



**Evidence-based prevention of bullying:
introducing and evaluating the KiVa
antibullying programme in Wales**

**European Society for
Prevention Research Conference
Berlin**

Tuesday 1st November 2016

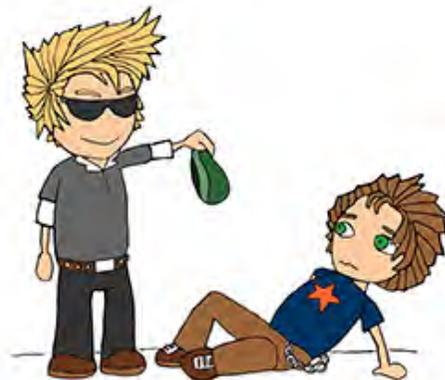
*Judy Hutchings, Joanna Charles, Nick Axford,
Gretchen Bjornstad, Zoe Wrigley and Suzy
Clarkson,*





Bullying the accepted international definition

- Systematic aggressive behaviour against a person who finds it difficult to defend him/herself against the perpetrator(s)
 - **Repeated, deliberate** attacks and **power differential** are central features





KiVa in Finland

- In Finland having an anti-bullying policy was a requirement on schools but monitored over 10 years it produced no change
- in 2006
 - The Ministry of Education and Culture funded the development of a bullying prevention programme to be implemented widely in Finnish schools



KiVa – against bullying, Nice



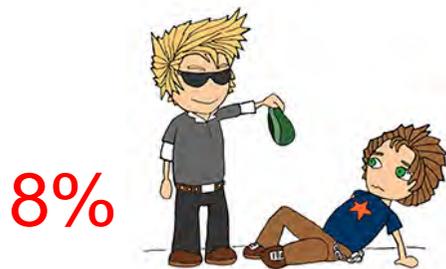


Background to KiVa – Christina Salmivalli had already done 20 years of social psychological research on bullying

Participant roles in bullying (Salmivalli et al., 1996)

assistants of the bully

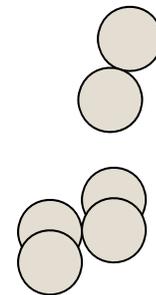
● 7%



12%

●●●●
reinforcers of the bully

20%



24%
outsiders



17%
defenders of the victim





KiVa principles - in order to reduce bullying...

- We do not necessarily need to change the victims, making them "less vulnerable"
- Influencing the behaviour of *bystanders* can reduce the rewards gained by the bullies and consequently, their motivation to bully in the first place

UNIVERSAL

- However, *the victims* need to feel that they are heard and helped by the adults at school
- *The bullies* need to be confronted for their unacceptable behaviour and engaged in a plan to resolve the problem





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INDICATED

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KiVa programme

- Components:
 - Both *universal* and *indicated* actions
 - A large amount of materials & concrete tools (not merely a "philosophy")
 - Utilises virtual learning environments
 - Influences the whole group
- KiVa is **more systematic** than most existing anti-bullying programmes
- Strong evidence of effectiveness





Activities included in class lessons



Group discussion



Small group discussions



Learning by doing



Booklet assignment



Short film

- Creating awareness of how the group might maintain and fuel bullying
- Providing safe strategies to support victimised peers





KiVa online games: closely connected to the lessons

I KNOW

- Repeating & testing of what has been learnt during the lessons

I CAN

- Learning to take action
- Pupils go around in a virtual school and come to challenging situations where they have to decide what to say and do

I DO

- Motivation
- Pupils reflect on their own behaviour (e.g., how they have done with following the KiVa rules) and get feedback





Parents' involvement

Information newsletter to parents (www)

Parents' guide (www/print)

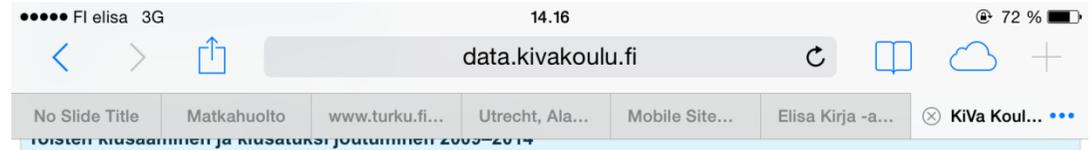


Back-to-school night

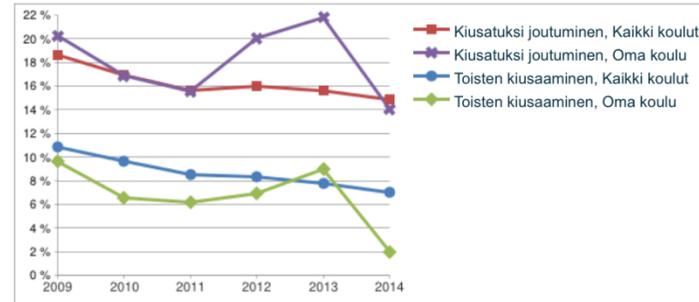




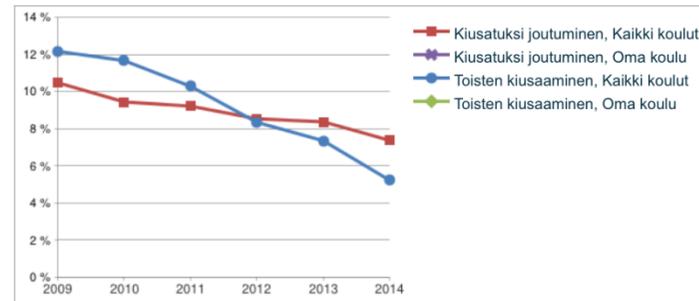
The annual on-line pupil survey monitoring tool: provides schools with annual feedback on the situation in their school and the situation for the country as a whole



Osuus alakoulun oppilaista, jotka ovat kiusanneet muita tai kokeneet tuleensa kiusatuksi kaksi tai kolme kertaa kuukaudessa tai useammin



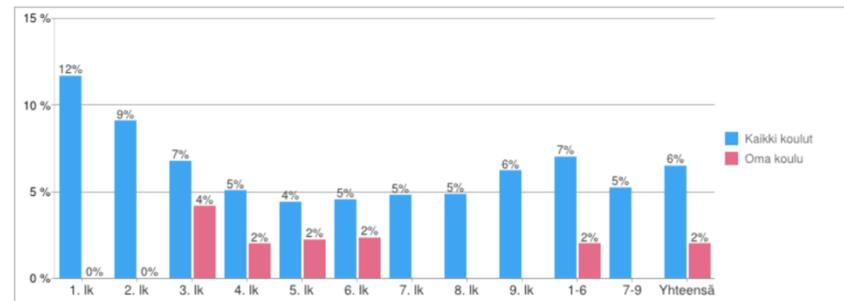
Osuus yläkoulun oppilaista, jotka ovat kiusanneet muita tai kokeneet tuleensa kiusatuksi kaksi tai kolme kertaa kuukaudessa tai useammin



Lisätietoa kysymyksistä: "Miten usein olet kiusannut koulussa toista oppilasta viimeisen parin kuukauden aikana?" ja "Miten usein sinua on kiusattu koulussa parin viime kuukauden aikana?" Vastausvaihtoehdot: "ei lainkaan", "kerran tai kaksi", "2-3 kertaa kuukaudessa", "noin kerran viikossa" tai "useita kertoja viikossa".

Toisten kiusaaminen ja kiusatuksi joutuminen 2014

Osuudet eri luokka-asteiden oppilaista, jotka ovat kiusanneet muita kaksi tai kolme kertaa kuukaudessa tai useammin



Lisätietoa kysymyksestä: "Miten usein olet kiusannut koulussa toista oppilasta viimeisen parin kuukauden aikana?"



Indicated actions- the role of the KiVa team

- Individual discussions with the victim and with the bullying child/children

KIVA TEAM



- + utilising prosocial, high-status peers
 - “your help is needed” **CLASS TEACHER**
 - setting standards for others
 - making the victim feel better
 - protecting the victimised child from further attacks





Evidence of effectiveness

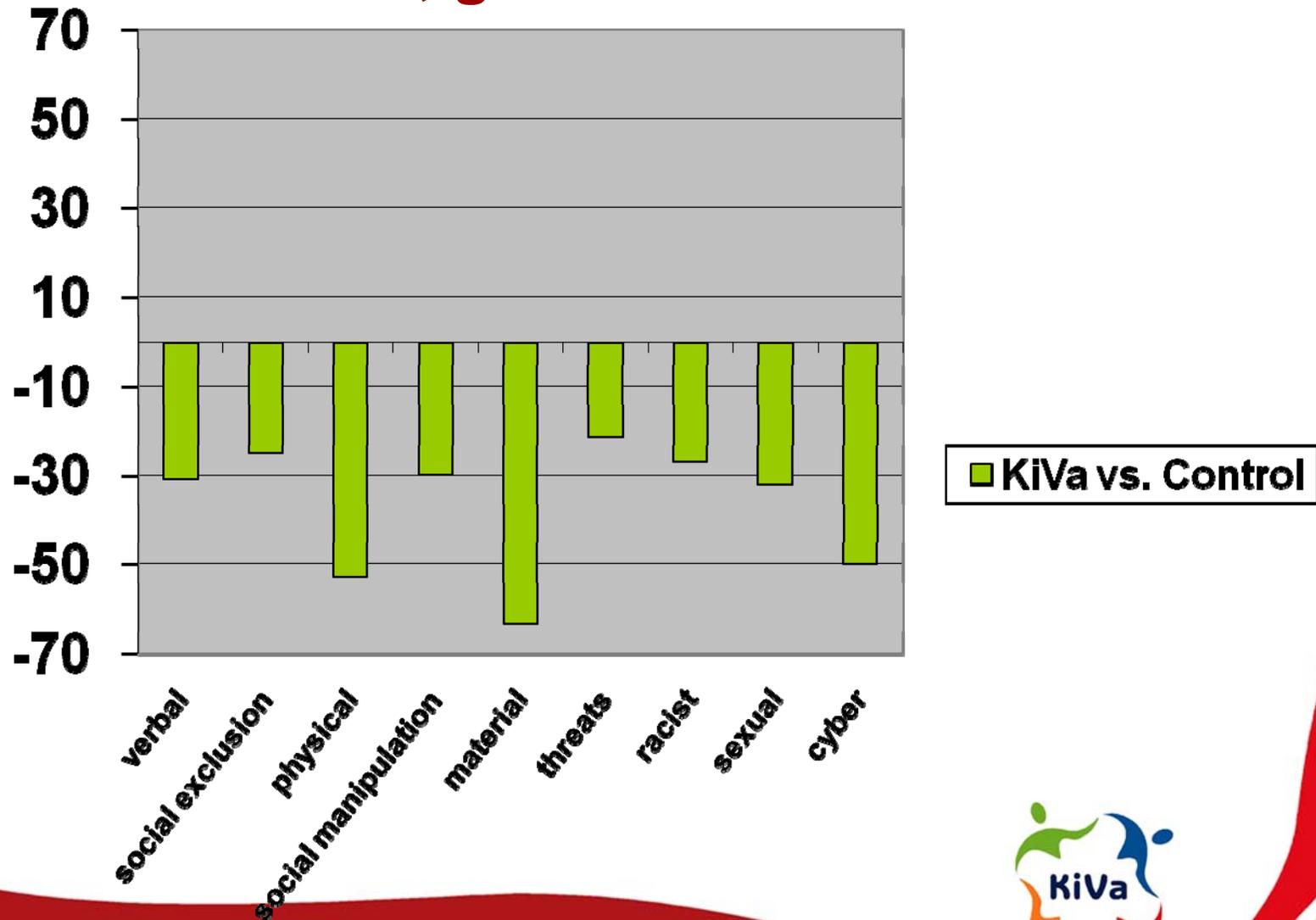
In Finland

- Randomised controlled trial 2007-2009
 - 117 intervention and 117 control schools
 - >30,000 pupils (grades 1–9, 7–15 year old)
- First year of nationwide implementation (2009-2010)
 - 880 Finnish schools (cohort longitudinal design)
 - ~150,000 pupils (grades 1–9)
- Monitoring based on annual survey (2009–ongoing)





Changes in being bullied by different forms during one school year relative to control children: RCT, grades 4 to 6





KiVa Indicated actions are effective

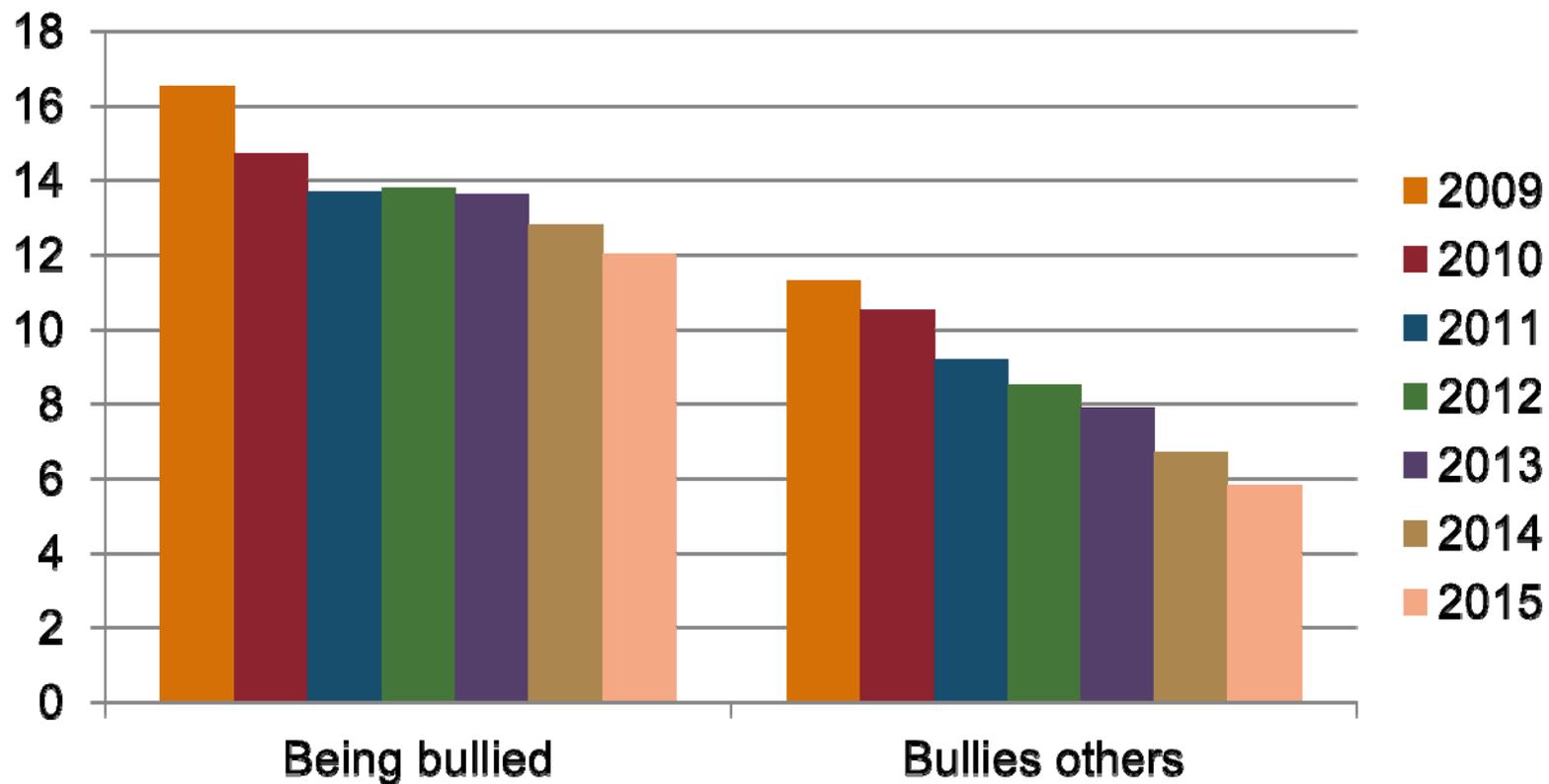
- The proportion of cases handled by the school team in which bullying...
 - **Stopped completely** **78.2%**
 - **Decreased** **19.5%**
 - Remained the same 2.0%
 - Increased 0.3%

Garandeau et al. (2014). Tackling acute cases of bullying: Comparison of two methods in the context of the KiVa antibullying program





Long-term effects from broad roll out: Proportion of pupils who have been bullied / who are bullying others repeatedly in KiVa schools, 2009-2015





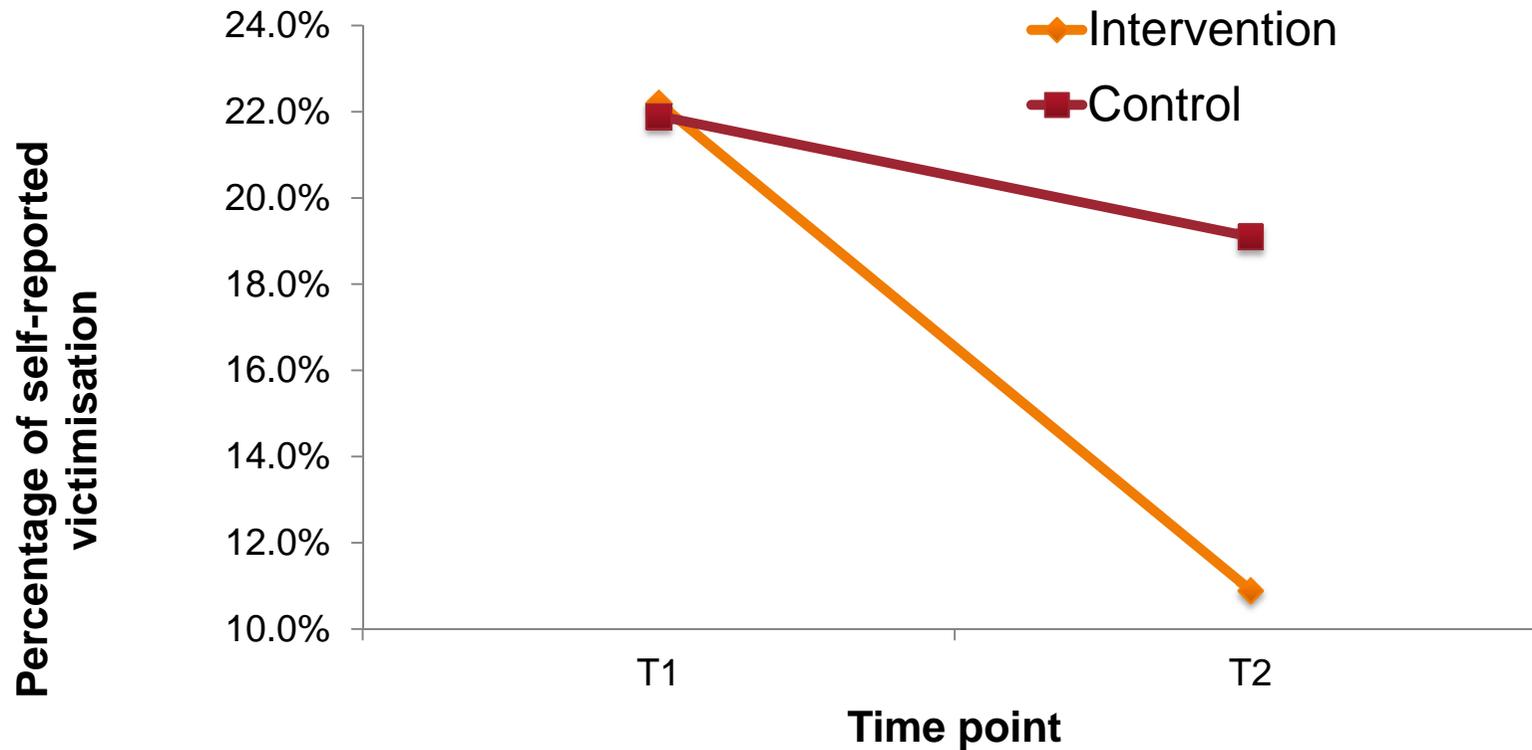
Countries now implementing and in several cases researching KiVa

- Finland, Netherlands, USA, Wales.
- England, Estonia, Sweden,
- Luxembourg, Italy, Japan, Belgium, New Zealand, the European School Network,
- Chile, Hungary





Italian RCT – primary school data – 13 schools



Nocentini, A. and Menesini, U. (2016) KiVa Anti-Bullying Program in Italy: Evidence of Effectiveness in a Randomized Control Trial. *Prevention Science* 17, 1012–1023 DOI 10.1007/s11121-016-0690-z





The current situation in Wales

- Schools must have an anti-bullying policy
- There is no specific advice or guidance on recommended evidence based strategies that could make the policies work





KiVa in Wales: first steps

- A Welsh Government grant allocated to evidence based programmes for School Improvement and KiVa was included on the list of eligible programmes in 2012/3
- There is a statutory Personal and Social Educational curriculum
- Units 1 and 2 cover over 50% of the statutory curriculum for 7 – 11 year olds





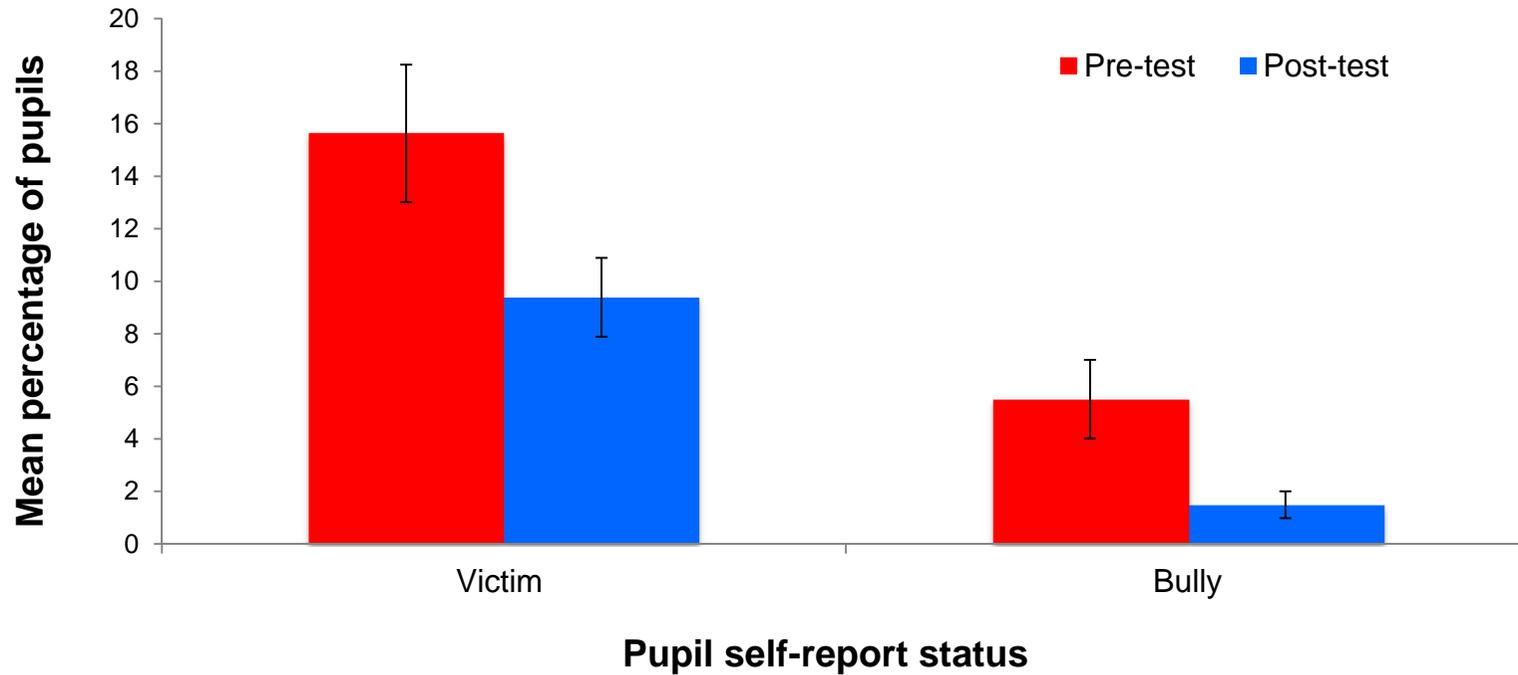
Welsh Pilot study

- A small-scale pilot study involving 17 schools
14 in Wales and 3 in Cheshire (2012/2013)
- Welsh schools used the Welsh Government
school improvement grant
- Unit 2 curriculum for 9-11 year olds
- Training by KiVa team from Finland
- Termly support meetings
- Data collected
 - Pre-post online pupil self-report survey
 - Teacher mid- and end-point survey





Pilot pupil self-report results



Victimisation: $t(12) = 2.15, p = .027$

Bullying: $t(12) = 2.79, p = .008$

Final: Pupil sample $n=472$ School sample $n=13$





Pilot Teacher Feedback

- Teachers: enthusiastic and positive about the lesson content and structure
- Teachers: reported that 75-100% of pupils were engaged and enthusiastic about the lessons
- The majority of teachers reported that KiVa had a positive impact on: child well-being, behaviour, pro-social behaviour, and class and playground atmosphere



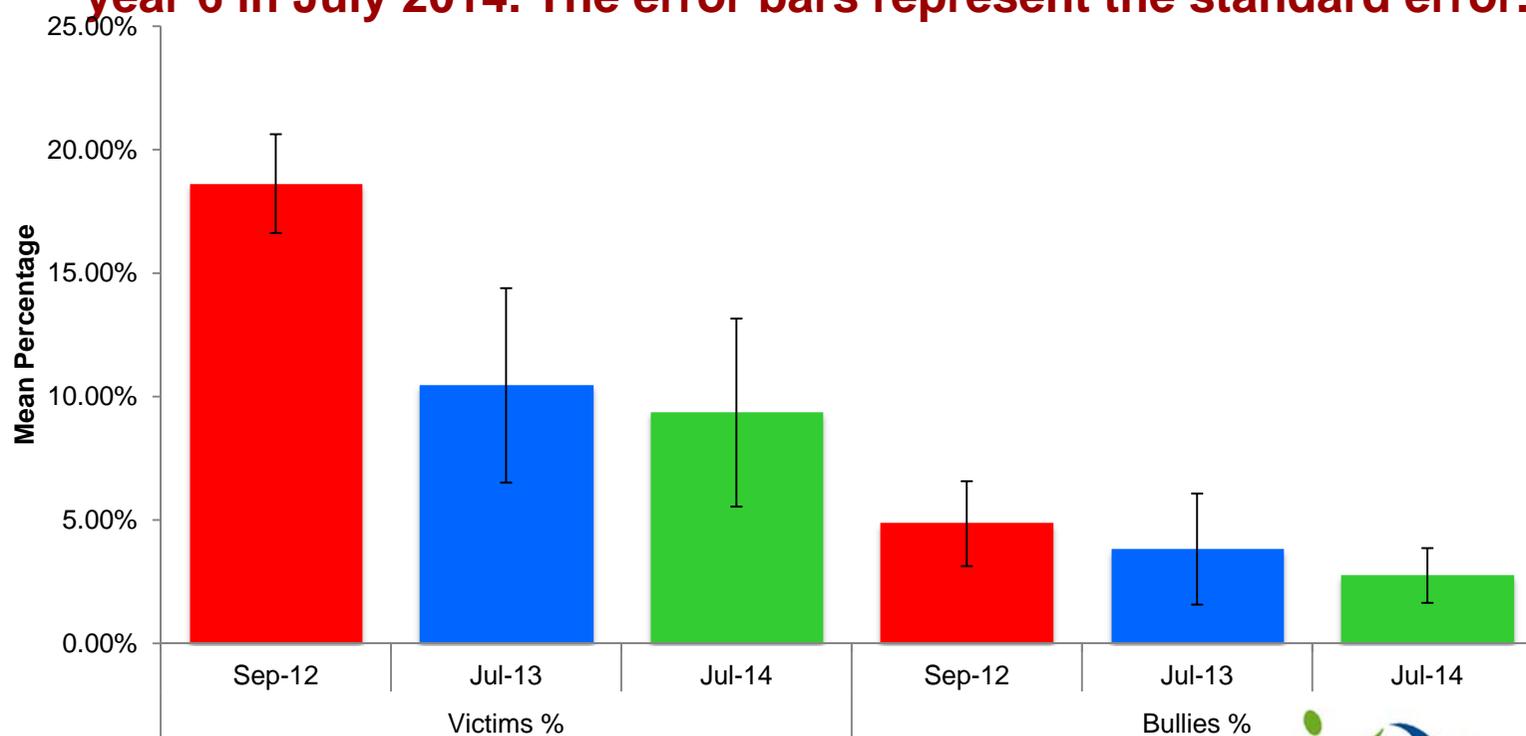


Second year follow-up of Pilot School pupils

2013/4

Mean percentage of self-reported victims and bullies from pupils in year five that received the intervention in 2012/3 and the same groups of children at the end of year 6 in schools where the programme has been continued.

Data collected in year 5 in September 2012 and July 2013, and in year 6 in July 2014. The error bars represent the standard error.





The current situation in Wales/UK

- 93 schools are now delivering KiVa in KS2
- Baseline data has been collated from 73 non-research UK Schools and 20 research schools.
- First year follow-up data collated for 41 UK schools, the others are still in their first year of delivery so first F/U for them will be June 17





Welsh BIG Lottery funded Randomised Controlled Trial (RCT)

- An RCT in 20 schools from across Wales
- Conducted by the Social Research Unit, Dartington and Bangor University Centre for Evidence Based Early Interventions, School of Psychology, Centre for Health Economics and Medicines Evaluation and the Bangor University trials unit.
- Training and intervention support from Bangor
- Parent and child material translated into Welsh
- The RCT used Units 1 and 2, delivered to all KS2 pupils aged 7 to 11 years
- Pupil matched data still being analysed - unmatched child survey data presented below





RCT measures collected

Bullying

Pupil self-report

Victimisation

Pupil self report

(Olweus global questions)

Mental well-being

Teacher Strengths and
Difficulties Questionnaire

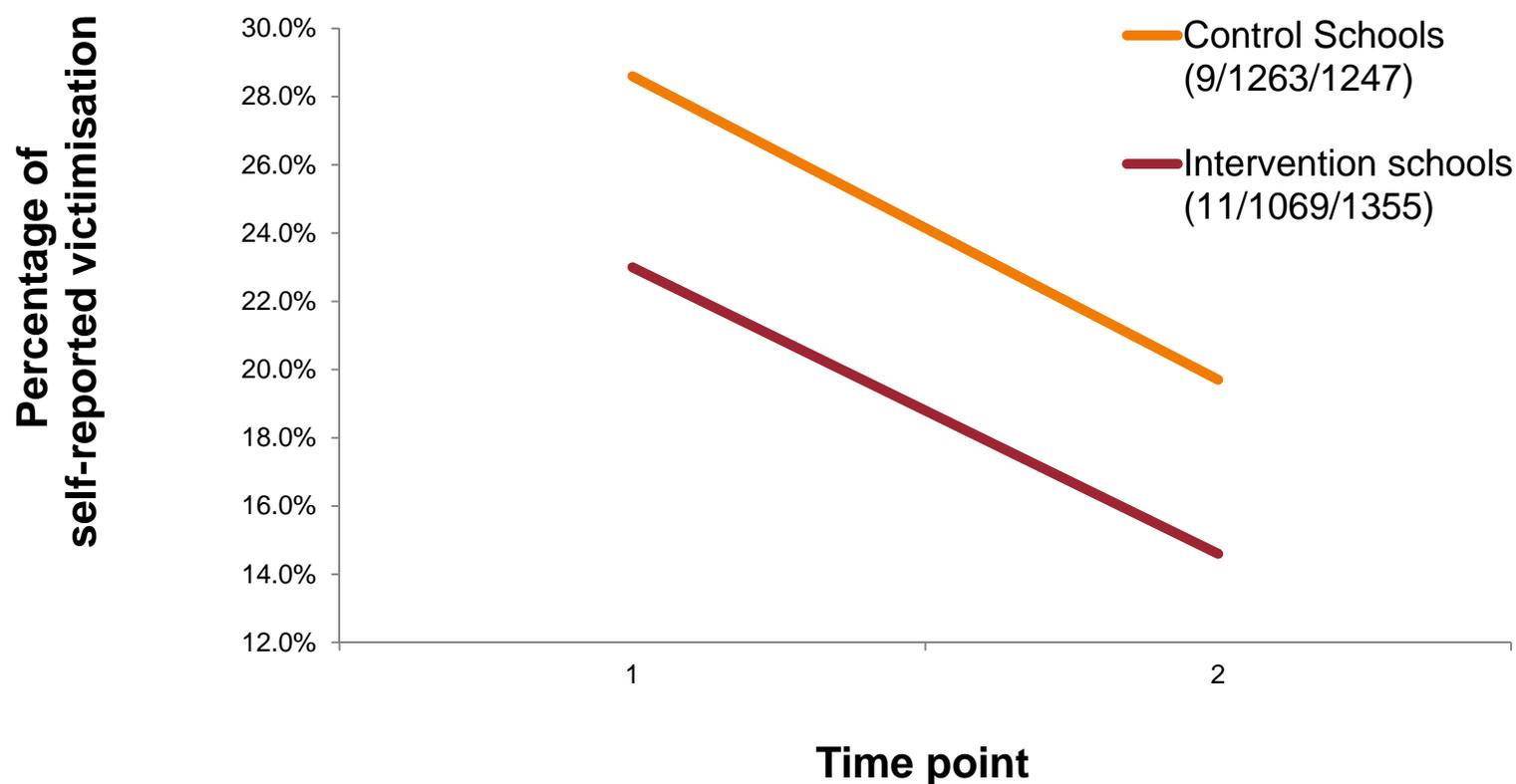
Free school meals and attendance data -

Half day absences



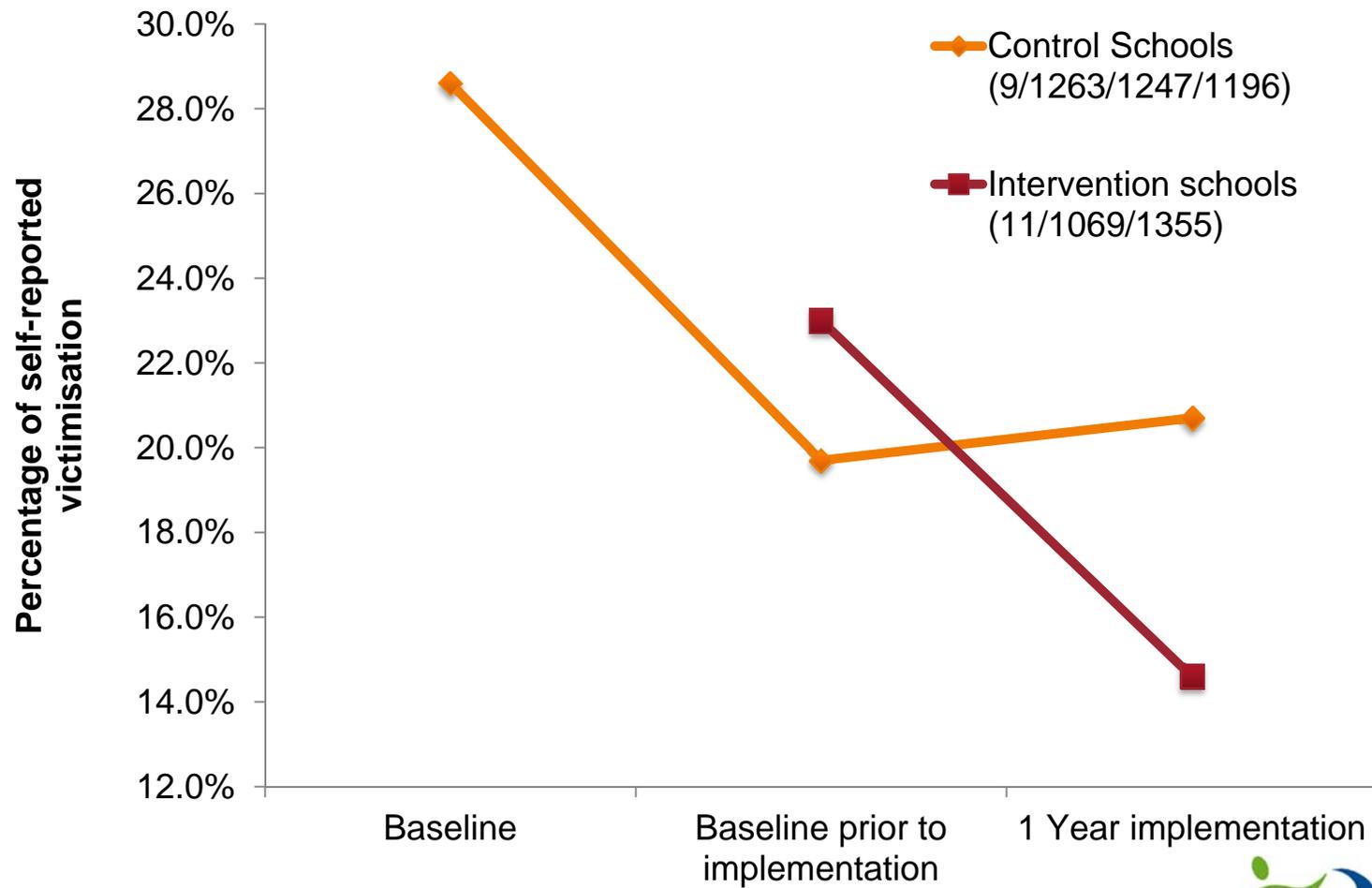


Results – non-matched RCT school data - victimisation



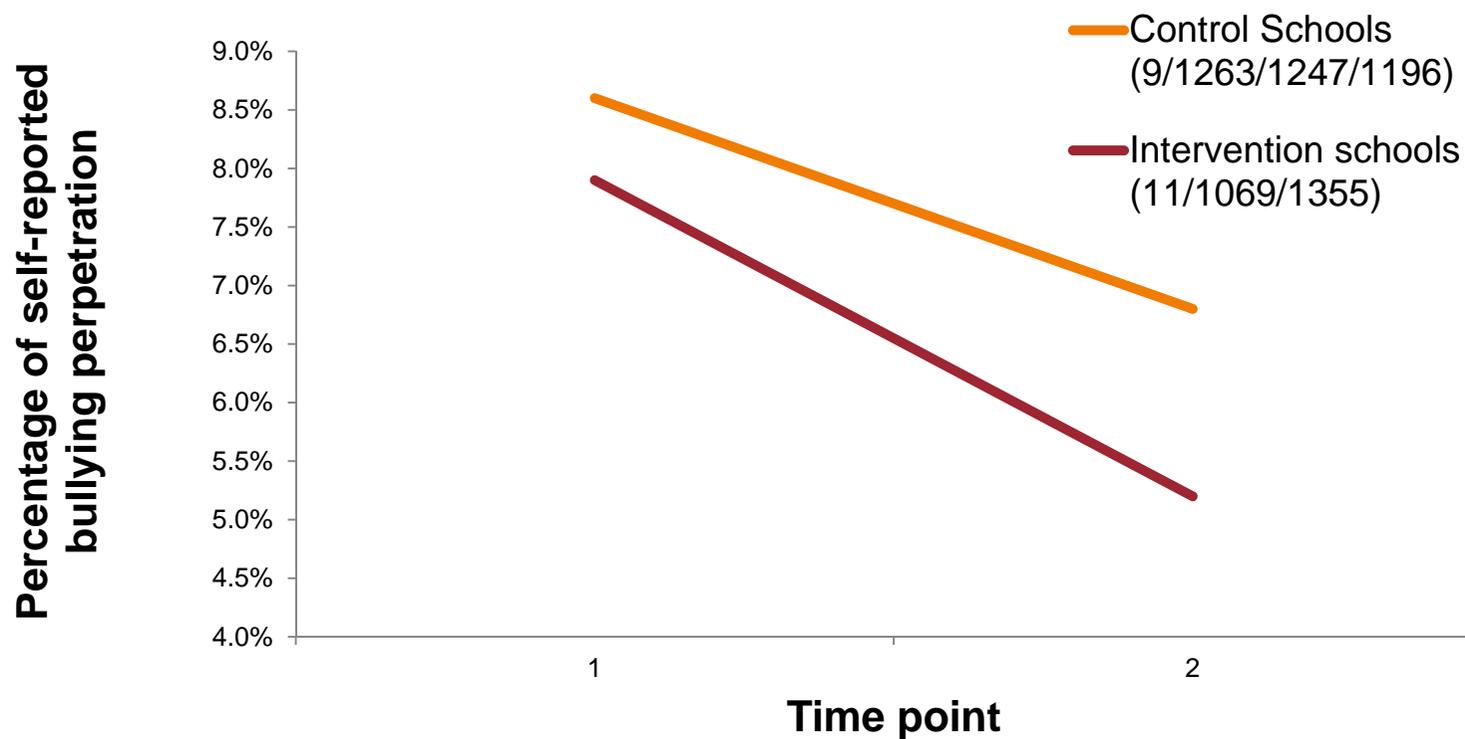


Victim

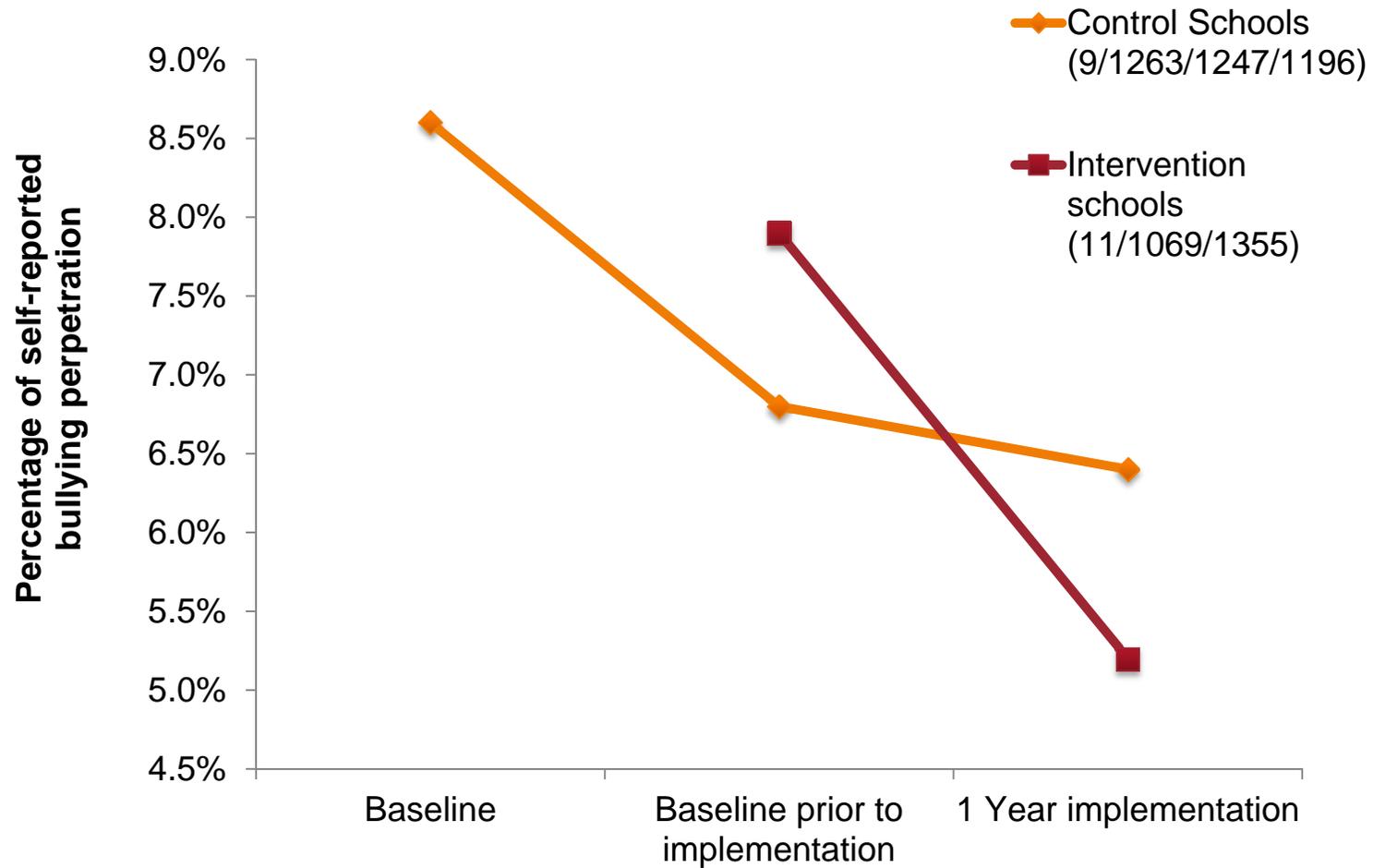


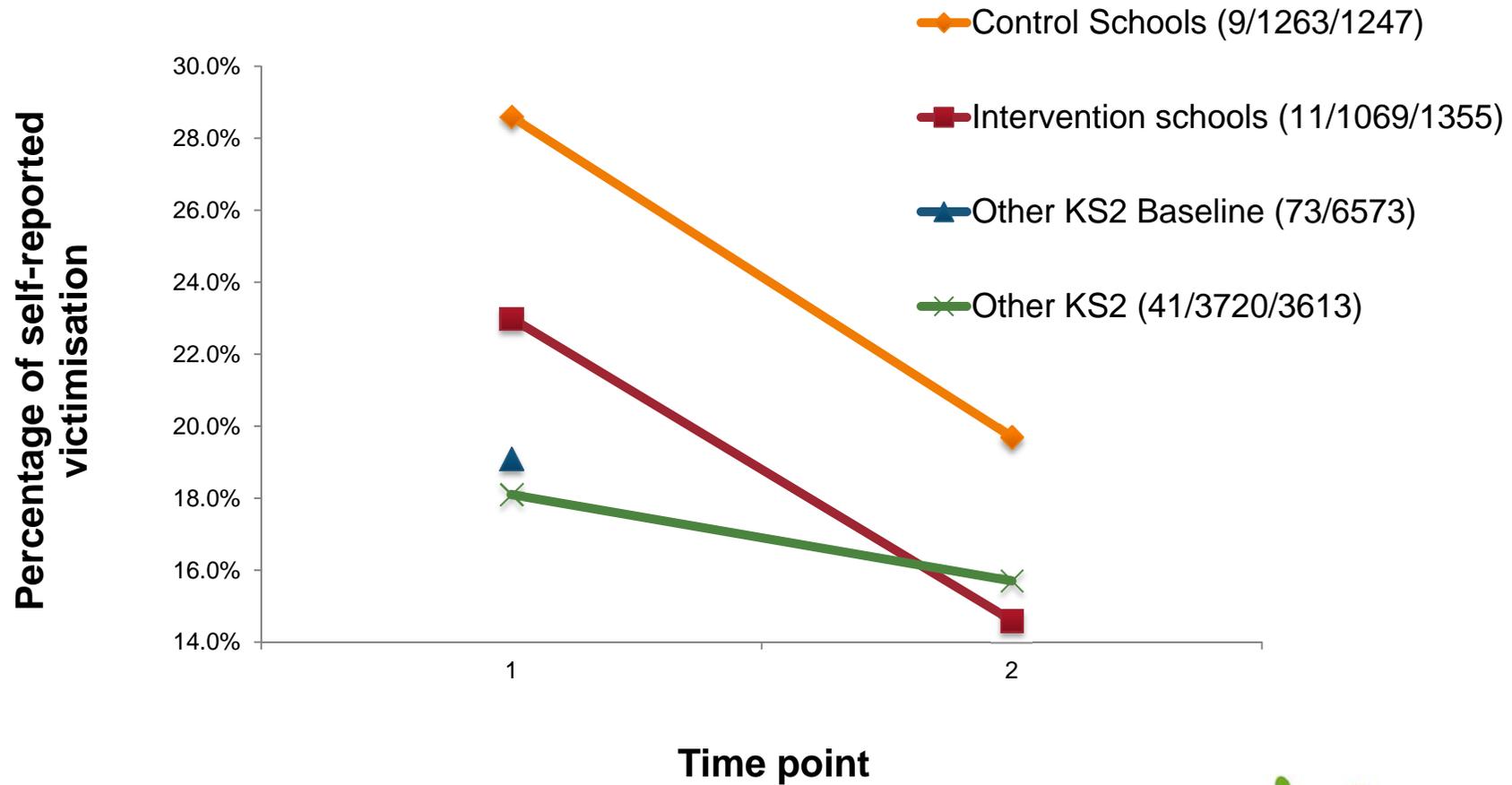


Results – non-matched RCT data – bullying perpetration

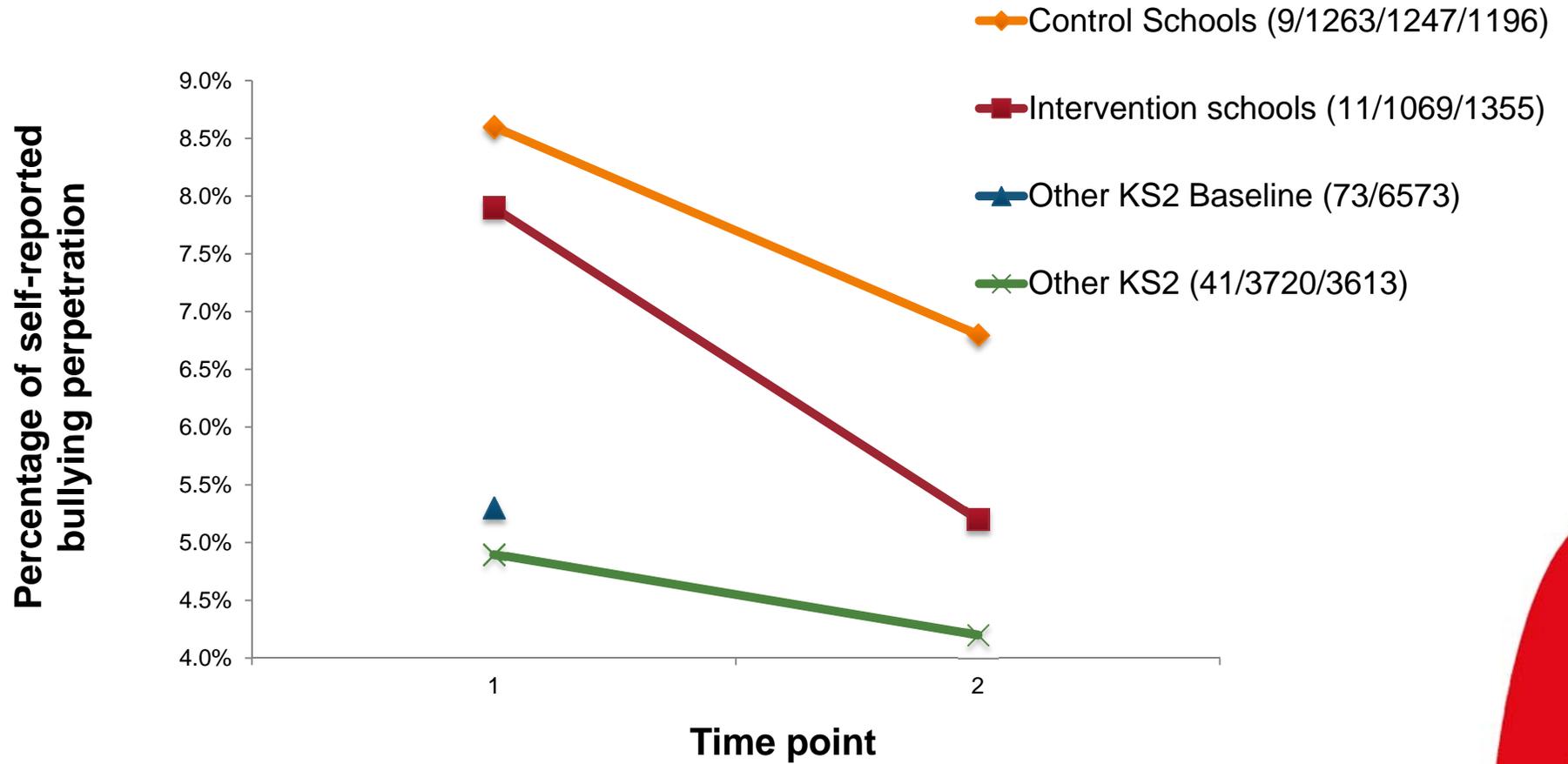


Bully





Bully





KiVa UK implementation costs – led by Jo Charles at CHEME, Bangor

- Teachers recorded time spent attending training, delivering KiVa, etc.
- Cost of registration and the set up and ongoing costs were collected from schools
- Set up cost = £10.57 per KS2 pupil
- Recurrent annual costs = £2.29 per KS2 pupil
- Paper submitted: Charles et al. Micro-costing the set up and delivery of the KiVa anti-bullying programme in the UK as part of a cluster randomised controlled trial.





RCT - reflections

This was a small pilot RCT to:

- collect matched child data, free school meals, SDQ and school absences,
- get teachers to deliver the programme and record child SDQs, teacher lesson delivery and cost data,
- get outcome data to inform a power calculation

Trial challenges/limitations

- The child survey was the main outcome measure and control schools had very different first baseline scores. They had only written instructions on delivering the survey, intervention schools had baseline survey training as part of their KiVa training





Nuffield first stage grant application

Outcome expected – late November 2016

- to explore the effect of adding homework activities linked to KiVa lessons
- The aim is:
 - to help children discuss KiVa messages at home
 - to help parents to learn more about KiVa and what being a KiVa school means
 - to help parents to learn how to talk with their children about bullying

Partners - Prof Rene Veenstra, University of Groningen, Netherlands, Dr. Sue Evans, Powys LHB, Dr. Richard Watkins, Welsh Government funded North Wales Regional School Effectiveness and Improvement Service





KiVa UK - present situation – Bangor Centre

- We have funded an administrative assistant to support the development of KiVa
- We are developing a network of UK trainers coordinated from the Centre
- We have seven trainers in Wales, covering North Wales, Powys, Rhondda Cynon Taf, Swansea and Bridgend, one in Cheshire and one in Staffordshire,
- Over 90 primary schools are now trained and currently delivering the KiVa programme





Conclusion

- Bullying is widespread in the UK
- Schools are an environment in which it can occur
- Children need evidence based education
- KiVa has good evidence
- Teachers in UK primary schools like it and report positive responses from children
- We are working with schools to support the development of KiVa in the UK and to evaluate what is needed to deliver it effectively





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Diolch am wrando Thank you

For more information about KiVa
dissemination in the UK contact

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