

School Bullying Research by UCL

Introduction

Following UCL research presentation on school bullying intervention programme, ICYP (children and young people) Engagement Committee were tasked with exploring 4 questions through group discussion. These were

1. Do you think the intervention was effective?
2. Why do you think it had the results that it did?
3. What do the findings mean for schools?
 - a. For students
 - b. For teachers/administration team
4. What methods should we use to present these findings to the public?

Children, Young People and Worker Participation

Young people and parent/carers / youth workers / paediatricians took part in the session.

Young people were aged 11 – 24, mixed gender, including those with bullying experience, health care experience and from a range of ethnic backgrounds including black British, white British, Asian. Young people attending were from RCPCH &Us (ICYP Engagement Committee Members), a children's hospital youth forum and an African community group.

Adults are members of the ICYP Engagement Committee, representing parent/carers, paediatricians and a youth worker.

Consultation Responses

Group one (YP x 8)

1. You can't tell whether it was the study that was effective or whether the schools just got better over time
You need to understand impact across all years
2. No comment
3. No comment
4. Celebrity endorsement (someone who has lived experience)
Billboard advert
Teachers being aware of results
Teachers presenting to class / school in an engaging way

Social media – Instagram adverts, snapchat discover page, YouTube advert before video

Engaging (visual)

TES (times educational sector)

Student involvement in sharing results

Group two (YP x 8)

Comments

- Intervention doesn't always work
- Punishment is sometimes needed and if the intervention didn't work
- Punishment like detention / missing free time / ongoing / coming in on a Saturday, sitting outside the head, sit in the staff room in lunch
- When told off seen as cool or people laugh
- Health conditions can be targets for bullies
- Part of the restorative meeting needs to involve adequate education around that condition. How will this individual situation be catered for?

1. Want to see numbers to see if it is a change in policy
Intervention / punishment - results didn't seem clear cut which was best
Punishment is quicker but doing the intervention takes time & skills
Focused on physical/emotional bullying not cyber bullying (could this be something to investigate). What about LGBTQ+
2. Children had an understanding of what "bullying" means which is good!
Was it whole school training?
Might be good for students in the long term? Increases in quality of life?
3. a) how do we know young people are telling the truth about illicit activities?
b) maybe need to re-think reflex jerk action if punishment
How much will this cost (may deter schools)? What training is required?
4. More detail on what was "taught" what the intervention was – time frame, info over children involved, what questionnaire was used

Group three (parent/carer x 2, paediatricians x 3, youth worker x 1)

1. As the questionnaire evaluated?
Was it intervention or cultural change (tracking or bullying)
Was it effective equally across all schools?
Was baseline question same as final

2. Bringing bullying as an agenda? Cultural change not agenda
Any intervention involving students empowers them
Self-selecting
Real life effects
3. Need students to “buy-in” / willingness
Teaching how to demonstrate emotion
Recognise reason behind bullying
Do students want this?
Motivations for school to participate
How is group bullying managed?
4. needs more tangible. Not numbers not stats v all
Case studies / stories
Rebrand “restorative justice” (has a criminality) formal, not child focused
Peer = repairing relationships / friends
(2 tier; 1= friends. 2=relationships)

Further analysis of the views should be undertaken by the project lead and the project board. Data shared with UCL Research team. Additional comment may have been observed by LB the UCL researcher in attendance at the session. Raw data flipcharts available on request from RCPCH &Us.

Further exploration of themes or extension of topics covered can be requested through the children and young people’s engagement team for inclusion in future Roadshows and surveys.

Contact details

