommendations. Each of these master themes and their corresponding emergent themes are

discussed with relevant quotations from the interviews and additional teacher survey comments.

Reflexivity

Reflexivity is an important element of qualitative research (Berger, 2015), and full transparency is required to fully understand the findings. The author is a research officer at the Centre of Evidence Based Early Intervention, and in the past six years has evaluated KiVa in a small pilot trial, conducted research on KiVa in a number of schools, travelled to Finland to train and observe schools implement KiVa, and trained a number of UK schools.

Reflexivity was key when developing the initial draft of the interview questionnaire, as the author initially began planning the first draft based on her knowledge and experience, after subsequent reading, she also sought to create a list of core themes from previous literature on antibullying and evidence-based programmes, on which to base the interview items. Full awareness of the process, from development of the research subject, questionnaires, and interpretation requires focus and self-monitoring (Bradbury-Jones, 2007). An understanding of her role in the research needed to be developed to allow her to use her knowledge of the programme, whilst recognising how that knowledge may affect the research process and outcome (Bradbury-Jones, 2007). Her knowledge of the programme can be classed as beneficial and offer certain advantages (Kacem & Chaitin, 2006; Padgett, 2008), with the interviewees being more willing to share their experiences, with the understanding that she had a shared interest with their situation and experience (De Tona, 2006). The knowledge also allowed her to better understand some of their responses, assisting with insight and rapport building. However, with these benefits there are also risks (Cutcliffe, 2003). There was a need to be mindful and place her knowledge to one side during the interviews to ensure

that the knowledge did not shape the discussions, or that she imposed her values and perceptions of the programme (Drake, 2010). She also needed to be vigilant that interviewees were not withholding details, under the assumption that the information was obvious to her, or that she did not clarify certain responses, believing that the interviewees understanding on the topic was the same as hers. This is a common occurrence in the analysis of qualitative data (Daly, 1992). During the research process, the author aimed to comply with Valentine's (2007) guidance on awareness of positionality, being alert to unconscious editing due to her knowledge, and full engagement with the data to provide a more complete analysis.

Ethics

Permission to examine the effectiveness and implementation of KiVa in a UK primary school was granted by the School of Psychology Ethics and Research Governance Committee, Bangor University (Ethics application No.: 2013-9162-A13727). The decision to implement KiVa was taken by the school. The KiVa programme curriculum falls within the usual school PSE curriculum and therefore the programme and its inbuilt monitoring system, does not require additional ethical approval as, according to the British Psychological Society (BPS), the actions fall within the scope of the following:

“In relation to the gaining of consent from children and young people in school or other institutional settings, where the research procedures are judged by a senior member of staff or other appropriate professional within the institution to fall within the range of usual curriculum or other institutional activities, and where a risk assessment has identified no significant risks, consent from the participants and the granting of approval and access from a senior member of school staff legally

responsible for such approval can be considered sufficient” (from p.17 of the BPS Ethics Guidance, 2010).

The headteacher was provided with a detailed explanation of the aims of the project, data collection methods, confidentiality, the opportunity to withdraw from the research, the potential benefits of participating and the names and contacts for future enquiries and/or complaints. Information sheets and passive consent forms for the pupil feedback were issued to the parents of KS2 pupils (Appendix J: Copy of parental information and consent). Pupils were informed that their data was anonymous, and that full confidentiality was guaranteed, prior to completing the feedback questionnaire in order to obtain their consent. Information sheets and active consent forms were issued and completed by the headteacher, KC, and teaching staff prior to interviews and feedback surveys (Appendix K: Copy of teacher consent form).

Results

School Level Results

The statistical analysis and descriptive statistics presented support the effectiveness of KiVa in reducing victimisation and bullying as measured using the global items from the OBVQ as part of the online KiVa survey.

KiVa online survey: victim/bully

The proportion of children reporting their victim/bully status was statically examined before KiVa implementation (2013) and after two years' implementation (2015). The data from the Olweus Bully Victim Questionnaire global items in the KiVa online survey can be dichotomised enabling percentages to be calculated, thus making the results more accessible and easier to interpret (Solberg & Olweus, 2003; For more information on the OBVQ see

chapter 3). Descriptive statistics were run on the dichotomised data for prevalence of victimisation and bullying from the self-report two items in KiVa online survey (global OBVQ items). Pupils were categorised as victims, not victims, bullies, and not bullies to investigate the prevalence of victimisation and bullying in the school. The prevalence of victimisation decreased from 25.6 per cent at baseline (T1) to 13.2 per cent at two year follow up (T3). The prevalence of bullying decreased from 12.8 per cent at baseline (T1) and 3.4 per cent at two year follow up (T3). The relative percentage reduction reported was 48 per cent and 73 per cent for victimisation and bullying over the two years, respectively. Chi-square analyses were conducted for both the dichotomised variables (victim yes/no; bully yes/no) and the variables based on the Likert scale (not victim/bully, once or twice, two or three times a month, about once a week, several times a week), because the Likert variable gives a 2x5 contingency table, Fisher Exact test was used to calculate the *p*-value using the R statistics package.

Table 5.1. Dichotomised Victim/Bully contingency table

	Not victim	Victim	Total	p-value
2013	157	54	211	
2015	177	27	204	.001*
Total	334	81	415	
	Not bully	Bully	Total	p-value
2013	184	27	211	
2015	197	7	204	.001*
Total	381	34	415	

* Pearson chi-square significant at $p < .01$

Table 5.1 shows the results for the dichotomised bully/victim status variables. There was a significant difference between the number of children reporting bully/victim status between 2013 and 2015 with less children reporting being a victim ($X^2(1) = 10.08, p = .001$) or bully ($X^2(1) = 12.09, p = .001$) after two years of KiVa implementation.

Table 5.2. Likert Victim/Bully contingency table

	Not victim	Once or twice	2 or 3 times per month	About 1 per week	Several times per week	Total	<i>p</i>-value
2013	113	44	23	16	15	211	
2015	141	36	15	5	7	204	<.001*
Total	254	80	38	21	22	415	
	Not bully	Once or twice	2 or 3 times per month	About 1 per week	Several times per week	Total	<i>p</i>-value
2013	151	33	12	9	6	211	
2015	186	11	5	1	1	204	<.001*
Total	337	44	17	10	7	415	

* Fisher Exact test significant at $p < .001$

Table 5.2 shows the results for the Likert bully/victim variables. There was a significant difference between reports of bully/victim status before and two years after KiVa implementation. More children reported not being bullied/bullying and the frequency of bullying/victimisation being reported across the five categories significantly reduced after two years of KiVa implementation (victim: $X^2(4) = 14.13, p < .001$; bully: $X^2(4) = 27.38, p < .001$).

Fidelity and acceptability results

Teachers ($n=8$) reported a high level of lesson fidelity adherence with exposure of 8.75 of the 10 lessons over the course of the year. According to the TLR, teachers ($n=6$) reported that they on average devoted preparation time of 22 minutes and mean delivery time per lesson of 83 minutes (prescribed delivery time 90 minutes). In their final feedback teachers ($n=8$) reported 25 minutes and 87 minutes delivery. Teachers described the preparation as easy ($n=4$) to average ($n=4$) and delivery as easy ($n=4$) to average ($n=4$). There was variation in the delivery frequency, with two staff choosing to deliver the full lesson over the course of an afternoon in one session a month, whilst six preferred to deliver

the lesson in two parts, fortnightly. The average proportion of curriculum completed per lesson was 75 per cent, with a range from 40 to 100 per cent ($n=6$). Pupil engagement averaged in the highest of the four categories at 75 to 100 per cent. Lesson materials were described by all teachers as age appropriate, suitably formatted, with good content and relevant activities. All teachers reported that they were highly satisfied to satisfied with the lessons. Fidelity on universal actions, such as training, survey, launches, and indicated actions are described in the qualitative section.

Teacher Level Results

Teacher perception of the impact of KiVa on themselves, the pupils, and the school

Teachers that participated in the survey ($n=8$) were asked to indicate the positive impact on their understanding of bullying, their confidence in dealing with bullying, their PSE teaching skills, and relationship with the pupils, on a three-point scale (Yes, somewhat, no). Figure 5.1. illustrates the responses from teachers.

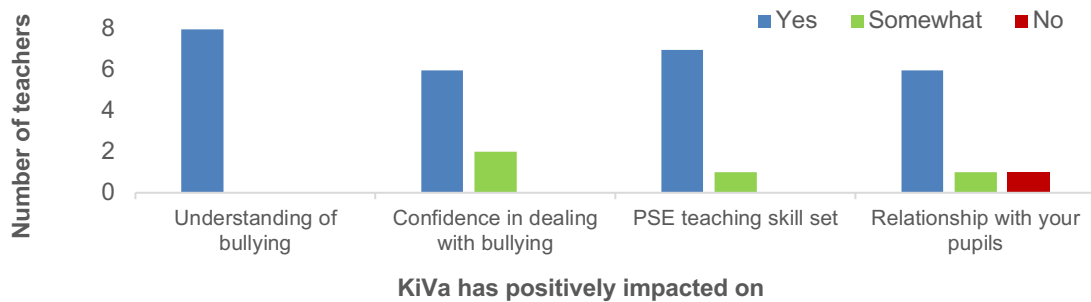


Figure 5.1. *Teacher (n=8) report on the positive impact of KiVa on their personal understanding and confidence in dealing with bullying, their PSE skill set, and teacher/pupil relationships on a three-point scale (Yes/Somewhat/No).*

Teacher perception of KiVa on pupil development of social skills

The teachers reported on the development of varying social skills that they attributed to KiVa: inclusivity, respect for other, interpersonal social skills, social tolerance, appreciation of diversity, and understanding of bullying. Figure 5.2. illustrates the responses from teachers.

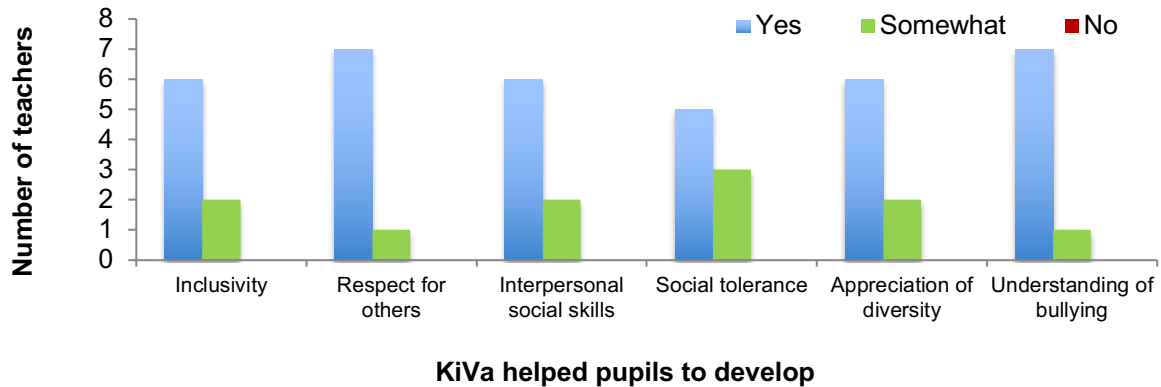


Figure 5.2. Teacher report ($n=8$) on “KiVa helps pupils to develop” on six elements of learning scored on a three-point scale (Yes/Somewhat/No).

Teacher perception of KiVa on school atmosphere

All teachers commented that the programme had significantly impacted on the school atmosphere in class and during breaktimes when most incidents would be typically reported.

Pupil Level Results

Pupil perception of KiVa lessons

Over 90 per cent of pupils in year 3 to 6 ($n=185$) reported that KiVa lesson were “okay” to “very enjoyable” on the 5-point Likert scale of “not enjoyable” to “very enjoyable” and approximately 97 per cent ($n=185$) reported that KiVa lessons were “important” to “very important”. Table 5.3. illustrates the pupil responses from to enjoyment and importance.

Table 5.3. Number of pupils reporting enjoyment and importance Likert contingency table

		Likert scale	1	2	3	4	5
		Enjoy scale	Not enjoyable	<>	Okay	<>	Very enjoyable
	Number of pupils						
Years 3 & 4	95		6	3	16	21	49
Years 5 & 6	90		2	6	25	28	29
Total			8	9	41	49	78
		Important scale	Not important	Important	Very important		
Years 3 & 4	95		1	20	74		
Years 5 & 6	90		3	39	48		
Total			4	59	122		

Pupil self-reported behaviour changes

Pupils in year 5 and 6 ($n=90$) reported on their perceived behaviour changes with the majority stating that they would be more likely to include others, be respectful, support the victim, and intervene.



Figure 5.3. Pupils self-reported on their perceived behaviour changes.

Qualitative Findings

The aim of the interviews and teacher additional comments was to explore the implementation and factors that may have impacted on KiVa delivery within the school and

its outcomes. The qualitative results describe the process of implementation, from the decision to implement, the process of delivery of the main actions of the programme and future recommendations.

Introduction to the analysis

During the analysis, it became clear that the responses fitted with three master themes commonly used in the framework approach: the benefits, issues that need addressing, and suggestions for the future.

Analytical overview

During the analysis, it became clear that the responses fitted with three master themes commonly used in the framework approach: the benefits, challenges, and recommendations. There were several emergent themes within each of these master themes. Table 5.4. illustrates the master themes and their emergent themes. The table contents are ordered by the number of respondent comments that were reflected in support of the theme, to indicate the salience of each theme.

The following section describes the process of the decision to implement to implementation from the headteacher and KC perspective, and is followed by analysis of the headteacher, KC, and teachers' data; the master and emergent themes.

Decision to implement

The decision to implement KiVa was taken by the headteacher and supported by the school governing body. The headteacher interview revealed several reasons for the decision.

(i) *Improvement in strategies and prevention*: The school had the required antibullying policy, acknowledged, and recorded incidents of bullying, however, the headteacher reported that "...I felt that our systems were in need for improvement...wanted to include greater

Table 5.5. The three master themes: benefits, challenges, and recommendations reported by the headteacher, KiVa coordinator and teachers and their associated emergent themes

1. Benefits to teachers, pupils, parents, and school
a. Raised staff awareness/understanding of definition of bullying (H, KC, 8)
b. Good pupil engagement with activities and discussion topics (H, KC, 8)
c. Concrete tools, resources, and lessons plans (H, KC, 8)
d. Improved PSE teaching skills, social and emotional skills (H, KC, 7)
e. Pupil/Parent raised awareness/understanding of definition bullying (H, KC, 6)
f. Reductions in reporting of bullying (H, KC, 6)
g. Increased confidence in dealing with bullying (H, KC, 6)
h. Improved pupil emotional literacy (H, KC, 6)
i. Improved pupil relations (6)
j. Consistent strategy for dealing with bullying incidents (H, KC, 4)
k. Monitoring (H, KC, 2)
l. Increased confidence in dealing with parents (H, KC)
m. Consistent recording of incidents (H)
2. Challenges
a. Time (training, survey, delivery, curriculum constraints, & incidents) (H, KC, 6)
b. School priorities (Literacy and numeracy high priority) (4)
c. Maintaining high profile of KiVa (H, KC, 1)
d. Teacher disposition/enthusiasm for programme (H, KC, 1)
e. Costs (H)
3. Recommendations
a. Pre-KiVa (H, KC, 2)
b. Formatting of manual (3)
c. Platform to share good practice (H, KC, 1)
d. Splitting manuals for individual year groups (2)
e. Leadership/KiVa coordinator (H, KC)
f. Staff meeting agenda (H, 1)
g. Parental involvement (H, KC)
h. Annual relaunches (2)
i. Develop assemblies to run alongside curriculum (H)
j. Access to future staff training (KC)

Parenthesis: H=headteacher, KC=KiVa coordinator, and number of teachers mentioning/supporting the emergent theme.

emphasis on strategies to avoid bullying”, “...provide consistent guidance and advice to pupils on dealing with bullying”, and “...to prevent new bullying cases from emerging and to minimise the negative effects caused by bullying”. (ii) *Improved pupil and parent knowledge:* The headteacher identified a need to raise pupils and parent awareness of the difference between incidents involving fall-outs, misunderstanding and disagreements and bullying. “*On many occasions, pupils and parents interpreted incidents of minor conflict or arguments between pupils as bullying...important to differentiate...*”. This was reflected in the KC’s interview “*Pupils use the wording bullying all the time and the majority of the time it isn’t bullying at all*”. (iii) *Consistency in the recording of bullying incidents:* The school required a more consistent approach to the reporting of identified incidents of bullying. The headteacher reported that the present system was “*ad hoc*” and “*inconsistent*”, and “*...interpreted and recorded differently by teaching staff, support staff, senior leaders, and midday supervisors*”. (iv) *Consistency in the strategies to deal with incidents:* The school required a more consistent approach to dealing with incidents. The headteacher stated that there were “*...different sanctions from different members of staff, and not always adequate support for victims*”, this was supported by the KC’s statement that “*...everyone has their own preferred method, and this can vary greatly among staff*”. (v) *Quantify the perceptions and incidents of bullying in the school:* The headteacher reported that “*by using an evidenced based programme with an integrated monitoring system...I saw the opportunity to develop the school’s ability, through a systematic, structured approach to accurately quantify the perceptions of bullying at the school among pupils and incidents of bullying at the school*”.

Implementation of KiVa

In the KiVa manuals there is a plan of main actions for schools. Table 5.4 lists the essential components and the school's completion level. The following information on the process of implementation within the school was drawn from the teacher and KC interviews.

Two members of school staff (headteacher and Year 5 teacher responsible for behaviour management) attended KiVa training at Bangor University in May 2013.

The two members of staff then developed an individualised plan for implementation that included establishing a KiVa team to deal with confirmed bullying incidents, a KC, staff training, plans for the pupil and parent launches, administration of the survey, assemblies, storage of vests, a display board, delivery of the curriculum, procedures for indicated actions, and how to sustain a high programme profile (see Table 5.4 for main actions plan).

A KC was chosen from the KS2 teaching team. The PSE coordinator was viewed to be the most appropriate member of staff to take responsibility for KiVa, as the two topics (PSE and KiVa) mapped on to each other. A KiVa team of three staff, including the headteacher, was agreed. The headteacher chose the team, based on the member of staff's pupil knowledge and social/emotional skill set.

A basic staff launch was carried out in June 2013. The launch was delivered by the headteacher to all school staff, including teachers, teaching assistants, midday supervisors, caretakers, catering and administration staff. The launch delivery took 15 minutes, with an additional 10 minutes for questions. A further teacher launch was conducted in June 2013. The launch was predominantly aimed at KS2 teaching staff to discuss lesson delivery,

Table 5.4. The main actions of the KiVa programme for primary schools and School X's completion level

Universal Actions	Component	Timeline (Recommendation)	School X Completion Level
Pupils			
	KiVa pupil survey	In June prior to implementation	June/July
	Kick off (pupil launch)	September	September: Whole school assembly, followed by first lesson in class
	Lessons	Throughout school year	8.75 out of 10 lessons and weekly monitoring by KC
	KiVa game	Throughout school year	Unable to report on pupil usage of the game
	Posters	Throughout school year	Posters displayed in corridors and created KiVa display board
Parents			
	Newsletter to parents	September	September
	Back to school night (Parent launch)	September/October	October via parent's evening
	Parent's guide (www)	Continuously in use	Informed parents of guide via information letter
School staff			
	Meeting for staff	June/July	Two held: one for all teaching staff, and one for KS2 teachers
	KiVa vests for playground staff		Worn everyday by staff during playground monitoring. Headteacher wore vest too, to demonstrate support for the programme
Indicated Actions			
	Discussions	As required	Conducted by KiVa team. File set up to aid with monitoring of cases
	Follow-up	As required	Conducted by KiVa team. File ensured meetings were followed up and signed off
	Discussions with classmates	As required	Classroom Teacher conducted discussions and informed KiVa team, recorded in file

however, some KS1 staff also attended to gain a better insight into the programme and its delivery. Staff meetings for KS2 staff were also held in June to plan the integration of KiVa into the KS2 PSE curriculum. Mapping of KiVa lessons onto the Welsh PSE, demonstrating that the KiVa lessons met over 50% of the required PSE curriculum, was provided by Bangor University and shared with teaching staff to enable appropriate individual class lesson planning.

A designated KiVa folder to record bullying incidents was set up in the headteacher's office. The folder was used to file all screening, interview, and follow-up forms.

Newsletters were shared with parents of KS2 pupils to inform them about the programme, the school's expectations, and to provide the parents with weblinks to the KiVa webpage and the parenting bullying guide.

During the first week of term (September), a whole-school assembly (KS1 and KS2) was delivered by the headteacher to launch the programme to the pupils. Following the assembly, lesson one, of the respective units, was delivered to the KS2 pupils. The following lessons were delivered fortnightly or monthly dependent on the teacher. Ten whole school assemblies reinforcing the KiVa lessons were delivered throughout the year by the headteacher. High-visibility KiVa vest were worn daily on the playground at break and lunch times by staff and the headteacher. All pupils (KS1 and KS2) played out at the same time, but would use different parts of the school grounds. The vests were stored in a cupboard and pupils were designated the job of ensuring that vests were taken to the relevant teachers. Display boards and posters were placed in corridors and laminated KiVa rule cards were placed in KS2 classes. KiVa was added to the weekly staff meeting agenda, so that the KC could monitor the lesson delivery and discuss bullying cases that had been passed on to the

KiVa team. KiVa procedures were also integrated into the school's antibullying policy and a whole-school ethos was promoted within the school.

Anonymised indicated action forms were provided by the headteacher for the first year of implementation, and eight screening forms were completed in the first term (September to December 2013), four of which were identified as bullying incidents passed on to the KiVa team. A further four screening forms were completed during the spring term (January to April 2014), and two in the summer term (May to July 2014), of which three and one were respectively designated bullying incidents and passed on to the KiVa team to deal with further. Of the eight cases dealt with by the KiVa team over the first year, at two-week follow-up six victims reported the bullying had ceased and no further action was required. One case the bullying was reported to have reduced, further follow-up meetings were scheduled and two weeks later the victim reported that the bullying had stopped. The final case was escalated to other school procedures and resulted in a managed transfer to another school for the bully or the victim, the first in the headteachers time at the school.

Presentation of the analysis

The following section reports on the headteacher, KC, and teacher feedback on the following master themes: (1) Benefits, (2) Challenges, and (3) Recommendations for future implementation. The quotations presented were derived from the headteacher and KC interviews and the teacher survey responses and comments.

Master theme 1: Benefits

Participants described a wide variety of benefits, many of which were mentioned several times. These are discussed in more detail in order of salience gauged by the number of staff highlighting the benefit.

1.1 Emergent theme 1a: Raised staff understanding of definition of bullying

In this theme the staff reported an increased understanding of the definition of bullying as the definition provided by the KiVa programme emphasised what did and did not constitute bullying behaviour. The headteacher stated that the definition provided staff with a “*clear identification procedure*”, with the “*...potential to empower our school to be more proactive in identifying bullying*”. One member of staff highlighted “*...understanding the element of power imbalance, made deciding if the pupil’s actions constituted bullying much easier*” and another explained that “*... [the definition] helps when I talk with parents*”. All staff highlighted the definition of bullying as a benefit. This suggests that school staff require clear guidance on what constitutes bullying in their school, to ensure that they are confident in interpreting and dealing with situations with pupils and when talking to parents. This finding may suggest that the previous school antibullying policy did not include a clear definition of bullying behaviour or was not being accessed or comprehended fully, as a definition of bullying behaviour is required within the anti-bullying policy guidelines. Future research should include the investigation of the school’s antibullying policy prior to KiVa implementation and gain an insight into the staff understanding of the policy, so the benefits of the KiVa definition can be better understood.

1.2 Emergent theme 1b: Pupil engagement with activities and discussions

Pupil engagement with the KiVa lessons was highlighted by all staff. Teachers reported that the lesson curriculum was interactive in nature and “*promotes valuable discussion*” and encourages “*openness and improved relations with staff*”. One teacher reported that pupils “*...are enthusiastic and engage well with the resources and discussions, with pupils asking when their next lesson is*”. The lessons were viewed by all staff as

inclusive and accessible to all pupils, as the “*discussion is free and there are no assessments involved*”, and “*...pupils ask when their next lesson is. It’s much easier to teach kids that are engaged*”. Teachers reported that pupils who typically did not take part in lessons, due to lack of confidence in responding to academic questions, were able to take part and “*...it was great to watch them grow in confidence*”. Many teachers reported enjoying delivering the lessons which may have contributed to the pupil level of engagement.

1.3 Emergent theme 1c: Concrete tools, resources, and lesson plans

KiVa lessons are structured, with goals, resources and preparation instructions (manual and online), information for lesson delivery and activities. All staff commented on the high quality of the resources and their comprehensive nature. Teachers reported that they were highly satisfied to satisfied ($n=8$) with the lessons, stating that “*the quality of the resources is excellent*”, “*...lessons do not require excessive preparation and are easily picked up*”, “*... ready-made package, with minimal lesson preparation as resources are readily at hand in the manual or online*”, and “*the manuals are teacher friendly, which always helps*”. Teachers explained that other programmes may provide information but that they would have to develop their own resources or they could access a “*...tombola of other online resources*” and create a lesson around it. Having lesson plans and resources in an accessible manual and online was highlighted as “*...helpful*”.

1.4 Emergent theme 1d: Improved Personal Social Education (PSE) teaching skills

The PSE curriculum is mandatory in Wales, so teachers are required to cover the many of the topics included in KiVa. KiVa topics include, emotions, morals, and social skills. The PSE curriculum only describes the topic content to be covered and the KiVa programme reportedly worked well with it. Some teachers provided examples of how the programme

could be integrated with classroom content, including “...*human rights and respect for others*”, and “...*teaching them about their emotions and empathising with others*”.

The headteacher, KC, and teachers ($n=6$) reported that KiVa had positively impacted on their PSE skill set. Staff commented that “*The preparation text in the manual is very informative and has helped me to better understand some pupil interactions*”, “*I now use the stand-up/sit down activity in other my lessons to gauge thoughts, feelings, and attitudes*”, and “...*the role play activities are not something I had used before*”. With respect to the comment on role play, the headteacher remarked that “...*on passing a classroom, I noted that a member of staff who did not enjoy role play was using this during a KiVa lesson. I was pleased to see him widening his skill set and the children’s*”.

Six teachers and the headteacher reported that KiVa built on the PSE curriculum and rather than just a “*one-off week*” in November (National antibullying week) it demonstrated that pupils have a “...*shared responsibility for everyone’s wellbeing. It is their responsibility to promote the welfare of others*”. KiVa fitted into the PSE curriculum and class setting, assisting teachers with activities that enhanced their teaching PSE skills. These skills were reported to be transferable to other lessons too.

1.5 Emergent theme 1e: Parent/Pupil awareness/understanding of bullying

Parental understanding of bullying is different to that of teachers, with many parents distrusting teachers and believing that little is being done to reduce bullying (Hale, Fox, & Murray, 2017). Pupil understanding varies from that of teachers/parents/adults too, and, unless taught, is unlikely to include power balance or repetition (Monks, & Smith, 2010). According to some of the teachers and headteacher, KiVa enabled the pupils and parents to gain a better and more consistent understanding that was in line with the school. The

headteacher reported that *“awareness of the difference between ‘incidents’ and ‘bullying’ as previously ...pupils and parents interpreted incidents of minor conflict or arguments between pupils as bullying. I felt it was important to differentiate between bullying and more minor conflicts and disagreements”*.

1.6 Emergent theme 1f: Pupil reductions in reporting of bullying

In conjunction with the new pupil understanding (emergent theme 1e) that bullying requires an element of repetition, teachers reported that there had been an observable reduction in the number of pupils coming in after break and lunch stating that they had been bullied. The KC stated *“It’s a lovely change to hear positive news after lunch, rather than he did this, she did that. They know what it means now, and if the word “bullying” is used, all I have to say is “are you sure it was bullying?” and they typically say “No Miss, it was an argument”, a great turn around”*.

1.7 Emergent theme 1g: Increased confidence in dealing with bullying

Staff reported improved confidence in dealing with bullying and approved of the consistent strategies for dealing with highlighted cases. One teacher stated, *“I am more aware of how to respond [to bullying]”* and *“I would feel comfortable talking to parents knowing that there is a set procedure, although such situations are never going to be easy”*. Another teacher stated, *“Having the [KiVa] programme at our school allows parents to know the school is taking bullying seriously”*. The headteacher reported *“It helps in conversations with parents, in that it allows the school to show that incidents are dealt with in a consistent manner. It is empowering for me as the headteacher to be able to show a parent that they are being listened to and that their concerns are documented and acted upon consistently”*. The headteacher also commented that *“Communication has improved, and the same consistent*

messages are being passed on by teaching staff and the headteacher. It has tightened up our record keeping procedures. We now have a formalised procedure for dealing with incidents and I know my role within it”.

1.8 Emergent theme 1h: Improved pupil emotional literacy

The headteacher, KC, and six teachers reported improved social-emotional literacy and oracy, with pupils “...*showing empathy and support for other children*”, being more “*open*” and “*expressive in lessons*”. They also stated “...*more respect for others, accepting of those less fortunate or different...*”, and “... *generally more caring*”. Teachers also reported better pupil understanding of bullying, pupil roles and their impact on the situation. Figure 5.2. illustrates the feedback from the item asking teachers to report on what KiVa helped to develop.

1.9 Emergent theme 1i: Improved pupil relations

The majority of teachers ($n=6$) reported that KiVa had improved their relationships with pupils and indicated that this was due to “... *the opportunity to listen to the children’s thoughts and feelings and discuss their social interactions with each other*”. The headteacher described an “*openness [from the pupils] and improved relations with staff*”.

1.11 Emergent theme 1k: Monitoring

The collection of data for self-monitoring are slowly being incorporated into the educational practice, predominantly to enhance academic attainment, however it is also being used in other areas (Demie, 2013). Schools in Wales are encouraged by Consortia level agencies to self-monitor new practice. The headteacher reported that “*by using an evidence-based programme with an integrated monitoring system... I saw the opportunity to develop the school’s ability... to accurately quantify the perceptions of bullying at the school among*

pupils and incidents of bullying at the school". The KiVa online pupil survey and feedback also aided with requesting funding for the programme the following year from the governors, as it provided evidence of the programme's effectiveness.

1.12 Emergent theme 11: Increased confidence in dealing with parents

For many staff dealing with incidents of bullying can be difficult. Parents and teachers often have different perspectives, understanding, and their view on roles is distinctive. Communication is key, however, a lack of definition of bullying and of training on dealing with frustrated parents can make these situations tense (Hale, Fox, & Murray, 2017). According to the headteacher *"Having a definition and clear procedures that we know to be effective, provides a confidence in dealing with parents. The staff know the procedures and who will deal with the incident, making conversations with parents less fraught"*.

1.13 Emergent theme 1m: Consistent recording of incidents

Schools are guided to record incidents of bullying and their actions; however, this practice can be inconsistent (Welsh Commissioner, 2017). The headteacher reported that the school practice prior to implementing KiVa had been *"ad hoc"* and that *"There is now a clear record, which can simplify issues ... it [the KiVa file] contains all correspondence, classes, details, reports to governors, feedback from staff in the form of questionnaires and the curriculum sub-committee report. The file has an overview of the incidents on a summary page and then a file for each incident... The file also contains letters sent to parents and any follow-up correspondence or actions."* The headteacher also explained about the one incident that ended in a managed transfer of the pupil stating that *"KiVa provided me with the necessary documentation to facilitate a managed transfer to secure the best long-term*

outcome for the pupil, it proved that the school had done everything possible to help the pupil having explored all other options”.

Master theme 2: Challenges

In this master theme, the participants described the challenges of the KiVa programme implementation.

2.1 Emergent theme 2a: Time

Time was identified by staff as the main challenge. This was highlighted on several levels; training, survey implementation, lesson delivery, curriculum constraints, and dealing with incidents. The headteacher noted that “...*organising training for teachers is essential, but fitting it can be an issue*”, he also noted that the survey was “*time-consuming*” but “*time well spent*”. The headteacher stated “*Initially introducing a new programme to staff, with an already overcrowded curriculum, is a quite challenge. Time pressures and other curriculum commitments can affect their enthusiasm*”. One teacher reflected that “...*fitting lessons into an already overloaded timetable can be difficult*”, whilst another stated “*There is a lot of content and sometimes I would have to choose an activity, as I didn't have time to deliver all the activities*”. The headteacher also mentioned that the indicated action forms took time to complete, but that “...*it [indicated action form filling] does take time, but incidents are infrequent. And the time is well spent as the forms are invaluable in tightening up our procedures*”.

2.2 Emergent theme 2b: School priorities

Literacy and numeracy skills are crucial for accessing the broader school curriculum and as such are key priority areas for primary schools. One teacher stated “...*it is finding time and deciding what I need to prioritise, we are under pressure to raise academic attainment,*

which sometimes means I only deliver part of a lesson". Another teacher reported *"...it takes juggling to fit in, as we have academic targets we need to hit"*.

2.3 and 2.4 Emergent theme 2c & 2d: Maintaining high profile and teacher enthusiasm

Sustaining an ongoing high profile was identified as an *"area for further development"* by the headteacher. Display boards, high visibility vest, and assemblies were deemed to aid with the pupil profile, but it was felt that further work was required to ensure parent and new staff involvement. *"Good leadership is crucial, without the backing of the headteacher and the Governing Body, the [KiVa] programme will not be fully integrated at the school"* *"...ongoing effort is required, leading by example wearing the vests, discussing KiVa in the staff meetings, refresher training, peer lesson observations..."* were actions being trialled to sustain the visibility of the programme. Maintaining momentum and pupils' experience of the content was considered by the headteacher to be heavily dependent on *"staff enthusiasm and engagement with the programme"*, with *"...some teachers being more on board than others and this would reflect in the level of delivery"* and other *"...commitments can affect their enthusiasm"*. The headteacher also highlighted the importance of the KC taking a lead to ensure that fidelity was maintained, *"...monitoring of lesson delivery has been completed by (name redacted) during staff meetings and her PSE coordinator duties, this has helped keep the staff on track"*.

Sustaining commitment and motivation, by embedding the programme in typical practice is essential, as to date there is no empirical evidence that any programme delivered for one year can protect a child in the future from victimisation or perpetration (Ansary, Elias, Greene, & Green, 2015).

2.5 Emergent theme 2e: Cost

Due to reduced school budgets, programme, training, and ongoing programme costs, taking on and maintaining programmes need to be considered carefully. The headteacher stated that the costs of the programme were not “*prohibitive*”, and he felt that he was able to “*justify the costs of the programme re-registration to the governing board*”. However, with further future budget cuts, it was not possible to predict whether the governors would continue to support the programme.

Master theme 3: Recommendations

3.1 Emergent theme 3a: Pre-KiVa

The Unit 1 curriculum is designed for pupils aged 7 to 9 years old, so KS1 pupils, aged four to 7 years, only received information on KiVa in the form of assemblies, and seeing the break/lunch staff wearing the high visibility tabards. Some staff highlighted that a pre-KiVa unit for Key Stage 1 pupils would be useful and aid with social and emotional development and promote links between the two Key Stages, “*...making the programme a whole-school curriculum would add value*” and “*many younger pupils would engage with the activities and gain a great deal from them*”.

3.2 Emergent theme 3b: Formatting of manual

Two teachers reported that the manual was “*wordy*” and that “*bullet points*” would be preferred. One teacher also suggested that the lesson activities could be “*tighter as [activities could make discussions] too broad and easy for the pupils to go off topic*”, this comment was also linked to lessons being “*emotive*” and the need to control pupils’ descriptions of certain situations in the class.

3.3 Emergent theme 3c: Platform to share good practice

Schools are required to share good practice. It was suggested that as the teachers viewed KiVa as good practice, and had been keen to create some of their own ideas to reinforce the programme that it would be productive to share and hear what other schools had developed too. One teacher stated “[name redacted Headteacher] *goes out every day in his KiVa vest, pupils and staff know the programme is important to him. It really makes a difference. Other heads may benefit from doing this too*”.

3.4 Emergent theme 3d: Splitting manuals for individual year groups

Both of the KiVa manuals are split in to ten lessons, with each lesson having two parts. The lessons have been developed to be delivered across the timeframe of an academic year. Due to the challenge of time, a couple of members of staff recommended splitting the unit manuals, with part 1 of the all the lessons in Unit 1 manual being delivered in Year 3 and part 2 in Year 4 another to allow the time taken to be spread across the two-year groups. The premise of this idea could be the same for Years 5 and 6 with Unit 2. This method of delivery would ensure coverage of the topics in one year and allow for additional depth to be gained in the topic the following year, rather than completing lessons 1 to 5 in Year 3 and lessons 6 to 10 in year 4.

3.5 Emergent theme 3e: Leadership/KiVa coordinator

The headteacher and KC, both described the benefit of supporting each other and recommended that leadership of the programme is an important consideration prior to delivery of the programme. The headteacher stated that “*Good leadership is crucial, without the backing of the Headteacher and the Governing Body, KiVa will not be fully integrated at the school*” and that “*her PSE coordinator duties helped keep the staff on track*”.

3.6 Emergent theme 3f: Staff meeting agenda

Weekly staff meetings are held at the school. The headteacher and one teacher both suggested that having KiVa as an agenda point, kept it in mind, demonstrating its importance, allowing everyone to be updated on cases and assisting with lesson monitoring.

3.7 Emergent theme 3g: Parental involvement

The headteacher and KC, both suggested additional parental involvement and knowledge sharing as considerations for future developments, to promote understanding of bullying, the social dynamics, and the support available from schools. It was considered that this would aid in building school-parent relationships.

3.8 Emergent theme 3h: Annual relaunches

The headteacher reported that an annual re-launch was not completed in year two but was another area for development that may help with promoting programme importance within the school and generating new enthusiasm.

3.9 Emergent theme 3i: Develop assemblies to run alongside curriculum

It was suggested that to improve the “*whole-school feel*” of the programme, a list of assembly topics and information to discuss during the assembly, which ran alongside the curriculum would encourage whole-school consolidation and reinforce the topics covered in class.

3.10 Emergent theme 3j: Access to future staff training

To promote the sustainability of the programme in school, it was suggested training should be offered on an annual basis for new staff or staff taking on new roles. Training could be carried out in house by key members of staff or externally for new headteachers or KCs.

Discussion

Evidence-based programmes, including antibullying programmes, are internationally recommended for schools, but there is still only limited evidence of their acceptability and effectiveness (Mihalic, Fagan, Irwin, Ballard, & Elliott, 2002). The goal of this case study was to investigate the implementation of KiVa in a UK school that was achieving good reductions in reported bullying. A secondary goal was to gain an insight into the acceptability of the programme via participant (headteacher, teacher, and pupil) experience of the programme in terms of practicalities, satisfaction, perceived skill acquisition, benefits, challenges, and future recommendations for the sustainability of the programme in a UK setting.

Quantitative

Pupils reported significant reductions in victimisation and bullying after two years of programme implementation. These were significant relative reductions of 48 per cent and 73 per cent in self-reported victimisation and bullying, respectively. These reductions support and are in line with the results found in other KiVa trials (e.g. Kärnä et al., 2011a) which found relative reductions of 53 per cent and 62 per cent in self-reported victimisation and bullying, respectively, however these Finnish reductions were based on one academic year of delivery.

EBIs are more effective when delivered with high levels of fidelity adherence (Durlak, Weisberg, Dynnicki, Taylor, & Schellinger, 2011; Durlak & DuPre, 2008; Eames et al., 2009). Conducting process evaluations in conjunction with trials on EBIs, needs to become regular practice to gain better insight into how and why challenges to programme delivery occur in the real-world and how these adaptations impact on the effectiveness of the

programme. The KiVa programme in the case study school appears to have been implemented with a high level of fidelity adherence, including the lesson dosage, reported to be 8.75 lessons out of ten lessons. These findings are in line with the Finnish RCT (8.7), and higher than the Finnish roll-out (7.8 during the first year). However, lesson dosage does not reflect lesson quality (Melde, Esbensen, & Tusinski, 2006) and future observational measures on quality would enhance an understanding of process factors that impact on outcomes.

Leadership in School X, a key implementation component, was reported as excellent by the majority of staff. This supports previous research revealing an association between high quality implementation intervention delivery, headteacher support, and better outcomes (e.g. Kam, Greenberg, & Walls, 2003), whilst other studies (e.g. Cunningham et al., 2015) have demonstrated that a lack of principal (headteacher) support is linked to inadequate intervention delivery and teacher emotional exhaustion and burn-out (Skaalvik & Skaalvik, 2011). Finnish KiVa studies have demonstrated that dosage of Kiva lessons predicted pupil outcomes, including victimisation and bullying perpetration (Swift et al., 2017) and found links to principal (headteacher) support, teacher perceptions of programme effectiveness, and professional burn-out (Ahtola, Haataja, Karan, Poskiparta & Salmivalli, 2013; Haataja et al., 2014; Swift et al., 2017). A further contribution to the positive findings in this case study could be the promotion and explanation of the KiVa programme by the headteacher during the staff launches, as staff belief in the effectiveness of a programme are related to higher levels of initial implementation (Meyers, Durlak, & Wandersman, 2014). Investigation of the role of factors, such as leadership and belief in programme effectiveness, should be investigated in more depth during future process evaluations.

Qualitative

The qualitative study examined the implementation process, and experience from the headteacher, KC, teacher, and pupil perspectives allowing links to be made between the data and conclusions. A detailed exploration of the headteacher, KC, and teacher reports revealed that, whilst the programme was broadly well received by staff, there was some variation in the perceived benefits, challenges, and recommendations.

The master themes of benefits, challenges, recommendations and emergent themes suggest areas for future research. Teachers reported the value of having a set definition, explaining that it assisted in ensuring that staff were working with the same understanding of the construct of bullying, and consistent procedures were in place to respond in a consistent manner.

Competing time demands were highlighted as a challenge/barrier to full delivery, leading to omission of lessons or certain activities, however the omission was minimal across the school. This supports Cunningham, Hoy & Shannon's (2016) report that time constraints impact on the extent to which antibullying interventions and their components could be delivered. The teacher comments related to time and curriculum constraints are pertinent, as although the need to address emotional and social wellbeing is high on the agenda, so too is the focus on educational attainment (Banerjee, McLaughlin, Cotney, Roberts, & Peereboom, 2016), making the prioritisation of programmes, such as KiVa, a challenge when there is pressure to rank highly on prescribed national standards. The KiVa curriculum does include a number of written tasks, although these are kept to a minimum. Banjeree et al., (2016) suggest an integrated approach, so that emotional and social learning are part of the wider

school system and work in conjunction with other curricula, rather than compete for time and prioritisation.

The majority of teachers reported improved confidence in dealing with bullying. Frey et al., (2009) report that a key element of an effective antibullying programme is staff training. However, care needs to be taken that increased staff confidence and positive results do not influence the fidelity of delivery, as Lendrum, Humphrey, and Wigelsworth (2013) found that a sense of self-efficacy and reduced level of need of support can reduce fidelity. Confident teachers are required to deal with bullying issues effectively, but continued confidence in the procedures and resources is also essential (Domitrovich et al., 2008; Kallestad & Olweus, 2003).

Pupil engagement was reported to be high by teachers and pupils self-reported a high level of enjoyment and perceived the importance of the lessons. These finding correspond with Reid et al., (2010) finding that KS2 pupils are “*receptive to the notion*” of having dedicated lessons in behaviour, anger management and social skills. Of particular interest was the teacher report that even pupils who did not report enjoying the lessons (9.2%; Likert 1 and 2 on the enjoyment scale: 4.3% and 4.9%) noted that the lessons were important (only 2.2 % of pupils reported that the lessons were not important).

The level of fidelity found in planning and launching the programme was high and is likely to have contributed to successful implementation and results of effectiveness in School X. Meyers, Durlak and Wandersman’s (2012) fourteen steps of implementation, ten of which are conducted prior to programme delivery: need for programme, fit with school values, capacity and readiness assessment, possibility for adaption, buy-in from staff and communicating with stakeholders (such as governors), building organisational capacity, staff

recruitment, pre-innovation staff training, establishing a team with responsibilities for monitoring implementation, and developing an implementation plan. Failure to fully organise these items effectively can decrease the likelihood of successful implementation. School X had complied with eight of the ten pre-programme steps, it did not consider adaptations or complete any pre-innovation training.

Strengths

Research is needed to understand and evaluate the implementation of EBIs in educational settings, with focus on efficacy, transportability, and process evaluations (Chorpita & Mueller, 2008). Currently, the majority of studies are efficacy studies developed and evaluated by programme developers in academic settings and with high levels of resources and control over implementation with a limited number of studies examining transportability and process (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). This case study contributes to understanding of the delivery of KiVa in a naturalistic school setting outside the country of development.

The mixed methods design permitted an exploration of the quantitative data and experience of a programme that otherwise would have been missed (Creswell, Plano Clark, Gutmann, & Hanson 2003; Jayawickreme, Jayawickreme, & Goonasekera, 2012), in this case the contributions from teachers and pupils confirmed and added social validity and depth to the quantitative findings. Qualitative teacher data reported on factors that impacted on fidelity adherence, such as time and prioritisation of curriculum, and recommended programme adaptations for a UK setting, such as a pre-KiVa curriculum for four to 7-year olds. Such adaptations are not required in Finland, due to differences in the school system (pupils do not attend school in Finland until age 7 years). Qualitative pupil data also

described their identified behaviour changes, adding strength to the self-reported reductions revealed in the quantitative data for victimisation and bullying perpetration. Additionally, the change in the understanding and behaviour of pupils other than victims and bullies was highlighted, something that is known to impact on class environment. Pupils are less likely to bully in classes where there are high levels of defending and support for the victim (Kärnä, Voeten, Poskiparta, & Salmivalli, 2010)

The qualitative data on challenges and recommendations provides an in depth understanding of what is required to sustain practice over time in terms of teacher knowledge and practice/skill transformation, and school priorities.

Limitations

There are limitations, such as the subjectivity of the qualitative data and the limitations of case studies in terms of what is needed to motivate schools that do not have strong leadership. Nevertheless, the benefit of the insights from a school that was demonstrating good delivery in terms of the annual online KiVa survey are valuable.

School data was not linkable by pupil, so although overall prevalence data from the annual online KiVa survey was reported, it did not take in account of the fact that cohorts can differ and could not identify the impact on individual bullies and victims. Moreover, self-report surveys on victimisation and bullying are subjective and may be influenced by social desirability so future studies should consider the inclusion of teacher and peer reports to triangulate and strengthen the findings. Lesson fidelity was measured via teacher report and social desirability effects may have inflated the level of lesson completion reported, pupil reports on lessons received and assessments of pupils' knowledge regarding the content could aid to learning more about this in the future.

The study does not provide a definitive assessment of what is needed to implement KiVa and achieve results that match the original efficacy trial but a description of the actions, adherence, acceptance, and staff perception of the programme within a school that is delivering KiVa effectively is valuable. The findings provide a basis for a larger more representative inquiry into factors that contribute to effective KiVa implementation in a UK setting.

Quality of lesson implementation was not measured but is likely to contribute to programme outcomes and exploration of factors associated with effective lesson delivery would contribute to effective programme implementation.

Research funders are currently promoting the inclusion of participant voice via Patient and Public involvement and pupils were included in this study. This could be expanded to include both pupils and parents allowing them to contribute in a more meaningful manner on the programme lessons and activities, knowledge and skills gained, impact on the class and school, and generalised out of school behaviours. This could produce additional curriculum resources and involve homework discussion activities to complete with parents to increase parental understanding of the programme and provide them with relevant information on emotional and social skills, and bullying. Parental involvement has been linked to improved outcomes in several prevention and health-related programmes (Farrington & Ttofi, 2009; Langford et al., 2014) and academic outcomes (Gorard, See, & Davies, 2012).

Future Research

This study is part of the growing international dissemination of KiVa and contributes evidence supporting its implementation with fidelity. KiVa was effective in reducing victimisation and bullying in this school that was delivering KiVa with a high level of

fidelity. Future research could evaluate which programme elements are essential and lead to changes in pupil behaviour and a larger process evaluation could further explore the case study findings and establish whether they reflect the experience of other educators implementing the programme.

A larger process evaluation, considering school level factors, such as commitment and motivation, that are key to successful implementation, and their impact on fidelity and association with effectiveness, could contribute tools to aid initial set-up, assess training, support daily programme implementation, and embed the programme into the school.

A conceptual theory model study (Gottfredson et al., 2015) examining the relationship between potential mediators highlighted in the qualitative section and outcomes would be of interest as would evaluation of for whom the programme best works. Staff belief in programme effectiveness, and on-going support and monitoring are important (Lochmann et al., 2009), so data on initial training and in-school training processes could examine potential contributing factors such as trainer level of KiVa expertise, adherence to the training schedule and their possible influence on school outcomes.

This case study was undertaken in a school following two years of implementation, longer-term studies exploring programme sustainability would assist in understanding maintenance issues that arise over time and how to overcome them.

Conclusion

Despite limitations, this case study provides an insight into the implementation of KiVa in a UK school setting. School X achieved significant reductions in pupil self-reported victimisation and bullying and most elements of the programme were delivered with fidelity, with the exception of lack of data on pupil use of the KiVa game. Whilst the results of this

case study only represent one school and are short-term, they suggest that, with good leadership, planning, commitment and monitoring of fidelity, the programme is effective in reducing victimisation and bullying perpetration.

This case study provided an opportunity to explore KiVa in a real-world setting, to gain an in depth understanding of its implementation within one school. It provides a contribution to the growing literature on antibullying work in schools, and specifically the acceptability of the KiVa programme in a UK setting. This is of particular importance as the Children's Commissioner for Wales reported that professionals expressed a desire for the Welsh Government to provide leadership on the issue of bullying and antibullying practice (Welsh Commissioner, 2017), yet few case studies and/or evaluations/process evaluations of efficacious antibullying programmes have been completed in the UK.

With overall government guidance failing to recommend specific policies, procedures, or antibullying programmes (see chapter 2), now is a timely opportunity to disseminate and evaluate a consistent antibullying programme that complies with all the requirements set out in policy recommendations across the UK.

Chapter 6: General Discussion

General Discussion

This chapter summarises the consequences of bullying and the need for research into antibullying programmes in the UK. It describes the objectives of, and studies reported in, the thesis and why KiVa was viewed as worthy of investigating in relation to assisting schools with strategies to prevent and deal with bullying, in a UK setting. It discusses the need for, effectiveness of, fit with, benefits and challenges for schools found in, implementing KiVa, and what has been learned about real-world implementation of the programme in UK schools. It makes recommendations to support schools with future implementation of KiVa and describes implications for policy and practice. It also considers the strengths and limitations of the studies and of the programme and future directions for research in relation to antibullying and KiVa in the UK.

Background and Need for Research in the UK

Bullying in childhood is a serious public health concern, impacting on the lives of children involved in the short-term, but also in later life (Arseneault, Bowes, & Shakoor, 2010; Masiello & Schroeder, 2014; Ttofi, Farrington, & Losel, 2011; Zych, Ortega-Ruiz, & Del Rey, 2015). Given the adverse consequences of bullying for both victims and bullies, it is essential that effective interventions are found (Ttofi, 2015). UK bullying rates are generally stable with data from the Health Behaviour in School Aged Children survey commissioned by the World Health Organisation reporting no significant reduction in pupils reporting victimisation rates in the UK over the last decade (Inchley et al., 2016).

Early intervention is critical for preventing behavioural and mental health problems (Weist, Lever, Bradshaw, & Owens, 2014), and many children report being bullied in school, making schools an ideal setting for prevention of, and intervention in, bullying. A number of

countries, including Finland, the United States, and the UK have attempted to prevent bullying by passing legislation requiring schools to create antibullying policies (Ananiadou & Smith, 2002; see Chapter 2 for details on UK legislation and school policy). Both the English and Welsh governments, have also provided guidance for schools on preventing and dealing with bullying. However, despite growing governmental interest in the implementation of evidence-based interventions (see: <https://www.gov.uk/government/organisations/behavioural-insights-team>) and their concern to demonstrate cost effective public spending (Haynes, Goldacre, & Torgeson, 2012), neither the Welsh or English governments have recommended the adoption of evidence-based interventions to deal with bullying. This has resulted in widely differing practices. There is a variation in what schools understand to be bullying and ineffective, and at times unreliable, action by schools. Consequently, there is a lack of consistency and effectiveness in UK antibullying school practice:

- The UK legislation states that annual reviews of policies should be held to revise ineffective strategies and procedures, yet there is no national monitoring system in place to check that this occurs.
- The approaches used by schools to address bullying vary greatly and are rarely evidence based
- The guidance provided by the government is not widely used, with school inspectors reporting that some schools do not even know of “*its existence*” (Estyn, 2014, p. 21).

These factors signify an urgent need for government leadership, in identifying effective programmes and sharing this information with school networks. Policy makers

require evidence on effective antibullying programmes, to aid them in promoting safe learning environments that encourage social and emotional wellbeing.

Objectives

The main objective of this thesis was to evaluate the implementation of KiVa, the Finnish school-based antibullying programme, in a UK setting and gain an understanding of the programmes acceptability in, and fit with, the UK school system. The first study explored baseline data from the KiVa UK Hub of 11,862 pupils in years 3 to 6 (KS2) from the 116 schools, from England ($n=38$ schools; $n=5,637$ pupils) and Wales ($n=78$ schools; $n=6225$ pupils) that implemented KiVa between 2012 and 2017, in terms of victim, bully, and bully-victim status, gender, age, and reporting of incidents by bullied pupils. The second study examined the pre-post results from 41 early implementer school after one academic year of KiVa implementation. The third study exploring the implementation of KiVa in one school, across two years of implementation, through feedback from the headteacher, KS2 teachers, KC, and KS2 pupils with a focus on the implementation process within the school, and the reported benefits, challenges, and recommendations.

Why KiVa?

KiVa bases its strong theoretical foundations on the Social Architecture Model, a model that explains pupil roles in bullying incidents and theorises about how the pupils influence the situation (Chapter 4). It consists of universal actions to prevent new cases and indicated actions to tackle confirmed cases of bullying, whilst also minimising the negative effects of bullying, and annually monitoring the levels of self-reported bullying and victimisation within the school. KiVa demonstrated significant reductions in child reported bullying and victimisation after nine months of implementation in its initial efficacy trial in

Finland (Kärnä et al., 2011a). Intervention pupils reported reduced frequency of reinforcing bullying, higher self-efficacy in defending victims, increased school-wellbeing, reduced anxiety, and increased positive perceptions of peers (Salmivalli & Poskiparta, 2012; Williford et al., 2012; Williford et al., 2014). Since rollout, the programme has been disseminated to over 90 per cent of Finnish comprehensive schools and continued to demonstrate reduced self-reported bullying and victimisation, increased school liking, academic motivation, academic performance (Salmivalli, Garandeanu, & Veenestra, 2012). Whole-school programmes, such as KiVa, have demonstrated moderate effects in a rigorous meta-analysis (Ttofi & Farrington, 2011), and also have the advantage over earlier targeted programmes, in avoiding the problematic stigmatisation of either the bullies or victims.

The UK is currently in a similar situation to Finland in 2006 (see chapter 4), in that there is legislation requiring school policies but these are often not sufficiently well implemented and are ineffective in reducing the decade stable bullying and victimisation prevalence rates. This suggests that the UK government, policy makers, researchers and schools need to act together, as they did in Finland, to achieve reductions in bullying. This thesis informs this process, providing preliminary evidence for KiVa and its transportability into, and effectiveness in, a UK setting.

The thesis highlights the differences in organisational structures between the school systems in the UK and Finland. In Finland, the majority of children attend the same school from age 7 to 16 years, unlike the UK where the majority of children attend primary school from 4 to 11 years and secondary school 11 to 16 years. This difference may impact on teacher/pupil relationships, trust in teaching staff, and pastoral care, particularly in the secondary schools where children are taught by many different teachers (Rigby, 2008). Work

with this older group is already difficult as pupils are more likely to reject adult authority (Craig et al., 2010), have an improved awareness of peer status (Salmivalli, 2010), and have less empathy towards the victim (Espelage et al., 2012). However, this thesis focuses on the introduction of KiVa into UK primary schools. There are also differences in the level of teacher training and basic teaching qualification, with Finnish teachers holding Masters level and most UK teachers holding graduate level qualification.

Thesis Findings and Implications on Policy and Practice

The baseline data indicates that England and Wales are in a relatively similar situation to Finland prior to the roll-out of KiVa, with the both countries reporting prevalence rates of approximately 19 per cent for self-reported victimisation (see chapter 3; Laitinen, 2012). The baseline sample of 11,862 pupils (Study 1) showed that one in five, 7 to 11 year olds self-identified as victims, which places them at significant risk of developing mental health problems and experiencing adverse life consequences, potentially over a life time involving high costs for society (Arseneault et al 2010; Holt et al., 2015; Kim et al., 2006; Ttofi, Farrington, Losel, & Loeber, 2011). Identification of the scale of the problem in the UK should encourage policy makers and educators to prioritise efforts and funding to address this problem.

There were variations across schools in the reductions of self-reported victimisation and bullying in the pragmatic pre-post-test trial (chapter 3), and the reductions were smaller than those reported in the Welsh pilot study (Hutchings & Clarkson, 2015). The schools in the study received no researcher supervision/support and only real-world implementation support from the KiVa UK Hub. This may have resulted in reduced adherence to programme content fidelity and variable quality lesson delivery and use of key strategies to address

confirmed bullying cases. Variations in outcomes by school are not limited to the UK but also reported in the Finnish RCT and roll-out (Kärnä et al., 2011a; Kärnä et al., 2011b), and highlight the need for further exploration of factors impacting on outcomes. Similar effects are reported in numerous educational pragmatic trials (effectiveness studies) as they are at increased risk of adaptations and inconsistencies in implementation (Dane & Schneider, 1998), and it would be reasonable to assume that this applied to antibullying programmes too. As a consequence, programmes can be less successful in achieving the desired outcomes than was evidenced in the initial efficacy trials. Fidelity studies in Finland have shown that school principal leadership is key to effective programme delivery (Ahtola, Haataja, Kärnä, Poskiparta, & Salmivalli, 2013), and that stronger lesson adherence, and greater amounts of lesson preparation time by teachers are associated with better outcomes (Haataja, Voeten, Boulton, Ahtola, Poskiparta, & Salmivalli, 2014).

Fidelity

Fidelity, or the extent to which all of the programme components are delivered in the prescribed manner, is an important issue to address when implementing an evidence-based programme in everyday coal face services, yet it is frequently overlooked (Ttofi & Farrington, 2011). A comprehensive meta-analytic review of 44 trials of antibullying programmes by Ttofi and Farrington (2011) found that only two studies (Fekkes et al. 2006; Smith et al. 2004) provided detail on the percentage of the programme delivered. The degree of fidelity has a significant impact on desired outcomes (Durlak & DuPre, 2008; Olweus 2005; Smith 1997; Ttofi & Farrington, 2011), therefore monitoring implementation to ensure that an intervention is delivered as intended is essential. A lack of fidelity during a broad roll-out can explain why many programmes that work during initial highly supervised efficacy

trials fail to yield the same outcomes in real-world settings (Elliott & Mihalic, 2004). Well-designed programmes provide resources to promote fidelity including training and manuals and have tools for monitoring implementation (Dobson & Singer, 2005; Sánchez et al., 2007).

KiVa has several tools for the monitoring of fidelity. The Teacher Lesson Record book, used in the case study, provides a checklist for monitoring of the number of lessons, individual lesson activities, time spent preparing and delivering lessons, and pupil engagement in lessons. Other checklists and time tables are provided to the schools in the manual to ensure consistency of delivery regarding launching KiVa on the school and with parents, setting up of a KiVa team, and monitoring pupil use of the online games.

Four of the five categories of implementation fidelity (Mihalic, Fagan, Irwin, Ballard, & Elliott, 2002) are discussed in relation to the implementation of KiVa in terms of the contribution of the thesis to the process of implementing KiVa in a new country and lessons learned.

Adherence

KiVa has several tools to promote adherence (manual, content delivery, staff training, delivery to a target population). Each class teacher is provided with a manual, relevant to the class they were teaching (Unit 1 for staff teaching in year 3 and 4; Unit 2 for staff teaching in year 5 and 6). KiVa Finland stipulates that schools are required to have a manual for each teacher who is delivering KiVa lessons to ensure access to the materials needed to prepare and deliver lessons. The manual details both content and delivery requirements and provides links to online resources. A checklist and timetable in the manual detail the process of programme delivery.

Following the queries arising following an initial one-day training in Wales, since 2012 a two-day training has been provided for two members of staff from each school. A member of the trained staff is asked to conduct in-house training session for all staff at their school. Online Power-points are provided to aid with this process. The Teacher Lesson Record books, for monitoring the lessons, were used as part of the research process but may be valuable for schools and the KiVa coordinator to use to monitor lesson delivery. No regular external supervision was provided as this is not an element of the KiVa programme, however, schools obtained support as required from the KiVa UK Hub. It is intended that internal supervision is available from the headteacher and school KiVa coordinator, who should ensure that universal actions and indicated actions are conducted as stated in the manual but there is no external monitoring of these activities. Coordination and planning in a school is key to considering and eliminating as many delivery challenges as possible. It is important that schools develop a core team derived from their staff, to build a commitment and understanding of the values, responsibilities and monitoring required to deliver the programme as it was planned, if they desire the positive outcomes.

Exposure

Exposure is the number of lessons delivered, lesson length and frequency. Teachers in the case study were invited to complete Teacher Lesson Record books, recording the number of lessons delivered. On average 8.75 lessons out of ten were delivered, 75 per cent of material was covered and lesson length was 83 minutes. This is considerable amount of lesson exposure for the pupils and is likely to have been one of the contributing factors to the programme's effectiveness in School X. This supports findings from other studies, the Sheffield project (Smith & Ananiadou, 2003), Olweus Bullying Prevention Programme

(Olweus & Limber, 2010), and KiVa in Finland (Salmivalli et al., 2013), all of which have shown dosage-response relationships, with longer and more intensive implementation evidencing the greatest effect. The dosage-response association in the Sheffield project was highlighted by Eslea and Smith in their statement “*In general, those who did the most, achieved the most*” (p. 206).

Quality of delivery

Quality of delivery (competence): there is no measure of lesson delivery quality. Presently there is not a tool for researchers or schools to measure the lesson delivery quality nor is there any specific guidance on strategies to be used by teachers in engaging children in the range of KiVa activities, small and whole class discussions, role play etc. Quality is sometimes labelled as competence (Carroll et al., 2007) and relates to the skilfulness of delivery. It includes the interpersonal communication, participant engagement skills, technical ability, and process skills of the teacher, and refers to how well a programme is delivered. Currently there is no literature reporting how lessons are most effectively delivered or a means of assessing KiVa lesson quality, so it is not known how it impacts on the outcomes. Future studies should investigate the quality of instructional support in lessons, including observing role-play, group activities, and discussions to identify the teacher skills needed to effectively deliver lesson components (Eames et al., 2009). This could assist with understanding consistency in implementation standards. The inclusion of in-vivo observations would allow for inter-rater reliability to monitor this element of fidelity.

Participant engagement

Participant engagement: pupil attendance is not routinely measured; however, teachers in the case study were asked to report the level of pupil engagement with the lessons

and activities in the Teacher Lesson Record book. Teachers reported that there was 76 to 100 per cent pupil engagement (4 options: 0-25%, 26-50%, 51-75%, 76-100%). The measure used in this study, only provided surface information, a measure offering finer grained detailed would improve the insight into pupil engagement. Data collected from teachers on pupil attendance of the lesson, teacher reported levels of pupil engagement, and self-reported level of engagement with each individual lesson, would provide additional depth to the analysis of future evaluations.

Monitoring fidelity

Although KiVa activities are clearly described in the manual, a printable checklist for the actions outside of the lessons and for monitoring indicated actions could be a valuable tool for schools and researchers. For schools, it would permit self-evaluation of the adherence to the programmes elements and when employed in conjunction with the annual pupil survey feedback, it could help with interpretation of the results. For researchers and programme implementers, fidelity is key to creating sustainable interventions (Breitenstein et al., 2010), ensuring the incorporation of systematic research findings into routine practice, improving the effectiveness and quality of delivery and practice (Eccles & Mittman, 2006).

The case study highlighted some of the benefits of the programme, but also allowed the headteacher and teachers to record implementation challenges and make recommendations for better programme delivery. The challenges require consideration and strategies to address them should be evaluated to establish their effectiveness in supporting staff in delivering the programme with a high level of fidelity.

Challenges and Support for Schools, Teachers, and Pupils

Time

Time commitment was reported as one of the main barriers to effective implementation by teachers in this and other studies (e.g. Greenberg et al., 2003). However, in the case of KiVa, concerns about time constraints could potentially be partially overcome by ensuring widespread dissemination of information on the extent to which KiVa covers the Personal Social Education (PSE; PSHE in England; see chapter 2) curriculum. Mapping of KiVa content onto the PSE/PSHE curricula was completed following the pilot trial and is an example of how feedback from staff can aid in improving programme delivery. The PSE/PSHE curriculum is mandatory in Wales and is guided practice in England (with specific elements becoming mandatory in 2019; see chapter 2) therefore schools are/will be required to allocate time to subjects that are part of core curriculum in KiVa lessons, and this could contribute to the structured and scripted KiVa lessons being identified as a time-saving resource. Research examining time spent preparing and delivering “*usual practice*” curriculum in comparison to the time spent delivering KiVa as part of the PSE/PSHE curriculum would establish the time saved/lost by incorporating KiVa into curriculum. Interviews exploring “*time spent*” on lesson preparation could investigate its impact on fidelity and identify strategies employed by teachers to minimise lesson preparation time.

Fidelity

Given the importance of programme fidelity in ensuring that coal face implementation of evidence-based programmes, a practical school and teacher tool would enable manageable fidelity monitoring and potentially promote staff programme adherence whilst also permitting researchers to better measure exposure, quality, and programme delivery. The majority of

literature surrounding antibullying practice and evidence-based programmes does not focus on converting knowledge into practice (Durlak & DuPre, 2008).

The challenges of time and fidelity are inter-linked, with time being a barrier to high levels of fidelity in an already over full school curriculum. One hundred per cent delivery under time constraints is not realistic (Durlak & DuPre, 2008; Dusenbury, Brannigan, Falco, & Hansen, 2003), however, with consistent fidelity monitoring it may be possible for researchers to identify the critical programme components and whether the same results could be obtained from delivery of fewer components. Currently, no research on the deconstruction of KiVa has been conducted, in order to identify which elements are required to gain successful results. An innovative implementation methodology design, referred to as Multi-phase Optimisation Strategy (MOST; Collins, 2018), could inform future development and practice in KiVa. The MOST framework aims to make the process of intervention, economic, efficient, effective, and scalable (Collins, 2018). It is a three-phase process; preparation, optimisation, and evaluation. During preparation components are identified, tested, and revised, followed by the optimisation phase which identifies component levels to be evaluated in a factorial experiment. The final phase evaluates the newly identified optimal suite of components. MOST is being used to evaluate varied behavioural and biomedical interventions to aid with contextual constraints (e.g. resource constraints) including parenting programmes such as Parenting for Lifelong Health for Young Children (Frantz et al., 2019). A future process evaluation could also explore the benefit of teacher-recorded fidelity tools, to monitor school-wide programme fidelity, explore teacher's perspectives on the benefits and challenges of the programme and could contribute to sustained and effective implementation in future dissemination of KiVa. The gap in knowledge in this area is typical

of flaws in prevention research, as the majority of research identifies what works (efficacy), with minimal research investigating how to implement programmes successfully (effectiveness) (Cooper et al., 2009). The case study aimed to develop an understanding how one school successfully implemented KiVa, so as to gain a critical understanding for real-world practice.

Costs

The majority of educational research focuses on intervention outcomes, whilst neglecting the costs (Beckman & Svensson, 2015; Cohen & Piquero, 2009; Farrington & Ttofi, 2009), yet UK schools are currently experiencing significant funding restrictions. This thesis reported on the cost of introducing KiVa in the pre-post early implementer chapter (Chapter 3) as it is imperative that the intervention is affordable in the real-world settings and represents good value for money spent. The micro-costing of KiVa in a UK context provides schools and local authorities with information on the resources required, and costs of delivery, and adds to the limited international evidence on anti-bullying programme costs. The micro-costing reported an average cost of £1,960.84 per school, equating to £16.34 per KS2 pupil, £13.00 per KS2 pupil to set up the programme and £3.34 per KS2 pupil to deliver KiVa in the first year. This reduced to £2.84 per pupil per annum in subsequent years, due to a reduced annual registration fee from year 2 of implementation. Precise costs vary depending on school size, the cost of local training, and support arrangements.

Future studies would benefit from the inclusion of a cost-effectiveness or cost-benefit analysis, as data on investment return is of interest to policy makers and viewed as a “*selling point*” (Bradshaw, 2015). KiVa scale-up would not be feasible if it did not provide value for money. Some antibullying programmes, such as the Olweus Bullying Prevention Programme,

that requires intensive training and high levels of fidelity to achieve positive outcomes, are costly to implement and this can be a barrier to implementation (Bradshaw, 2015; Durlak, 2016; Elliot & Mihalic, 2004; Hazler & Carney, 2012). Again, the MOST methodology could assist in understanding if the more costly components are essential to gain the successful outcomes (Collins, 2018). Longer-term cost and effectiveness data from RCTs could explore differences in the use of Child and Adolescent Mental Health Services, additional help from teaching staff, special educational needs services, educational social work provision, and educational psychology services for pupils who do or do not receive KiVa or other antibullying interventions.

Monitoring Prevalence and Progression

The in-built annual KiVa monitoring survey which generates data on self-reported victimisation and bullying perpetration from an anonymous survey, uses a reliable and valid pupil self-report measure and provides schools with annual feedback on levels of pupil self-reported bullying and victimisation for the school and by year group level. The agreed KiVa definition of bullying allows for prevalence to be measured effectively within and across schools and provides progression feedback. The feedback permits schools to better understand the extent of bullying problems within their school. Many teachers are unaware of bullying incidents (Unnever & Cornell, 2004), which can contribute to teachers rarely intervening in the incidents (Beran & Tutty, 2002; Boulton, 1997). The feedback provided by the KiVa survey aids headteacher awareness of the issue, potentially revealing unexpected high-levels of prevalence of self-reported victimisation/bullying in a particular year group permitting the headteacher to alert teaching staff to be additionally vigilant.

Currently, there is not a UK national system for measuring prevalence, monitoring cases of bullying, recording of strategies and programmes used, or tool for educators to seek guidance on effective practice. Annual national surveys, like the KiVa online survey, would allow schools to monitor their practice, and ensure that educators and government are aware of the levels of reported bullying within their school and area. National monitoring would enable evaluation of the wide range of strategies used within schools presently and allow the schools demonstrating the largest reductions in self-reported victimisation/bullying to share their practice and highlight programmes/strategies worthy of further research.

Teachers

Staff need tools, skills, and opportunities to teach pupils about bullying, including how to empathise with victims, the impact on bullying of being a bystander, and how to discourage bullies and intervene safely. Addressing bullying is complex and adequate training is required to ensure that teachers possess the skills to deal with problem behaviours effectively, without which they are at risk of emotional exhaustion and burn-out (Schwarzer & Hallum, 2008; Skaalvik & Skaalvik, 2011; Tsouloupas, Carson, Matthews, Grawitch, & Barber, 2010), and a range of other health problems (Hakanen, Bakker, & Schaufeli, 2006). Many teachers, regardless of their experience, are not confident in dealing with bullying (Boulton, 1997) and hold faulty beliefs about bullying, for example, “*helping victims will make bullying worse*” and “*victims are bullied because they did something to provoke the bully*”(Horne, Orpinas, Newman-Carlson, & Bartolomucci, 2004). Farrington and Ttofi (2009) emphasise that staff training is an essential component of a successful prevention programme, and when teachers are trained and understand the antibullying policy and procedures victimisation rates are significantly lower (Jones et al., 2012). The KiVa training

aims to have two school staff members return to school with a high level of knowledge, in order to in-house train other staff. The school is guided to designate a member of staff to be a KiVa coordinator, and also to create a KiVa team to address confirmed bullying cases. The KiVa coordinator is responsible for ensuring that the programme is delivered as planned, monitoring fidelity and embedding the programme into the school system to improve outcomes. The development of an infrastructure within the school is necessary to disseminate research programmes to real-world settings (Sugai & Horner, 2006). Programme effectiveness will rely heavily on the teachers' skills and knowledge, so good training is crucial (Craig et al., 2010).

Pupils

The rates of victim, bully, and bully-victim status (19.5%, 5.6%, and 3.3% respectively) provide an understanding of the level of the problem in England and Wales (see chapter 3). The lack of clear association between gender and victim, bully, and bully-victim status was not unexpected, as the evidence for gender differences is not consistent in the literature and suggests that antibullying programmes should be equally targeted at both genders. Future studies could explore the function of gender and other pupil characteristics in relation to different types of bullying, as this may be an important consideration in understanding the context of bullying in schools. The findings demonstrate that bullying behaviour is present during early childhood and highlight the need for early intervention. School and individuals within them play a critical role in the prevention or maintenance of bullying, it is therefore essential that school staff are aware of, and are confident in dealing with, incidents when they are reported. The data also showed that the reporting of bullying incidents by pupils who were bullied did not vary by severity of bullying. This finding can be

viewed as a positive, as it suggests that some pupils do not wait until the situation is severe to report the incidents, permitting adults to intervene and support them. Defended and supported pupils are better adjusted than undefended ones (Sainio, Veenstra, Huitsing, & Salmivalli, 2010). The results also showed that pupils were significantly more likely to report bullying to someone at home than at school. This supports Oliver and Candappa's (2007) findings, whereby they concluded that reporting to teaching staff placed children at "*risk of double jeopardy*" (p. 73); they may not be believed or they may suffer from further reprisals. It would be interesting to explore whether the reporting to school staff increased after delivery of KiVa, especially in light of the staff reporting improved teacher/pupil relationships. And whether there was a change in pupil expectations of support from teachers. In order to better understand the findings on reporting, especially in the cases of severe bullying, information is needed on how long victims have been bullied, the length of time that the bullying had been taking place prior to their reporting an incident, what led them to report the incident, and how effectively the incident was dealt with, so that teachers and parents can develop strategies to ensure that pupils do report incidents and that when they do they get an effective response.

Headteachers

School based prevention programmes require good leadership and require active modelling of the expected behaviours, in conjunction with a positive and nurturing school setting, where pupils feel safe and respected. Good leadership is central to ensuring a positive school climate, and this entails engendering commitment from all staff (Cohen, 2013; Pepler et al., 2004). The headteacher benefits from empowering others (Cohen & Elias, 2011), in KiVa's case in School X, the headteacher enrolled the KC to assist him with the day to day running of the programme. In the Sheffield project evaluation, schools that had another senior

leader assisting the head were found to be the most effective (Smith & Ananiadou, 2003). Where leadership is reported to be low, pupils report higher levels of bullying (Ertesvag, 2013). The issue of poor leadership impacts on staff collaboration and capacity to improve, resulting in schools that are in the most need of improvement having the least capacity to improve (Oterkiil & Ertesvag, 2014). School X's results support these findings in that the teachers predominantly reported "*excellent*" leadership, and the headteacher taking a key role in demonstrating his commitment to the programme to staff and pupils by wearing his high visibility KiVa vest every day at break and lunch time (Chapter 5).

One of the initial challenges for headteachers lies in making the cost-effective decisions to implement a programme. Many headteachers do not have research background and all minimally equipped to be making choices that involve a hierarchy of evidence (Slavin, 2008). Choices are typically made from textbooks, local practice sharing, media evidence (Nutley et al., 2012; Slavin, 2008). Another challenge is to consider school readiness and address the demands of limited time and resources, and finally once the buy in has occurred effective delivery. Some studies, such as Minton and O'Moore's (2008) study of the ABC programme in Ireland, have attempted to implement an antibullying programme at a nationwide level without success. Minton (2010) posits that successful programmes, including Olweus' Bullying Prevention Programme in Norway, were supported by central government decisions and that this would appear to be a crucial factor in their success. Conversely, central decisions are not always viewed positively by those involved in their implementation (Cunningham et al., 2009), with some studies reporting that local participation in programme selection and development is linked to better implementation of school-based prevention programmes (Payne et al., 2006). Over recent years, the UK

government has decentralised school funding, providing schools with the freedom to spend their budgets on programmes that they wish to adopt (DfE, 2010), however, this necessitates that schools have the knowledge needed to choose effective programmes. This requires understanding of research evidence and access to tools that provide information about evidence-based programmes. Evaluations of interventions within educational settings are evolving but policy makers and schools still base many decisions on ideology or practice-based experience and could be better directed to spend their limited resources in funding interventions that are based on confirmed scientific theory and tested in pragmatic trials. There are several options available for policy makers including funding and developing a programme of their own, as Finland and Norway have, investigating the use of other programmes, such as school climate (Dembra in Norway), monitoring present school practices and sharing best practice with evidence of what supports it, or recommending a set of evidence based programmes. Government funded research into pragmatic implementation of KiVa is another option, which could potentially provide schools with an evidenced based programme at reasonable cost, making compliance with legislation and guidance for preventing and dealing with bullying considerably easier.

Research: Strengths

This thesis reports on the first evaluations of KiVa in the UK. It provides an up to date description of level of prevalence of self-reported victimisation, bullying perpetration and bully-victims in England and Wales. The results provide evidence for the effectiveness and acceptability of KiVa, as well as the benefits and challenges, and recommendations for future programme implementation. The thesis reports on real-world implementation and has generated information that will inform future delivery, dissemination and research. The

mixed methods design of the case study expands on the limited knowledge of the process within a successful school and can be utilised to enhance practice and provides an insight into the knowledge and translation into practice. The findings provide lessons for further evaluation of implementation fidelity and justify further research in the form of a large randomised controlled trial with an integral process and cost effectiveness evaluation, to fully understand the effectiveness, cost implications, and the practicalities of embedding KiVa in the UK school system.

Research: Limitations and Future Research

There are a number of limitations due to the design and real-world setting of the thesis and these should be taken into account when interpreting the results.

Firstly, the main limitation is the non-controlled design of the various studies making a cause-effect conclusion tentative. However, a randomised controlled trial was not possible due to this thesis being undertaken alongside a dissemination project. There are, however, no reasons to expect that self-reported bullying and victimisation levels would have reduced without KiVa over the period of the study since in general they had remained stable, so the intervention is likely to have contributed to the reported reductions.

Secondly, although the case studies involved gaining feedback on the acceptability and implementation of the programme, the samples were small and there was no report on the schools' prior practice. Prior routine practice would provide an insight into differences in practices as a result of KiVa implementation. Future trials, preferably randomised controlled trials (RCT), should include a more in-depth process evaluation (PE) to address the limitations of this study and incorporate a measure of "*usual practice*" prior to KiVa implementation or in control schools. This should include evaluation of school policies and

practices with regards to prevention work and in dealing with incidences of bullying, as well as the time incurred completing these tasks. A deeper understanding of teachers' perspectives and data on the quality of delivery, will aid in informing how to deliver the programme successfully.

Thirdly, due to time constraints, longer-term follow-up data was not available. For a more comprehensive understanding, Ryan and Smith (2009) argue that interventions should be followed up for a minimum of three years, and also that it is preferable to conduct the evaluations on mature programmes, that is after they have been refined for the setting to reduce early stage implementation issues. There is the potential to follow schools that stay registered with the programme and analyse their data over a longer period of time and to explore reasons for school dropout. This could also allow for examination of factors that predict maintenance or sustainability practice issues, which is imperative if the programme is to become part of regular school practice.

Fourthly, pupil self-report measures are the most widely used method for collecting prevalence data (Solberg & Olweus, 2003) and have been utilised internationally for more than twenty years, with the Olweus OBVQ being the most widely used tool by respected researchers and organisations, including the World Health Organisation. However, its validity is still limited (Cornell, Shera, & Cole, 2006; Furlong, Sharkey, Felix, Tanigawa, & Greif, 2010). Olweus (2002) reports on the validity of the tool has not been published (Furlong, Greif, & Sharkey, 2005). This measure was used independently, and therefore demonstrates a weakness in the methodology according to the weight of evidence framework (Gough, 2007).

Self-report measures are argued to be highly subjective, and some researchers (e.g. Elinoff, Chafouleas, & Sassu, 2004) argue that developmental differences impact on

children's understanding and their lack of ability to differentiate between conflicts and bullying (Land, 2003), and with a heavy focus on only physical abuse (Vaillancourt et al., 2008). They can also be prone to social-desirability bias and therefore pose a threat to the findings (Barker, Pistrang, & Elliott, 2016). In order to reduce subjectivity, the OBVQ provides a definition of bullying prior to commencement of the survey to ensure participant understanding and the survey is completed anonymously on a tablet. However, there presently does not seem to be an ideal measure, so consideration of some form of triangulation might assist with strengthening the evidence, in the form of parent and/or teacher reporting.

Fifthly, the thesis findings report on a small sample of schools that participated in this study whilst registering to implement the programme. These schools may provide an unrepresentative view of the programme effects, as they are not a random sample. The schools did vary in size, levels of deprivation, and their baseline self-reported levels of victimisation and bullying. However, the bias of self-selection for participation is present in the majority of real-world studies. When considering the generalisability of the results, it should be taken into account that these schools may differ from schools not proactively opting to deliver an antibullying programme. Interviews with registering schools could be conducted to establish their reasons for implementing an antibullying programme and aid in understanding factors that contribute to the decision to do so.

The case study included qualitative interviews and open-ended survey comments from one school, qualitative data from a larger sample collected by an independent researcher, would reduce the risk of participant response bias, which could have positively influenced their responses. Intervention practitioners, including teachers, have a propensity to over

report adherence or make positive assessments of their adherence to procedures (Breitenstein, 2010; Lillehoj, Griffin, & Spoth, 2004; Perepletchikova, Treat, & Kazdin, 2007).

Observational research is the preferred method for measuring fidelity (Mihalic et al., 2008), however, it is costly in terms of time, resources, and labour, with coder training taking up to 40 hours for some programmes (Dumas, Lynch, Laughlin, Smith, & Prinz, 2001; Eames et al., 2008; Forgatch et al., 2005). Due to time and funding constraints, observations were not possible for this thesis.

The study focussed on KS2 pupils and teachers delivering the lessons, and how the programme was implemented in this setting, a wider focus would have benefitted the findings. Future studies should examine the limited access to the programme in KS1, which was only through assemblies, high-visibility vests and posters, and indicated action strategies. Exploration of how the lack of programme curriculum for this age group impacted on the whole-school approach and the perceptions of the KS1 teachers and pupils with this regard, would enhance insight into the programme on a whole-school basis. Due to the organisational differences between the Finnish and UK school system and the lack of curriculum for younger pupils and the disparity in the secondary school system could indicate that the comprehensive and consistent approach developed to work in the Finnish school system is not suitable in the same format for the UK.

Finally, there is the limitation of not understanding which components of the programme are essential to make it work, or rather the minimum dosage and elements required, and how the programme should be delivered to gain a significant level of effectiveness. A MOST trial could better inform practice. It would be necessary to complete

this level of evaluation with each of the three units separately to provide an overall insight into the contributing factors and components and if these changed with age.

Notwithstanding the limitations, this thesis contributes to the ever-expanding literature on bullying and its prevention, providing preliminary evidence of the effectiveness and acceptability of KiVa in KS2 school settings in England and Wales. Further research is required before the effects reported can be confidently attributed to KiVa, nevertheless, the findings justify further more rigorous research in the form of an RCT with an integral process evaluation, to address the limitations highlighted in this section.

Future Research

Further high-quality research in the form of a powered RCT with an integral PE is required to build on this thesis, to demonstrate the effectiveness of KiVa and understand the challenges for schools in delivering the programme with fidelity, so that they can be supported through the process.

Nutley and colleagues (2008; 2009; 2012) posit that broader evaluations are required for evidence-based programmes in educational and care settings. They suggest matrices, models, and strategies and provide a framework for combining them. They suggest that there is a need to answer questions for policy makers and practitioners, including under which conditions does the intervention work, that is what does it take to implement the intervention. Questions for KiVa that would need to be addressed under their 2012 design: does doing this work better than doing that? How does it work? Does it matter? Will it do more good than harm? Will service users (schools) be willing or want to take it up? Is it worth buying in to? Is it right for these people (pupils)? and are users (pupils), providers (teachers and schools) and other stakeholders (governors) satisfied with the outcomes?

Pragmatic research is extremely challenging owing to the constraints of the settings in which it takes place, in this case busy schools. Although knowledge in the area of evidence-based practice is increasing there is still much to learn about implementing evidence-based practice in school settings. The researcher discovered the importance of involving schools in understanding the value of empirical research and challenges in implementation, and, in doing so, gained an insight into the barriers for schools in delivering programmes with efficacy and fidelity. Future studies should examine whether improved school comprehension of the value of research impacts on adherence to guidance, survey completion, and assisting with data collection. This may benefit researchers in accessing the data they require and be a means of improving the quality and effectiveness of programmes on the coal face.

Further investigation into the implementation of the KiVa programme and how this varies across different school contexts (e.g. sociodemographic profile of school population, school size, leadership and policy) would assist in understanding the challenges of delivery across and within schools. This would allow for additional exploration of the issues and support to be directed more effectively.

The present thesis only utilised the global items from the OBVQ, the full OBVQ includes items that examine a range of forms of bullying; physical, verbal, cyber, and relational. Future studies including all of these items would reveal which forms were most prevalent, whether pupils at different ages report different forms of bullying also which aspects of bullying are most effectively addressed by KiVa. These items would also complement an antibullying evaluation, as Woods & Wolke (2003) suggest that interventions only reduce overt forms of bullying, due to heightened or perceived increased adult supervision and this occurs in conjunction with a rise in covert bullying (e.g. Woods &

Wolke, 2004). The work of Salmivalli, Kärnä, and Poskiparta (2011) does not support this finding, as their initial trial of KiVa demonstrated reductions in all nine forms of bullying, including exclusion and cyberbullying. Examining the range of bullying behaviours using multiple measures and/or sources would increase knowledge of what was effective for which sorts of bullying.

Summary

School environment, unique needs and characteristics, and level of staff commitment influence programmes (Astoe, Meyer, Benbenishty, Marachi, & Rosemond, 2005; Astor et al., 2010) and so must be considered when choosing the programme that best fits with the school. As with all research in educational setting, results are explored from schools willing to participate, suggesting that schools are attracted to the programme on offer. In many cases, intervention costs are covered for the participating schools by the funders, and then carefully monitored through the process by researchers with a vested interest in the outcome. These factors do not relate to a real-world setting making the transition from research to practice significantly difficult. Although KiVa does embody all the elements required for an effective prevention programme, it also needs to fit with the school. This thesis does not reflect an endorsement of KiVa, as the author is aware of the limitations of the studies, internationally and included in this thesis, and the recommendations suggested by school staff for a better UK fit, however, it does propose that KiVa is effective in some school settings, when compared to the other existing literature.

With reflection on the thesis findings, particularly the case study, the significance of good leadership, commitment to social and emotional literacy, team work and coordination, teacher/pupil relationships within a positive climate, and a whole school approach seems to

be the overriding factors behind successful implementation for School X. Further work and continued leadership to sustain this success, with relaunches, annual training, repeated re-evaluation, and coordination efforts will be required if the positive reductions are to be maintained.

School X was proactive in participating in the research and the programme, demonstrating good leadership and readiness from staff to commit from the outset. The school focus on being proactive and positive change was apparent to the author from the initial meeting. The headteacher shared his desired school ethos for all pupils to feel safe, respected, and included, as active members of their school, all which fit with KiVa values and are components of effective antibullying programmes (Ansary, Elias, Greene, & Green, 2015). The social emotional learning, which is an integral element of an antibullying programme (Craig et al., 2010), was conveyed as highly important in the teacher comments. Social and emotional skills are highly associated with problem solving skills, conflict resolution, and decreased violence/aggression (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2010). The feedback on KiVa highlighted how the programme supported them with this and potentially provided a more systematic and consistent method of delivery. The improvement in teacher/pupil relationship will have encouraged an ethos of caring, and translated into a positive climate, whereby teachers model positive values, listen and discuss issues that arise, and reinforce prosocial behaviour. The findings support the existing literature and provide new insight into successful implementation in a school in the UK.

Final Conclusions

Bullying is a worldwide issue with a vast number of adverse public health and social concerns (Arseneault, Bowes, & Shakoor, 2010; Masiello & Schroeder, 2014; Ttofi,

Farrington, & Losel, 2012; Zych, Ortega-Ruiz, & Del Rey, 2015). The psychiatric morbidity arising from bullying is substantial; population studies suggest that 25-40 per cent of mental health problems including depression, anxiety and self-harm in young adults may be attributable to childhood bullying. Efficient strategies and antibullying programmes, if established and properly implemented, could reduce the adverse consequences of bullying victimisation and perpetration on the health and well-being of children. Addressing bullying has been described by many as a moral imperative and a priority for many governments and for the United Nations (Office of SRSG, 2016).

Although the findings of this thesis were positive, with KiVa providing schools with effective tools and strategies to achieve a consistent message that bullying will not be tolerated, it also highlighted the challenges of incorporating a new curriculum into an already overcrowded school day. The challenges and recommendations discussed in the case study and the other parts of the thesis need to be considered carefully and if possible adjusted for in future delivery to ensure high levels of fidelity are produced. When implemented with fidelity the programme gained excellent results, reducing both self-reported bullying and victimisation significantly. Future research in the form of an RCT is necessary before we can positively state that KiVa is effective in the UK and explore variation in effectiveness across a sample of schools.

Due to the current severe funding challenges in the UK, making education and programme choices is competitive and complicated, as schools are under a great deal of pressure to prioritise academic attainment and this can, regrettably, impact on the motivation and commitment to other outcomes, such as bullying. However, the low recurrent costs and the overlap with the PSE/PSHE curriculum make KiVa a feasible option for schools to

finance and deliver. Teachers reported acceptability of KiVa and its suitability to the target population indicate that KiVa is a good fit with the UK primary school system. An integrated approach as suggested by Banjeree et al. (2016) whereby emotional and social learning are part of the wider school system and work in conjunction with other curricula, rather than compete for time and prioritisation would be advisable. Integration has been shown to be an effective approach (Dwyer & Osher, 2000), whereby the values of the programme are part of the school's ethos and reinforce adaptive development

Organisational factors need to be further considered too, as schools are not just shaped by the pupils and teachers, but by the norms, cultures, and communities around them. How schools and their networks share good practice on antibullying, how schools choose programmes and weigh up evidence, and what makes the programmes work from knowledge to educational practice, all need further reviewing to improve the process of intervention decision making.

At a national level there are lessons to be learned from KiVa in Finland, in that government commitment and funding may be required, and collaboration needed between policy makers, educators and researchers for the UK to make a substantial difference to reducing bullying and increasing pupil wellbeing. With well-being rising on the educational agenda in both England and Wales, now is a timely opportunity to disseminate and evaluate a consistent antibullying programme, such as KiVa that complies with all the requirements set out in policy recommendations across the UK.

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Appendices

Appendix A: Published abstract from the early implementer schools paper

Appendix B: Copy of consent forms KiVa UK Hub

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Appendix D: Letter to Directors of Education

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Lesson Learned: KiVa Programme in the UK

**Appendix A: Published abstract from the early implementer
schools paper**

Lesson Learned: KiVa Programme in the UK

Introducing KiVa school-based antibullying programme to the UK:

A preliminary examination of effectiveness and programme cost

Bullying is an internationally recognized problem and school-based bullying is particularly pervasive. KiVa is a robustly evidenced school-based antibullying programme developed and evaluated at Turku University, Finland, and subsequently disseminated across Finland. Following a positive UK trial of Unit 2 (for 10- to 12-year-olds), further UK dissemination has taken place. This study presents (a) pupil self-reported levels of victimization and bullying prior to, and after, one year of KiVa implementation (Units 1 and 2) with 7- to 11-year-olds from 41 schools, and (b) programme training and delivery costs. Data from 41 primary schools were analysed using a linear mixed model effects analysis. Results revealed statistically significant reductions in victimization and bullying after one year of programme implementation. Ongoing costs were small, at £2.84 per Key Stage 2 pupil per annum. These promising results highlight the need for further more rigorous evaluation of KiVa in the UK, including the exploration of factors associated with effective implementation, and the importance for educators and policy makers of evaluating both impact and costs when implementing programmes to prevent and reduce bullying.

Keywords

Bullying, Evaluation, KiVa, Pragmatic, School-based

Lesson Learned: KiVa Programme in the UK

Appendix B: Copy of consent forms KiVa UK Hub

Lesson Learned: KiVa Programme in the UK

**CANOLFAN YMYRRAETH CYNNAR
AR SAIL TYSTIOLAETH**
Adeilad Nantlle
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Prifysgol Bangor
Gwynedd, LL57 2PZ.
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Gwefan/ Website: www.centreforearlyinterventionwales.co.uk
Gwefan Ymchwil/Research Website: <http://incredible-years-wales-research.bangor.ac.uk>

Consent form

This is to certify that I, as the Research and Training Director of the Children's Early Intervention Trust, registered charity, that is the licensed training and dissemination agency for the UK, agree to provide a KiVa UK data set to be used for scientific study, that is being authorised and undertaken by the Centre of Evidence Based Early Interventions, Bangor University.

The investigation and my part in it has been fully explained to me by the researcher (Suzy Clarkson) and I fully understand what is expected of me, the implications, and benefits of the research.

The procedures of the investigation and their associated risks have been explained to my satisfaction.

I understand that the data set will remain confidential and that it will be stored on a password protected secure database.

The Children's Early Intervention Trust has the right to withdraw the KiVa data set from the study at any time, without adverse consequences.

I understand that the Children's Early Intervention Trust will be provided with a report summary of the findings of the study.

Any complaints concerning the conduct of this study should be addressed to Mr. Hefin Francis, School Manager, Bangor University, Bangor, LL57 2DG. Telephone: 01248 388339.
Email: h.francis@bangor.ac.uk Ethical and Governance Board: 2015-15639

.....
Signed by the Research and Training Director, Children's Early Intervention Trust

.....
Signed by the researcher (Suzy Clarkson)

.....
Date

Cyfarwyddwraig/Director:
Professor Judy Hutchings, DClinPsy, FBPSS.

Lesson Learned: KiVa Programme in the UK

Appendix C: A list of scientific publications

Lesson Learned: KiVa Programme in the UK

A List of Scientific Publications of the KiVa Project

Journal Articles, Original Research

- Kärnä, A., Voeten, M., Poskiparta, E., & Salmivalli, C. (2010). Vulnerable children in varying classroom contexts: Bystanders' behaviors moderate the effects of risk factors on victimization. *Merrill-Palmer Quarterly*, *56*, 261-282.
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The Following Articles are in Revision or in Press

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- Ahtola, A., Haataja, A., Kärnä, A., Poskiparta, E., & Salmivalli, C. (in press). For children only? Effects of the KiVa antibullying program on teachers. *Teaching and Teacher Education*.
- Salmivalli, C. (painossa). Evidence-Based Bullying Prevention in Finnish Schools: KiVa Antibullying Program. Deutsches Forum für Kriminalprävention (German Forum for Crime Prevention).
- Salmivalli, C., & Poskiparta, E. (in press). Making Bullying Prevention a Priority in Finnish Schools: KiVa Antibullying Program. *New Directions for Youth Development*.
- Sainio, M., Veenstra, R., Huitsing, G., & Salmivalli, C. (in revision). Same- vs. other-sex bullying: risk and protective factors. *Aggressive Behavior*.
- Kärnä, A., Voeten, M., Little, T., Alanen, E., Poskiparta, E., & Salmivalli, C. (in revision). Effectiveness of the KiVa Antibullying Program: Grades 1-3 and 7-9.
- Saarento, S., Kärnä, A., Hodges, E., & Salmivalli, C. (in revision). Student-, classroom-, and school-level risk factors for victimization. *Journal of School Psychology*.
- Salmivalli, C., & Sainio, M. (in revision). Taking a More Rigorous Look at Electronic Victimization: Correlates, Antecedents, and Consequences. *Journal of Clinical Child and Adolescent Psychology*.

- Ahtola, A., Haataja, A., Kärnä, A., Poskiparta, E., & Salmivalli, C. (in revision). Implementation antibullying lessons in elementary classrooms: Principal support matters. *Elementary School Journal*.
- Huitsing, G., van Dujn, M., Snijders, T., Wang, P., Sainio, M., Salmivalli, C., & Veenstra, R. (in revision). Univariate and Multivariate Models of Positive and Negative Networks: Liking, Disliking, and Bully-Victim Relationships. *Social Networks*.
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- An, Y., & Salmivalli, C. (in revision). Different Forms of Bullying and Victimization: Bully- victims versus Bullies and Victims
- Sainio, M., (in revision). Being Bullied by Same- versus Other-Sex Peers: Does It Matter for the Victims? *Journal of Clinical Child and Adolescent Psychology*.

Book Section and Chapters in Research Books

- Salmivalli, C., & Willför-Nyman, U. (2007). KiVa: Ett forskningsbaserat antimobbingsprogram. In C. Thors (ed.), *Utstött – en bok om mobbning*. Pedagogiska magasinets skriftserie. Stockholm: Lärarförbundets Förlag, pp. 81-95.
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Lesson Learned: KiVa Programme in the UK

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Lesson Learned: KiVa Programme in the UK

Appendix D: Letter to Directors of Education



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

26 July 2011

**CALL FOR APPLICATIONS FOR:
TRAINING IN BEHAVIOUR MANAGEMENT
IN SCHOOLS 2011-12**

To: Directors of Education in Local Authorities

**Copied to:
Heads of Inclusion
Managers of Behaviour Support Services
Chief Finance Officers**

Leighton Andrews, the Minister for Education and Skills set out in his Teaching Makes a Difference speech on 2 February 2011 that he wanted an increased focus to be placed on improving behaviour in schools and to help in this aim 'All newly qualified teachers will undertake development modules in behaviour management as part of their induction process'.

The Welsh Government will be developing these modules during 2011-12 but in the meantime, to maintain momentum, has made funding available for teachers and support staff to train in behaviour management techniques. The first round of funding, which took place during the summer term 2010/11 is currently coming to completion.

A second round of funding has been made available to continue with the provision of training in behaviour management techniques.

A total of ***** will be available for use in the 2011-12 academic year. The amount of funding for each local authority has been calculated on the basis of the education Standard Spending Assessments and ***** will receive *****.

The Welsh Government is providing this funding solely for approaches which have been well-evaluated. These would include:

- the Incredible Years Teacher Classroom Management Programme;
- Promoting Alternative Thinking Strategies (PATHS);
- KIVA Bullying Prevention Programme; and
- Social and Emotional Aspects of Learning (SEAL)

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BUDDSODDWR MEWN POBL
INVESTOR IN PEOPLE

Appendix E: Published abstract from the pilot trial paper

Abstract

The history of bullying research is summarised and the KiVa bullying prevention programme described. KiVa is a whole-school programme with universal and indicated actions for children aged 7 to 15 years in the Finnish comprehensive school system. It was developed at Turku University, Finland, by social psychologist Christina Salmivalli and colleagues. It has demonstrated significant benefits in a large-scale randomised controlled trial and a subsequent roll-out of the programme to 90 per cent of schools in the Finnish comprehensive system (www.kivakoulu.fi/). KiVa is based on research showing the important role played by bystanders in the bullying process. The universal and indicated actions within the programme are described. The universal actions consist of class lessons, whole school actions and a parent website. Evidence from the Finnish trials is summarised. The paper describes the introduction of the programme to the UK in 2012 and the results from the first, psychologist led, UK pilot trial of the programme are reported. Seventeen schools participated in the trial of Unit 2, at the time the only material available in English (for children aged 9 to 11 years) and delivered KiVa lessons to year 5 and/or year 6 pupils. Children completed the online KiVa survey prior to programme commencement and at the end of the school year. Significant reductions were reported in self-reported bullying and victimisation. Teachers reported high levels of pupil acceptance and engagement with lessons. The paper concludes with reflections on the role that educational and other applied psychologists can play in further disseminating this programme.

Keywords: Bullying; Victimisation; Intervention; School; KiVa.

Published paper reference: Hutchings, J. & Clarkson, S. (2015). Introducing and piloting the KiVa bullying prevention programme in the UK. *Educational and Child Psychology*, 32 (1), 49-61.

Appendix F: Published abstract from protocol paper

STUDY PROTOCOL



Effectiveness and micro-costing of the KiVa school-based bullying prevention programme in Wales: study protocol for a pragmatic definitive parallel group cluster randomised controlled trial

Suzy Clarkson^{1*}, Nick Axford², Vashti Berry³, Rhiannon Tudor Edwards⁴, Gretchen Bjornstad², Zoe Wrigley², Joanna Charles⁴, Zoe Hoare⁵, Obioha C. Ukoumunne³, Justin Matthews³ and Judy Hutchings¹

Abstract

Background: Bullying refers to verbal, physical or psychological aggression repeated over time that is intended to cause harm or distress to the victims who are unable to defend themselves. It is a key public health priority owing to its widespread prevalence in schools and harmful short- and long-term effects on victims' well-being. There is a need to strengthen the evidence base by testing innovative approaches to preventing bullying. KiVa is a school-based bullying prevention programme with universal and indicated elements and an emphasis on changing bystander behaviour. It achieved promising results in a large trial in Finland, and now requires testing in other countries. This paper describes the protocol for a cluster randomised controlled trial (RCT) of KiVa in Wales.

Methods/Design: The study uses a two-arm waitlist control pragmatic definitive parallel group cluster RCT design with an embedded process evaluation and calculation of unit cost. Participating schools will be randomised using a 1:1 ratio to KiVa plus usual provision (intervention group) or usual provision only (control group). The trial has one primary outcome, child self-reported victimisation from bullying, dichotomised as 'victimised' (bullied at least twice a month in the last couple of months) versus 'not victimised'. Secondary outcomes are: bullying perpetration; aspects of child social and emotional well-being (including emotional problems, conduct, peer relations, prosocial behaviour); and school attendance. Follow-up is at 12 months post-baseline. Implementation fidelity is measured through teacher-completed lesson records and independent school-wide observation. A micro-costing analysis will determine the costs of implementing KiVa, including recurrent and non-recurrent unit costs. Factors related to the scalability of the programme will be examined in interviews with head teachers and focus groups with key stakeholders in the implementation of school-based bullying interventions.

Discussion: The results from this trial will provide evidence on whether the KiVa programme is transportable from Finland to Wales in terms of effectiveness and implementation. It will provide information about the costs of delivery and generate insights into factors related to the scalability of the programme.

Trial registration: Current Controlled Trials ISRCTN23999021 Date 10-6-13

Keywords: Bullying, Victimization, Emotional well-being, Absenteeism, School-based, Intervention, Micro-costing, Randomised, KiVa, Prevention

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Appendix G: Example of English mapping

Lesson Learned: KiVa Programme in the UK

Key Stage 2 PSE Curriculum Mapping Against KiVa

Skills	Unit 1 lesson	Unit 2 lesson	Additional Comments
Developing thinking Learners should be given opportunities to:			
• identify links between cause and effect			
• distinguish between 'facts', beliefs and opinions			
• form personal opinions and make informed decisions	2-8	5-7	
• use appropriate techniques for personal reflection	2-8	5-7	
Developing communication Learners should be given opportunities to:			
• listen carefully, question and respond to others	1-10	1-10	
• express their views and ideas confidently through a range of appropriate methods	1-10	1-10	
• contribute to class discussions and take part in debates	1-10	1-10	
Developing ICT Learners should be given opportunities to:			
• find and develop information and ideas			
• create and present information and ideas			
• use ICT safely with appropriate support and guidance	games	games	
Developing number Learners should be given opportunities to:			
• select data from given information presented in a range of numerical and graphical ways			
• gather information in a variety of ways, including simple questionnaires or databases to support understanding of PSE			line exercises/stand up sit down exercises help them to gather info about others
		1-10	
Working with others Learners should be given opportunities to:			
• work cooperatively to solve problems			
• make and maintain friendships and other relationships	1-10	1-10	
• resist unwanted peer pressure and behaviour	1-10	1-10	
• empathise with others' experiences and feelings	1-10	1-10	
• manage different emotions and develop strategies to resolve conflict and deal with bullying	1-10	1-10	
• ask for personal support and advice.	1-10	1-10	
Improving own learning Learners should be given opportunities to:			
• experience various learning styles and recognise the ways in which they learn best	1-10	1-10	experience a variety of learning styles in every lesson
• reflect on progress, identify strengths and weaknesses and set targets for improvement			
• apply learning to similar situations within school	1-10	1-10	
• develop practical skills necessary for everyday life	1-10	1-10	
Range			
Active citizenship Learners should be given opportunities to:			
• develop respect for themselves and others	1-10	1-2	
• value families and friends as a source of mutual support	1-10	1-10	
• value diversity and recognise the importance of equality of opportunity	3-4	1-2	
• participate in school life			
and to understand:			
• their rights, e.g. the UN Convention on the Rights of the Child, and responsibilities	1,5	1-4	Right to safe learning environment
• the importance of democratic decision-making			
• the benefits of families and friends and the issues that can arise			
• situations which produce conflict and the nature of bullying	5-8	1-4	
• aspects of the cultural heritage and diversity in Wales			
• how injustice and inequality affect people's lives			
• what is meant by disability			
• the challenges learners might have in accessing learning			
Health and emotional well-being Learners should be given opportunities to:			
• take increasing responsibility for keeping the mind and body safe and healthy			
• feel positive about themselves and be sensitive towards the feelings of others	2-8	5-8	
and to understand:			
• the features and physical and emotional benefits of a healthy lifestyle, e.g. food and fitness			
• the harmful effects, both to themselves and others, of tobacco, alcohol and other legal and illegal substance			
• the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth			
• the range of their own and others' feelings and emotions	2-8	5-7	
• the importance of personal safety	1-10	1-10	
• how to distinguish between appropriate and inappropriate touching			
• what to do or to whom to go when feeling unsafe	8	8	specifically related to bullying could broaden topic
Moral and spiritual development Learners should be given opportunities to:			
• explore their personal values	2-8	1-10	
• be honest and fair and have respect for rules, the law and authority	3-10	7-9	
and to understand:			
• how cultural values and religious beliefs shape the way people live			
• that people differ in what they believe is right and wrong			
• that personal actions have consequences.	4-8	7-9	Discussion during difference is richness
Preparing for lifelong learning Learners should be given opportunities to:			
• enjoy and value learning and achievements			
• take increasing responsibility for their learning			
and to understand:			
• the range of jobs carried out by people in their community			
• that money is earned through work and can buy goods and services			
• the importance of looking after their money and the benefits of regular savings			
Sustainable development and global citizenship Learners should be given opportunities to:			
• appreciate the natural world as a source of inspiration			
• take an active interest in varied aspects of life in school and the wider environment			
• develop a positive attitude on issues of poverty and fairness			
and to understand:			
• how the environment can be affected by the decisions we make individually and collectively	3-10	6-10	
• that local actions have global effects because of connections between places and people			
• how poverty and inequality can cause problems			

Appendix H: Example of teacher lesson record book

1.2 Time used for preparing and giving the lesson

Please estimate how much time you spent preparing and giving the lesson.

I spent approx. minutes preparing the lesson.

I spent approx. minutes giving the lesson.

1.4 Student enthusiasm

Please estimate how many of your students were engaged and enthusiastic about the lesson.

- (1) 0–25%
- (2) 25–50%
- (3) 50–75%
- (4) 75–100%

1.5 Lesson suitability

Please estimate how suitable you consider the first lesson described in the Teacher's manual to be in reducing the amount of bullying in your class.

- (1) Extremely unsuitable
- (2) Fairly unsuitable
- (3) Don't know
- (4) Fairly suitable
- (5) Extremely suitable

Appendix I: Example of pupil survey

Pupil Survey

Part 1. Kiva Lessons

Please circle the face that shows how you feel:

1. Do you enjoy KiVa lessons?



Do not enjoy

Enjoy

2. Do you enjoy the KiVa online games?



Do not enjoy

Enjoy

3. What part of the KiVa lesson do you like best? Please put in an order, write number 1 next to your favourite part of the lesson, number 2 on your next favourite, and so on, putting number 5 next to your least favourite part of the lesson.

Information that the teacher gives you on KiVa topics

Line exercises

Activities in the KiVa lessons

Discussions with the teacher and class on KiVa topics

Video clips that the teacher shows you on KiVa topics

4. Do you think that the topics discussed in KiVa lessons are important?

Extremely important

Very important

Important

Slightly important

Not at all important

5. Please write down something that you have learned or enjoyed in a KiVa lesson

Appendix J: Parent information and consent form

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Gwefan Ymchwil/Research Website: <http://incredible-years-wales-research.bangor.ac.uk>

PARENT information and consent form

About the KiVa bullying prevention programme

What is KiVa?

KiVa is a bullying prevention programme that was developed in Finland with funding from the Finnish Government. It has been very effective and it is now used in over 90% of all schools in Finland. It includes monthly class lessons for all Key Stage 2 classes (years 3 – 6) and online games to help pupils to build strong and supportive relationships with each other and to learn how to deal with bullying. There are also whole-school assemblies, posters and other materials to remind children that the school is a KiVa school and a parent website. School staff are also trained to deal with any bullying that does take place.

Why is KiVa in my child's school?

A lot of research on KiVa in Finland shows that it reduces bullying significantly. Your child's school has delivered the KiVa programme and taken part in an evaluation to see if the programme works in a Welsh setting, we would now like to collect some data on what your child thought about the lessons and programme in general.

What does it mean for my child/children?

All children currently in Years 5-6 will be asked to fill in a paper questionnaire in May 2016. The class teacher will administer the survey. It will take about 5 minutes to complete. Children read the questions and then tick a box next to their chosen answer or supply a short response. The questions are about their experience of the programme. There are no risks associated with the research.

Will anyone know my child/children's answers?

No. The children do not place their names on the survey. The children's responses will be entered onto a database, where all of the information will be stored. The information will be confidential: only the research team will have access to it. The research will comply fully with the Data Protection Act.

Who are the research team?

Bangor University and the Children's Early Intervention Trust Charity are conducting the project.

What are the benefits of the research?

We will gain a valuable insight into what children think about the programme. It will also provide information should the programme be rolled out to schools in Wales in the future. Bullying is a problem that the Welsh Government is trying to deal with, and we hope that, in the long run, KiVa will benefit thousands of children in Wales.

Who should I contact if I have any queries? (Ethical Approval: 2013-9162)

If you have any queries or information requests about the research please contact Professor Judy Hutchings, School of Psychology, Bangor University, Bangor, Gwynedd, LL57 2AS (Tel 01248-383758, Email j.hutchings@bangor.ac.uk).

If you have any concerns about the conduct of the research please contact Mr. Hefin Francis, School Manager, School of Psychology, Bangor University, Bangor, Gwynedd, LL57 2AS (Tel 01248 388339, Email h.francis@bangor.ac.uk).

If you agree to your child taking part in the survey you do not need to do anything.

If you wish to withdraw your child from the survey please complete and return the slip below to your child's teacher.

I do not agree to my child completing the survey.

Name of child _____ Signature of parent _____

Appendix K: Headteacher/Kiva coordinator consent form

COLEG GWYDDORAU IECHYD AC YMDDYGIA
COLLEGE OF HEALTH & BEHAVIOURAL SCIENCES

YSGOL SEICOLEG
SCHOOL OF PSYCHOLOGY



TEACHER CONSENT FORM

Title of Project: **KiVa Anti-bullying Programme Evaluation (Ethical Approval: 2013-9162)**

Name of Researcher: **Suzy Clarkson**

Who will have access to my survey responses?

Your responses will be entered onto a database, where all of the information will be stored. The information will be confidential: only the research team will have access to it. The research will comply fully with the Data Protection Act.

Who are the research team?

Bangor University and the Children’s Early Intervention Trust Charity are conducting the research.

What are the benefits of the research?

We will gain a valuable insight into what teachers think about the KiVa programme. It will also provide information should the programme be rolled out to schools in Wales in the future.

Who should I contact if I have any queries?

If you have any queries or information requests about the research please contact Professor Judy Hutchings, School of Psychology, Bangor University, Bangor, Gwynedd, LL57 2AS (Tel 01248-383758, Email j.hutchings@bangor.ac.uk).

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Please initial box

I understand that my participation is voluntary and that I am free to withdraw or omit aspects of the study (including the omission of question items) without providing any reason.

I agree to take part in the above study.

Name of Participant	Date	Signature
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**I would like to thank you for taking the time
to read my thesis and hope that you found some of the points of interest.**

Warmest wishes

Suzy Clarkson