

St Theresa's Anti-Bullying Questionnaire

Analysis - Key Stage 2 - November 2014



Introduction

A questionnaire with 15 questions, some being multiple choice questions was completed by 116 of the 120 children across Key Stage 2. (60 boys, 56 girls) during Anti-Bullying week in the Autumn term 2014. The class teacher introduced the questionnaire after explaining the definition of bullying as **"a persistent, deliberate attempt to hurt or humiliate someone"** (*The Office of Children and Young People's Services' Anti-Bullying Strategy*). The questionnaire was then read aloud by the class teacher to allow all children to partake. The feedback from the questionnaire will be used to influence the review of the school Anti-Bullying Policy.

The feedback from the questionnaire will be used to inform school council discussions/actions, assembly planning, behaviour management strategies, teaching/curriculum and the content and review of relevant policies. The data is accumulated across the Key Stage for analysis. The following report highlights the key findings of the questionnaires.

Question 1: Do you feel that St Theresa's takes bullying seriously?

98 children (84% of children) felt that St Theresa's takes bullying seriously. 14 children felt that the school did not take bullying seriously (16 %).

Question 2: What kind of things do we do at St Theresa's to stop bullying?

All children responded a range of answers. These answers included: talk to the DHT, posters stating to go and see the HT/DHT if something is worrying you, blue Friday, rules about bullying, circle time, friendship week, class discussions, go to HT, assemblies. All children knew what we do at St Theresa's to ensure that our school is a no bullying zone.

Question 3: What can you do if you or someone else is being bullied?

All children knew what they need to do if they were being bullied or witnessed bullying taking place. Answers ranged from: talk to a teacher, or adult, talk to a

dinner lady, talk to your parents, tell a child in year 6, talk to your sibling, tell whoever is on duty.

Question 4: What else could we do at school to stop bullying? Write any ideas that you would like to share.

For this question children had some great answers. These included: have a card system, have a worry box, have clear consequences, have cameras in the playground, more posters, badly behaved children to be expelled, more dinner ladies, secret friend week, monthly questionnaire, have a buddy system. Some children felt that the school did enough to combat bullying.

Question 5: Have you ever been bullied?

Out of the 116 children that took the questionnaire, 60 children 52% of the children stated that they have been bullied at some point. 56 children stated they have never been bullied. (48% of children.)

The 60 children that stated have been bullied went on to complete the questionnaire whereas the rest of the children stopped their questionnaire at this point.

Question 6: When did the bullying take place? (Some children chose more than one box hence why it is not out of 100 %.)

In terms of time frame, bullying took place in these time periods.

More than a year ago (51.6%)

Last year (25%)

This year (16.6%)

This month (10%)

This week (3.3%)

77% of children stated that they were bullied a year ago or more than a year ago. This suggests that if the children feel that they have been bullied they are unable to indicate exactly when it has happened. 17% stated that they were bullied this year and 13% felt that they were victims of bullying this month/week. We will continue to monitor this and remind children of our no tolerance with regards to bullying in assemblies and through our school council meetings. The % is decreasing gradually. The school council are aware of our anti bullying policy and will share this information with their class.

Question 7: Were you bullied by a group or someone on their own?

Some children did not answer this question. Out of the 60 children that felt they had been bullied at some point, 24 children (40%) felt that they were being bullied by a group of children. 29 children (48.3%) felt that they were being bullied by a child on their own.

Question 8: Did anyone see it happen?

Twenty children (33%) stated that no one saw it happen. Twenty-eight children (47%) stated that other children/another child saw it. Seven children (12%) stated an adult saw what happened. 6 children gave no answer.

Question 9: Can you give an example of how you were bullied?

Some children gave more than one answer hence why the total is 116%.

16 children (27%) felt that they were left out or ignored on a regular basis.

22 (37%) children felt that they were hit, kicked, punched or hurt physically by the same people or person repeatedly.

One person (2%) felt he was pushed.

8 children (13%) felt they were threatened repeatedly.

22 children (37%) felt they were called names repeatedly.

9 children (15%) felt that their personal property was damaged.

1 child (2%) stated he had a wet uniform.

1 child (2%) stated another child was making things up.

1 child (2%) stated another child was rubbish.

1 child (2%) sent nasty messages to another child.

1 child (2%) picked another child in the air.

1 child (2%) was constantly being mean to another child.

Possible Action Points:

- Remind children about how to play nicely in the playground.
- Discuss rough behaviour and how to react appropriately to resolve conflict.
- School Council to develop a Behaviour Code?
- Assemblies that use scenarios and hypothetical situations to identify how unacceptable behaviour makes others feel.
- Continued use and monitor of Behaviour Logs.
- Continued used of clear expectations and sanctions for unacceptable behaviour
- Displays of posters and work carried out in 'Friendship week' to remind pupils of expected behaviour.
- Circle time to reinforce positive behaviour.

Question 10: Where did it happen?

The playground was the most popular choice. This is the response which would be expected as it is the one time of the day when the children are together in one place.

Playground: 41 (68%)

Classroom: 9 (15%)

Corner shop: 1 (2%)

School-Dinner hall: 1 (2%)

Way to school: 1 (2%)

Swimming: 1 (2%)

Online: 1 (2%)

School toilets: 1 (2%)

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- Continued use and monitor of Behaviour Logs.

- Continued used of clear expectations and sanctions for unacceptable behaviour
- Displays of posters and work carried out in 'Friendship week' to remind pupils of expected behaviour.

Question 11: How did it make you feel?

Answers ranged from alone, upset, sad, worried, lonely, frightened, unwanted, insecure, terrified, irritated, left out, one child didn't want to come to school.

Question 12: Did you tell anyone?

Out of the 60 children who felt that they were being bullied, 44 children stated that they told someone this was happening, 11 children chose not tell anyone.

Possible Action Points:

- Remind children to always talk to an adult in school or at home if they are unhappy about something.

Question 13: If not, why not?

The 11 children that did not tell anyone that they were being bullied stated that they were too scared to tell anyone, they felt afraid. Another child thought that no one would believe them. One stated that his friend helped him solve the problem. Another child stated that he forgot all about the problem. Some children chosen to leave this section blank.

Possible Action Points:

- Remind children that it is important to talk to someone and not disregard any unacceptable behaviour.

Question 14: If yes, who did you tell?

Here some children ticked more than one answer.

Dinner lady: 3 (5%)

Teaching assistant: 1 (2%)

Friend: 14 (23%)

Parents or a family member: 30 (50%)

Teacher: 20 (33%)

The Headteacher or Deputy Head: 6 (10%)

As you can see above, most children tell their parents or teacher if there is a problem. Some children tell the Headteacher or dinner lady. We need to remind children to ensure that they tell someone so they can help them and combat the issue.

Possible Action Points:

- Assemblies that use scenarios and hypothetical situations to identify how unacceptable behaviour makes others feel.
- Continued used of clear expectations and sanctions for unacceptable behaviour.
- Displays of posters and work carried out in 'Friendship week' to remind pupils of expected behaviour.
- Remind children what they need to do if faced with an issue.

Question 15: What happened when you told someone?

Most children were satisfied with what happened once they told someone. Answers ranged from "told my friend, he helped me out and now I have not been bulled for a long time", "person who was bullying got told off", "spoke to the person and told them to stop", "they missed their break", "they sorted it out", "resolved, never happened again".

Possible points of action:

- Review children's response at the end of the year after the intervention and policy review is complete.
- Through assemblies/PSHE lessons children to be taught/reminded about the effect of bullying on their peers.
- Through the School Council and class council, children to be given the opportunity to highlight 'hot zones' around the school and the playground where bullying takes place. Using this feedback staff supervision and positioning on the playground can be addressed to target particular areas.
- Through the school council find out what the staff already do to help the children and what they would like the staff to do to help stop the bullying.
 - Remind children methods of dealing with bullying (school council lead an assembly).
- Through the focus on bullying this year the children will hopefully become more aware of the policy and their role in shaping it.
- Add question to survey to discover if child was satisfied with action taken.

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