



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David
SWANSEA - ABERTAWE

University of Wales MA (Education) Teach First

Research Methods in Education (Teach First)
M7X01494

Student Number: 1504674

Level: MA(Ed)

7

Assignment Number: 1 2 3 4

Tutor: S L James

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

Full Name:	xxxx xxxx		
Tick all boxes which apply:			
Member of staff:	☐	Student:	☒
Honorary research fellow:	☐		
Faculty/School/Centre:	Education and Communities		
Campus:	Swansea SA1		
E-mail address:	1504674@student.uwtsd.ac.uk		
Contact Telephone Number:	xxxx xxxx		
For students:			
Student Number:	1504674	Undergraduate	☐
Programme of Study:	MA (Ed.) Teach First	Taught Postgraduate	☒
Director of Studies/Supervisor:	Junnine Thomas-Walters	Research	☐

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
				Date
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐		
	Faculty Research Committee	☒	13/01/19	
	Other (write in)	☐		

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
BERA (2018) <i>Ethical Guidelines for Educational Research</i>	☒
UWTSD (2017) <i>Research Ethics and Integrity Code of Practice 2017-2020</i>	☒
UWTSD (2017) <i>Research Data Management Policy</i>	☒
Great Britain (2018) <i>Data Protection Act</i>	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☒	NO	☐
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution	School X			
Contact person name	xxxx xxxx			
Contact person e-mail address	xxxx xxxx			

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☒
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	Action research measuring the effect of Bystander Intervention Training on reported incidents of bullying amongst Year 7 pupils in an inner-city London comprehensive.		
Proposed start date:	February 2019	Proposed end date:	July 2019
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
<u>Purpose and Aims</u> The presence of bullying in schools has been shown to have negative mental health outcomes for pupils (Ayed, 2017; Tippet and Wolke, 2014; Jenkins, L. et al., 2018), and pupils of low socioeconomic status have 'increased odds of being a victim or a bully-victim' (Tippet and Wolke, 2014). My current school has an above-average proportion of disadvantaged pupils (according to household income over six years) and has recently named anti-bullying work a school priority due to a particularly high frequency of recent incidents in their Year 7 (ages 11-12) cohort since September 2018. The aim of this piece of action research is therefore to evaluate the effectiveness of a Bystander Intervention Training programme with this year group, which will train peer witnesses of bullying incidents in safe and effective interventions to either stop the incident continuing or to reduce repeated occurrences, and which is currently held to be the most effective bullying prevention approach (Polanin, Espelage and Pigott, 2012). The programme developed for the purpose of this research will differ to existing programmes by using the performance of a short play to provide opportunities for pupils to practise interventions.			
<u>Research Questions</u>			

Key Question: Are reported incidents of bullying amongst Year 7 pupils in an inner-city London comprehensive reduced through the provision of Bystander Intervention Training to 20 purposively sampled students in that year group?

Sub-questions: After implementation of the training -

1. What change is measured in the trained pupils' self-reported awareness, knowledge, and confidence in bystander intervention?
2. What change is measured in the number of incidents that trained pupils record provoking bystander intervention, by themselves or others?
3. What change is measured in staff-recorded bullying incidents in Year 7, and how does this differ for disadvantaged and non-disadvantaged pupils as both victims and perpetrators?

(this box should expand as you type)

Proposed methods

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)

Procedures

The school timetables 'Enrichment' for all pupils on a Friday afternoon, 14:10-15:30, and runs activities on alternate weeks. Pupils are allowed to indicate a preference as to their Enrichment activity, but it is not always possible to accommodate these. The school has stated that it is happy for me to use one such fortnightly enrichment slot to deliver the programme to the pupils who are to be involved, and pupils will be allowed to opt out from involvement at any time.

Date	Time	Delivery	Delivered by	Measures
As early as possible after ethical approval.		Seek informed consent from parents and pupils.	Myself.	Collection and analysis of school bullying records.
08/03/19	1 hour 20 minutes	Notice the Event: Introduce definitions and categories of bullying.	Myself.	Completion of <i>Bystander Intervention in Bullying Survey</i> baseline and launch of report sheets baseline.
22/03/19	1 hour 20 minutes	Interpret the Event as an Emergency: Card-sort activity around bullying incidents' frequencies, severities and similarities. Introduce 'tipping point'.	Myself.	Collection of report sheets baseline.
<i>Easter Holidays</i>				
03/05/19	1 hour 20 minutes	Accept Responsibility to Help: Self-perceptions, social norms, bullying participant roles, statistics, introduction to intervention strategies.	Myself.	
17/05/19	1 hour 20 minutes	Know How to Help: Performance of the play, discussion of events portrayed, discussion of possible interventions to use.	Myself, a theatre director and four actors.	
<i>May Half Term</i>				
07/06/19	1 hour 20 minutes	Implement Intervention Decision: Practice of	Myself, a theatre	Launch of report sheets follow-up.

		intervention methods taught using the play and live improvisation.	director and four actors.	
21/06/19	1 hour 20 minutes	Follow-Up Session: Group discussion of interventions' successes or disappointments. Further improvisation with actors to build skill and confidence.	Myself, a theatre director and four actors.	Collection of report sheets follow-up. Completion of <i>Bystander Intervention in Bullying Survey</i> follow-up.
05/07/19	1 hour 20 minutes	Either Follow-Up Session 2 or celebration and presentation of preliminary results to participants (dependent on school calendar).		
Final weeks of term.	-			Collection and analysis of school bullying records.

Measures

This action research aspires towards a post-positivist paradigm, albeit within the difficulties of impact measurement of such unpredictable and subjective events such as bullying incidents, and the difficulty of establishing a control group. These are serious limitations which will be discussed further below (see Appendix 1.3). For this reason, however, I rely on pupils' self-reporting to answer the first two research questions and will compare this with the staff-recorded data from the third in analysis. Self-reporting is the most commonly used measure of anti-bullying programmes and has proved valid in predicting behaviour between one and sixth months after the intervention (Jenkins et al., 2018, p. 75).

Research question		Indicators	Data sources	Timeline	
				Baseline?	Follow-up?
1.	What change is measured in the trained pupils' self-reported awareness, knowledge, and confidence in bystander intervention?	Change in Likert scale (Likert, 1932) responses to the 16 items on the <i>Bystander Intervention in Bullying Survey</i> .	<i>Bystander Intervention in Bullying Survey</i> (Nickerson et al., 2014; Jenkins et al., 2016; Jenkins et al., 2018).	Yes.	Directly following implementation of the training programme.
2.	What change is measured in the number of incidents that trained pupils record provoking bystander intervention, by themselves or others?	Change in proportion of incidents seen provoking intervention, by trained pupil or others, as self-reported by trained pupils.	Researcher-developed report sheets which allow students to anonymously log incidents witnessed and resulting actions.	Yes, for two weeks prior to training.	Directly following the implementation of the training.
3.	What change is measured in staff-recorded bullying incidents in Year 7, and how does this differ for	Change in number and nature of bullying incidents recorded by	Written school records of bullying incidents in Year 7 since September 2018, including pupils	No, though records will be grouped per half-term and reviewed in	Records will be reviewed in mid-July 2019 to ascertain changes in number and

	disadvantaged and non-disadvantaged pupils as both victims and perpetrators?	school staff, including types of bullying and pupil groups involved.	involved and nature of the incident.	advance of the training to inform content.	nature of bullying incidents post-training.
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(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

Secondary school in Inner London.

(this box should expand as you type)

Research activity outside of the UK

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.

N/A

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☐	☒
Use of diaries?	☒	☐
Participant observation with their knowledge?	☐	☒
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☐	☒
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box		
By 'diaries' I refer to the report sheets mentioned above. I will also be reviewing school-kept records of bullying incidents in Year 7 since September 2018.	☐	☐

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☐	☒
Vulnerable adults?	☐	☒
Children under 18?	☒	☐
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify):	☐	☒

Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited? 20-30 pupils from Year 7 will be selected to take part in the training. They will be selected through a process of purposive sampling through which a sample is assembled to meet specific needs (Cohen et al., 2018, p. 218). Though it provides less breadth to the study than probability sampling (Teddlie and Yu, 2007), I deem it appropriate in this context for two reasons: firstly, the size of a probability sample for this research would exceed the practical capacity of the training provision, and; secondly, were this training to be provided to schools in the future, the most practicable model is one in which schools select a small group of pupils to be trained. I will request that the Head of Year 7 suggest 30 pupils to take part in the training, and that this selection is representative of the year group in relation to gender, ethnicity and levels of disadvantage. Midgett and others (2016) argue that students who have been identified as leaders to intervene may be the most efficient and successful means to increase bystander intervention, and this will be suggested as a method of selection. I do not anticipate the group being over-represented by pupils who are more likely to act as perpetrators, victims, or bystanders, but rather a comprehensive mix. Once selected, informed consent - which is transparent about all of the above - will be sought from parents and pupils, and there will be no repercussions for a pupil who does not wish to take part. I anticipate this occurring in no more than ten cases, thus leaving a group of at least twenty. this box should expand as you type)

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐

Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			
(this box should expand as you type)			

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
(this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.	
If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.	
Full risk assessment completed and appended?	
Yes	☐
No	☒
Risks to participants	
For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information	
<u>Safeguarding</u>	
In line with school requirements, no external professional involved in the Bystander Intervention Training - for example a theatre director, playwright or actor – will be left alone within the school building. In addition, the Department for Education's <i>Keeping Children Safe in Education 2018</i> and the school's <i>Safeguarding Policy</i> will be read through with these professionals and a firm understanding of Safeguarding established such that any disclosure must immediately be passed on to the school staff member in the room (very likely to be myself).	
<u>Emotional distress</u>	

It is possible that pupils will experience emotional distress through participating in the discussions and activities included in the training programme. To mitigate the risk of this, care will be taken to ensure that no discussion or activity is begun without: prior research to ensure that the activity does not bear extreme likeness to something in the pupils' past experiences to the best of the school's knowledge; the pupils being warned about what topics might come up at the beginning of a discussion or activity; and pupils being aware that they are able to step outside the room or request to speak to a member of staff at any point during any session.

Peer group relations

The identities of the pupils to take part in the training will not be made known to the school body unless the pupils themselves wish for that to be done, to allow pupils to effectively manage their peer-group relations. Similarly, pupils will not be explicitly instructed to intervene in any incidents happening in their peer group, and will instead be left to decide when they wish or do not wish to use the strategies that they have learned.

Physical or emotional harm

At no point will trained pupils be told that it is their responsibility to protect their peers against bullying incidents, and at least once every session a discussion will be led regarding how pupils are to know when it may and may not be safe to intervene in an incident. One of the four main intervention strategies will be 'turning it over', meaning passing it on to somebody who is trained to deal with issues such as bullying incidents.

In addition, the follow-up session will give pupils the opportunity to share any emotional distress that they anticipate or have experienced through being active bystanders either with the group or with myself. Any such disclosures will be treated according to the school Safeguarding policy, which includes *not* promising pupils that what they disclose will be kept a secret and informing the school Safeguarding Lead if there is any concern whatsoever about the pupils' wellbeing. This will be explained to pupils at the outset of the training, however it does not differ from any school policy that they are already familiar with.

Transfer of personal data

Data collected as part of the research process will be anonymised at the earliest possible convenience. For example, when reviewing school records on bullying incidents, notes may be taken as to the characteristics of the pupils involved (e.g. Pupil Premium eligibility) but at no point will any names be transferred from the written records on to any note-taking device. Similarly, data generated through pupil surveys or report sheets will be immediately anonymised and stored such that they contain no association to the name of the school, University, researcher or pupils involved. Pupils collecting data on incidents and interventions will be asked to do so anonymously, and all raw data will be destroyed after the research has been submitted, marked, and returned.

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

Please see 'Emotional distress' and 'Physical or emotional harm' above.

(this box should expand as you type)

Risks to investigator

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

Professional integrity and codes of practice

As an employee of the institution in which the research will be taking place, if I do not behave in an ethical and professional manner then this could affect my professional employment. In addition, I am aware that my conduct will reflect upon the school and that this relationship carries associated risks which require consideration. Once such risk is the integrity of the school and academy chain, both within the community and the local education authorities. To mitigate these risks, I will stay in constant conversation with the Deputy Head under whose remit this project falls, such that she can advise me if any action might bring unforeseen risk upon the school. This

includes further speaking through the entire plan with her before commencing on the research, and allowing her and any member of the school community to read the final assignment before submission. In addition, the school will not be named in any of the reported findings and, where possible, any identifying information will be omitted. Lastly, informed consent has already been sought from the Head Teacher to commence the research (see Appendix 2), however any changes to the research plan will be checked with her before being actioned.

(this box should expand as you type)

University/institutional risks

For example: adverse publicity, financial loss, data protection

Adverse Publicity

There is a potential reputational risk to the University if I fail to follow ethical guidelines or publish research that fails to meet academic standards. Regarding the former, the research will adhere to ethical guidelines around informed consent and data protection (see Appendix 1.3). Regarding the latter, the ways in which the training programme borrows and differs from those upon which research is already published is discussed and the limitations honestly and fully discussed (see Appendix 1.2).

(this box should expand as you type)

Adverse outcomes

List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.

In the event that all pupils choose to withdraw from the study then there is a risk to the research. Although unlikely, if this should happen before the baseline assessments then different pupils will be invited to take part and the same informed consent protocol will be followed. If pupils choose to withdraw midway through the programme then replacements will not be sought. If all pupils withdraw midway through the programme then, after a review of the reasons for the withdrawals, the research will be begun again.

Any changes made to the plans for data collection or research procedures will be reported to the module leader and new ethical approval sought if necessary.

(this box should expand as you type)

Disclosure and Barring Service

If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.

YES

NO

N/A

Has a DBS certificate been obtained?

☒

☐

☐

SECTION I: Feedback, Consent and Confidentiality

Feedback

What feedback will be provided to participants, how will this be done and when?

Feedback about the research project in its entirety will be delivered in a scheduled enrichment slot. I intend to deliver this in early- or mid-July, once the research is completed and there are some initial results to discuss, even if the final assignment is not written up at this time. If, however, the data has not been sufficiently analysed by this point then the feedback will be delivered in the new academic year beginning September 2019.

(this box should expand as you type)

Informed consent

Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before

data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded.

The participants in this study will have the research fully and openly explained so that they understand and can give informed consent, including being given an information sheet prior to signing the consent form (see Appendix 4.2). They will be told that they have the right to withdraw from the study and that if they do so such that their data will be excluded from analysis and further scrutiny outside of normal teaching practice. Due to the relationship between teacher and pupils, I understand that there is the risk of potential coercion as pupils may agree in order to please the teacher. To mitigate this risk, pupils will also be told that they can also express their wish to withdraw at any point to another member of school staff, namely the Head of Year 7. This information will also be included in the letter of consent given to pupils.

The wording of the information sheet and consent form will be within the reading and comprehension abilities of the participating class (see Appendices 4.2 and 4.3). In addition, some pupils in the group may have visual processing and short-term memory issues, meaning that they lose focus when reading for an extended period of time. They could also have a limited bank of vocabulary and a lower reading level than their peers. To ensure that they have fully grasped the aims of the project and completely understand all corresponding documents, I plan to read through the consent form and information sheet with them and then to lead a discussion as to their meaning. I will also ensure that parents have the opportunity to review these documents, as the pupils may forget to show them or be unable to recall and explain the information that they contain (see Appendix 4.1).

The information sheet will contain the following information:

- The name of the institution under which the research is being conducted
- The aim of the research and rationale behind the different data being collected
- The requirements and expectations of the researcher and participants
- The forms of data collection and how the research will comply with confidentiality and anonymity measures
- An invitation to request a copy of the findings if they so wish
- Contact information for the researcher

The consent form will require the participants to voluntarily verify the following statements:

- 'I confirm that I have understood the [provided] information sheet for the above study (dated **/**/**) and have had any questions answered.'
- 'I understand that I am free to withdraw at any time, without giving any reason.'
- 'I understand that any information given by me may be used in future studies carried out by the researcher(s).'
- 'I understand that my name will not appear in any reports, articles or presentations.'
- 'I agree to take part in the above study.'

An information letter will also be sent to the parents of the pupils using the school's online mail system to ensure that they are made aware of the research taking place and have contact information if they are concerned about any part of it or wish their child to be removed from the process. In this way the parents will be asked for their consent as an 'opt out' rather than 'opt in'.

(this box should expand as you type)

Confidentiality / Anonymity

Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

The anonymity of participants will be ensured through the removal of identifiers in the early stages of data generation and will be maintained throughout the research and into publication. As no interviews will be conducted as part of this research, it will not be necessary to consider the individual to whom the data is related in any part of the research process past the initial data collection, and the *Bystander Intervention in Bullying Survey* and pupil report sheets will be completed anonymously from the outset. It will be necessary to identify pupil characteristics (i.e. Pupil Premium eligibility) when

analysing the written school records of bullying incidents, but these will be both anonymised and coded, with identifying information used for these purposes kept separate from the research findings.

(this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? <i>"personal data" means data which relate to a living individual who can be identified—</i> <i>(a) from those data, or</i> <i>(b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? <i>"Sensitive personal data" means personal data consisting of information as to –</i> <i>(a) the racial or ethnic origin of the data subject,</i> <i>(b) his political opinions,</i> <i>(c) his religious beliefs or other beliefs of a similar nature,</i> <i>(d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),</i> <i>(e) his physical or mental health or condition,</i> <i>(f) his sexual life,</i> <i>(g) the commission or alleged commission by him of any offence, or</i> <i>(h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		

	YES	NO
Will the research activity involve storing personal data on one of the following:		
Manual files (i.e. in paper form)?	☒	☐
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
"Cloud" storage or websites?	☐	☒
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:		

All data will be anonymised before analysis, and data analysis and findings will be held securely in password-protected digital folders. No data will be printed to mitigate the risk of anybody else gaining access, however the school records of bullying incidents – which only exist in paper form – will instead be analysed (and coded for anonymity) on the school premises and neither copied nor removed.

(this box should expand as you type)

Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☐	☒
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒

If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):

(this box should expand as you type)

List all who will have access to the data generated by the research activity:

Myself, xxxx xxxx.

(this box should expand as you type)

List who will have control of, and act as custodian(s) for, data generated by the research activity:

Myself, xxxx xxxx.

(this box should expand as you type)

Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.

In accordance with University and school Data Protection policies, any raw data collected in paper form will be stored securely in a locked cupboard on the school premises to which only the researcher will have access. Such hard copies will be shredded once the project has been academically assessed by the University. Data analysis and findings, meanwhile, will be held securely in password-protected digital folders and I will not print any such data to mitigate the risk of anybody else gaining access.

(this box should expand as you type)

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant:



Date:
27/01/19

For students:

Director of Studies/Supervisor:	
Signature:	
Date:	

For staff:

Head of School/Assistant Dean:	
Signature:	
Date:	

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☒	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate)
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgrresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

APPENDICES

Appendix 1: Extended Proposed Methodology and Methods for Data Collection and Analysis

1.1 Introduction

The title of this research project is 'Action research measuring the effect of Bystander Intervention Training on reported incidents of bullying amongst Year 7 pupils in an inner-city London comprehensive'. In this extended proposed methodology and methods for data collection and analysis, I will expand on the areas of the research proposal which demand further consideration than that afforded in the body of the Application for Ethical Approval form itself. This means that issues surrounding sampling, informed consent and risks to participants – though considered below – are to a great extent considered more fully in the above form (see Sections G, H and I). Meanwhile the literature and theories that have influenced the choice of intervention are considered in more depth below, as are the methods and ethics of the proposed data collection and analysis. Regarding the delivery of the intervention itself, the greatest detail is given in the 'Proposed methods – Procedures' section of the above form (see Section E) although more detail is given below regarding the third parties that will verify the quality of the intervention, for example through certificated Continuing Professional Development courses or the expertise of an existing anti-bullying network and training provider.

1.2 Context and Rationale for Research

Bullying is defined as 'unwanted aggressive behaviour' involving 'an observed or perceived power imbalance that is repeated or is highly likely to be repeated, which may inflict physical, psychological, social, or educational distress' (Jenkins et al., 2018, p. 73). One in five young people in the UK have been victims of school-based bullying in the past twelve months, a proportion that has gone virtually unchanged since the *Elton Report on Discipline* first directed systematic attention to the problem in 1989 (DfE, 2018, p. 3; Ditch the Label, 2018, p. 10). Bullying incidents have lasting negative effects which are persistent and problematic for all involved (Polanin et al., 2012; Midgett et al., 2016, p. 172; Ditch the Label, 2018: 17; Jenkins et al., 2018, p. 73; Nickerson, 2014, p. 391), and recent research has demonstrated how resultant psychological problems reported by victims of bullying are also experienced by both perpetrators of bullying behaviours and those watching but not intervening, known as bystanders (Midgett et al., 2018, p. 1; Ditch the Label, 2018: 29; Jenkins et al., 2018, p. 73; Polanin et al., 2012, p. 49; Midgett, 2016, p. 173). Socio-economic status has been found to be related to bullying roles (Tippett N. and Wolke, D., 2014, p. 48; Jansen et al., 2012), with the Department for Education finding that among other risks factors for being bullied are living in the most deprived areas and living in rented accommodation (DfE, 2018, p. 3). Therefore, as bullying victimization is also associated with cognitive problems, behavioural problems, and poor academic

achievement (Midgett et al., 2018, p. 1), the difficulties that schools continue to face in addressing bullying not only has consequences for the wellbeing of young people but also for the perpetuation of educational inequality.

School X – anonymised in accordance with BERA guidelines (2018) – is an 11-18, co-educational comprehensive school in South-West London which serves just over 700 pupils. 26% of these pupils are eligible for the Pupil Premium, which refers to pupils who were eligible for free school meals at any time during the last six years or who are looked after children, and which is a widely used proxy for disadvantage (Halse and Ledger, 2007). This is just below the national average of 27.4% and well below the Local Authority average of 40.4% (DfE, 2019). 32% of pupils speak English as an additional language (EAL) and 51% are Black, Asian, and minority ethnic (BAME). Currently the school's Progress 8 score – which measures how much progress pupils at the school made between the end of Key Stage 2 and the end of Key Stage 4 compared to pupils across England who got similar results at the end of Key Stage 2 – is above average for all pupils but below average for pupils eligible for the Pupil Premium. As a result, outcomes for Pupil Premium pupils is a current priority for School X, as well as pupils' behaviour and self-regulation during both structured unstructured parts of the school day. Rather than a school-wide priority, bullying has been highlighted as an issue in Year 7 in particular, with 42% of the year group having been involved in a bullying incident since the beginning of the year. This phenomenon is in line with the literature which states that bullying prevalence peaks around this age (DfE, 2018, p. 7; Midgett et al., 2018, p. 1). The aim of this research is therefore to safeguard the wellbeing of School X's Year 7 cohort by reducing the prevalence of bullying. One possible further outcome may be that the academic attainment of the more disadvantaged pupils in this year group also rises.

Along with 92% of schools in England (DfE, 2011, p. 9), School X's current anti-bullying strategy is a direct sanction and a parental meeting. However recent research on the effectiveness of bullying prevention programs has revealed that many of the most common do not make a significant difference at all, whilst programs that involve Bystander Intervention Training (BIT) – currently used by just 4% of schools (DfE, 2011, p. 9) – have more promising preliminary findings (Jenkins et al., 2018, p. 74, Polanin et al, 2012, p. 48; Denny et al., 2014, p. 4). This is because peers currently witness more than 80% of peer victimization episodes and intervene less than 20% of the time (Craig et al., 2000; Midgett et al., 2018; Ditch the Label, 2018: 32), but when they *do* intervene the bullying stops around 75% of the time (O'Connell et al., 1999). Stable models for BIT are being established in the United States and Finland (Jenkins et al., 2018; Nickerson et al, 2014) which commonly share their foundations in the five-stage Bystander Intervention Model developed by social-psychologists Latané and Darley (1970): notice the event; interpret it as an emergency; accept responsibility; know how to help; and implement the intervention decision. The intervention in this piece of research will be informed by this model as well as three further sources: a theoretical rational published by the University of the West of England regarding the Bystander Intervention

workshops that they delivered to mitigate incidents of sexual assault on campus (Fenton et al., 2015); a curriculum developed in the United States for training active bystanders in schools and communities (Staub, 2015); and a series of US-published reports on the implementation and evaluation of a bystander intervention known as STAC, which stands for the four bystander intervention strategies of 'stealing the show', 'turning it over', 'accompanying others', and 'coaching compassion' (Johnston et al., 2018a; Johnston et al., 2018b; Midgett et al., 2016). The research sub-questions are:

1. What change is measured in the trained pupils' self-reported awareness, knowledge, and confidence in bystander intervention?
2. What change is measured in the proportion of incidents that trained pupils record provoking bystander intervention, by themselves or others?
3. What change is measured in staff-recorded bullying incidents in Year 7, and how does this differ for disadvantaged and non-disadvantaged pupils as both victims and perpetrators?

1.3 Research Methods

Research paradigm and proposed methods overview

The research will be mixed-methods, deductive action research (Gray, 2009, p. 17), beginning from the hypothesis that an increase in bystander interventions among Year 7 pupils in my school will result in a decrease in bullying incidents in that year group over time. In this way it will be broadly based upon a *being* ontology (Chia, 2002), an objectivist epistemology, and a post-positivist theoretical perspective such that the results from this piece of research should indicate generalisable routes for future intervention or research into anti-bullying approaches in schools (Cohen et al., 2018). Within the action research methodology this research is in the medium of a case study (Yin, 2009) as, although the research strives to emulate the experimental approach, I am not in a position to implement the intervention with a control and experimental group within the limitations of my current context; the impact will instead be measured using 'baseline' and 'post-intervention' data. As well as being exploratory in its testing of an intervention developed for the purpose, the research will also aim towards an explanatory account (Yin, 2009, p. 4) by using and synthesising theoretical models to discuss and explain participant responses and the intervention's impact. The primary model here is Latané and Darley's Bystander Intervention Model (1970), but the intervention implementation will be further developed using Social Norms Theory (Fenton et al.,

2015; Berkowitz, 2013) and educational theory into the effectiveness of experiential learning and 'role play' (Kolb et al., 1975).

Methods of Data Collection and Analysis

The broad aim of the research is to measure the effect of BIT on reported incidents of bullying amongst Year 7 pupils in my school. Each sub-question within this is then concerned with one indicator and data source that will provide evidence of the effect of the intervention in on a different outcome: on the pupils' perceptions of their own skills and knowledge; on incidents that the pupils are seeing and/or intervening in around the school; and on the records kept by staff regarding bullying incidents around the school. Although these data do not serve to verify the exact phenomenon measured by another through triangulation, certain similarities or disparities amongst the results should serve to illuminate the internal validity of any conclusions drawn (Cohen et al., 2018, p. 252). It would be expected, for example, that an increase in pupils' self-reported skills in bystander intervention would match an increase in the proportion of incidents provoking intervention by pupils, which would in turn reduce the number of incidents happening and thus the number of incidents recorded by staff. Although correlation does not necessarily prove causation, should any result not fit this hypothesis then further questions will be asked regarding that phenomenon and an area for more in-depth research illuminated. It is therefore essential that this initial data collection and analysis is as reliable and valid as possible whilst also take due consideration of any ethical issues involved. I will take each research question in turn.

1. What change is measured in the trained pupils' self-reported awareness, knowledge, and confidence in bystander intervention?

Latané and Darley's (1970) bystander intervention model outlines five sequential steps that a bystander must take in order to intervene in an incident: (a) notice the event, (b) interpret the event as an emergency that requires help, (c) accept responsibility for intervening, (d) know how to intervene or provide help, and (e) implement intervention decisions. To date, research on bystander behaviour has focused on finding variables that correlate with pupil roles in a bullying situation, for example by finding that increased levels of empathy are related to a greater likelihood of defending a bullying victim (Salmivalli et al., 1996). However, as this approach serves to over-simplify the complex nature of bullying incidents and the number of factors that might affect one pupil's behaviour in a given situation, Nickerson and others (2014) instead sought to establish a validated assessment tool based on Latané and Darley's model. Called the *Bystander intervention in bullying and sexual harassment* survey, the 16 items were distributed such that three items corresponded to each of Latané and Darley's sequential steps (a) to (d) and four items corresponded to the final step.

Responses were measured according to a 5-point Likert scale (Likert, 1932), and each item was written to include a specific focus on sexual harassment due to the particular interest of the research paper. The results supported the use of the survey to guide future research and impact measurement, and also indicated that the steps were sequential such that positive responses to the prior group of items was the best predictor of the response to the following item, in turn suggesting that, 'to promote bystander intervention, preparedness at all five steps need to be considered' (Nickerson et al., 2014, p. 397). In further studies (Jenkins et al., 2016; Jenkins et al., 2018), the survey was then amended to remove specific references to sexual harassment and to improve the internal consistency by removing a reverse-coded item and adding an example and a non-example of bullying. Its suitability and validity was then tested for use with 11-14 year olds and in both cases the results provided support for its use. For these reasons I have judged the *Bystander Intervention in Bullying Survey*, with minor alterations of wording, to be an appropriate data collection tool for the present study (see Appendix 3).

The surveys will be completed on paper and no information provided by participants will in any way reveal their identity; no name, age, or group name within the school will be requested (Cohen et al., 2018, p. 129). In addition, the questions will be read through with the participants at a rate slow enough for them to follow, to consider their answer, and to mark their answer as it is read. This ensures that the participants do not feel self-conscious about their own reading abilities as well as ensuring that the data collected remains valid such that the items are properly understood. Here anonymity, too, is likely to increase validity as pupils will be more inclined to answer honestly than to present themselves in a particular (i.e. positive or negative) light (Cohen et al., 2018, p. 278). Although there is a possible ethical issue in being selective with regard to the data used, it may be necessary to disqualify suspect response patterns – for example those giving the same response, such as 'strongly disagree', for every response item – which is a method that has been shown to improve the quality of adolescent survey data (Nickerson et al., 2014, p. 394). Similarly, as small samples are problematic in that they can distort the data or prohibit statistical analysis, changing the 5-point Likert scale to a 4-point one should serve to ensure that significant proportions of the sample are falling on either 'agree' or 'disagree' as 'undecided' will not be available, thus minimising the likelihood of conclusions being generated from the responses of just a handful of participants. SurveyMonkey will be used to process the questionnaire data and compare results (Cohen et al., 2018, p. 505), initially by comparing proportions of 'agree' (including 'agree' and 'really agree') and disagree (including 'disagree' and 'really disagree'), and then by comparing proportions within each group.

2. What change is measured in the proportion of incidents that trained pupils record provoking bystander intervention, by themselves or others?

This second research question will rely on participants self-reporting what types of bullying occur around them and whether or not anybody intervened. The purpose is twofold: data will be gathered as to the proportion of bullying incidents and interventions occurring in school, including those that members of staff are unaware of; and pupil will be specifically asked to practise becoming more aware of events happening around them. In this way this element of the research approaches a participatory action research model (Cohen et al., 2018, p. 444) and demands a renewed consideration of the ethical ramifications.

The reasons and uses for the data collection will be made clear to participants in the outset, and pupils will be told that they are not required to complete this data collection task anywhere in which they would feel uncomfortable – such as in view of those involved in an incident – and should not allow it to interrupt their learning in class (Cohen et al., 2018, p. 454; UWTSD, 2017, p. 14). They will also be reminded that any notes about, or discussion of, incidents should ensure that those involved are anonymised, and there will be no sanction if they forget or are unable to complete the task. In addition, the baseline data will be gathered *after* the first session in which pupils are briefly introduced to the definitions, categories and roles of bullying incidents. This is because it is more ethically sound to ask pupils to complete a data collection task for the researcher from which they receive some benefit in their learning (BERA, 2018, p. 19), and practising ‘noticing the event’ around them will embed the learning from the first stage of Latané and Darley’s (1970) Bystander Intervention Model. Although completing a ‘baseline’ after the intervention has begun goes against a standard empirical method, this dual purpose also makes the data gathered, and any change measured between the baseline and post-intervention, arguably more reliable. This is because pupils will have already been made aware of events which fit within the definitions of bullying used in the intervention, and thus their data collection will not be affected by different perceptions of what constitutes bullying (otherwise this may have resulted in a far greater number of incidents being recorded after the intervention as pupils’ awareness of bullying grew).

The data collection will occur for a period of two weeks, in-between consecutive training sessions, after which I will process the data and investigate any changes between the proportions of incidents resulting in interventions both before and after the training. Proportion is a more sensible comparison tool in this instance as it minimises the effects of a smaller or greater number of pupils completing the task. Participants will be provided with a simple model with which to collect this data: they should decide which of the four types of bullying – physical, verbal, social and cyber (National Center Against Bullying, 2019) – the incident belongs to, and draw a vertical line (resembling a ‘tally’) to represent the incident occurring, which they then cross (to resemble a ‘+’ symbol) if an intervention occurred from themselves or others. Self-reporting of this kind is a commonly-used measure in anti-bullying programmes which has been proven to hold some validity; self-reports of efficacy of intervening, for example, have predicted observed bystander behaviour 1-month and 6-months later (Jenkins et al., 2018, p. 75).

3. What change is measured in staff-recorded bullying incidents in Year 7, and how does this differ for disadvantaged and non-disadvantaged pupils as both victims and perpetrators?

Secondary data is defined as 'data that were originally collected for a different purpose [...] or use pre-existing data, sometimes by the same researcher but usually collected by someone else' (Cohen et al., 2018, p. 586). The secondary data collected for this third research question are my school's bullying and incident records from the beginning of the academic year (September 2018) to the end (July 2019). The benefits of using this data are threefold: firstly, it provides a sixth-month baseline account of the types of bullying incidents occurring and the pupils involved; secondly, it is possible to assume that the likelihood of a bullying incident being reported both before and after the intervention remains relatively unchanged, thus establishing a reliable indicator; and thirdly, as the usefulness of the research is grounded in the school's desire to reduce the number of bullying incidents occurring in Year 7, using data gathered by the school itself increases the likelihood of the intervention addressing the specific challenges faced by the school. Nonetheless there are difficulties associated with using this data, such as the use of large amounts of sensitive data and the fact that the scales and categories used are by their nature social constructions (Cohen et al., 2018, p. 588) and require researcher-defined bounds on what constitutes a bullying incident. The vast majority of reports, for example, are written up on 'incident report forms' rather than specific restorative bullying documents.

The school has granted permission for existing school data to be used in the research (see Appendix 2) and analysis of this data is within the responsibilities of my job as a classroom teacher, however this does not mean that other ethical considerations can be dismissed. The data used, for example, exists in the form of written records which are not stored digitally. To reduce the risks associated with storing this data online, the written records will be processed by the researcher on school premises (BERA, 2018, p. 25), noting the date of the incident, how many pupils involved were Pupil Premium, and what type of bullying was involved only – in no way will pupils be identifiable in the digitally processed data. In analysis, this data will then allow me to uncover any trends or patterns among the incidents, to ascertain what an 'average number of incidents' might be for particular time-frames, and to investigate whether or not Pupil Premium pupils are over- or under-represented in the incidents recorded. The same analysis will be performed *after* the intervention has been implemented to ascertain whether or not it has had impact on the quantity and nature of bullying incidents occurring, and in turn whether disadvantaged pupils have benefitted from the intervention.

Participants, Consent and Risks

This research differs from standard case study sampling practice due to the combination of primary and secondary data in the mixed methods approach; there are, in effect, two groups of participants to be aware of – those taking part in the training and completing the surveys and data collection tasks, and the entire Year 7 cohort whose incidents will be processed anonymously to ascertain the wider impact of the intervention. To differentiate, I understand the pupils to be trained to be the ‘active’ participants in the research as they will be involved in ‘such processes as observation, experiment, auto-biographical reflection, survey or test’ (BERA, 2018, p. 6). The rest of the Year 7 cohort, meanwhile, are ‘implicated in the context in which [the] research project takes place’ (BERA, 2018, p. 6) but their experience will not differ at all from the normal processes in the school, upon which any member of staff – granted permission by the head teacher to review the school incident records and implement a specific intervention – may routinely impact or amend. I do not, therefore, see it as necessary to obtain explicit informed consent from all member of the Year 7 cohort, but rather accept the head teacher’s consent on behalf of the pupils, as their primary Safeguarding Lead (BERA, 2018. P. 11). Due to the small sample, specificity of the context and lack of control group it is not possible to assume that any conclusions drawn will have a high level of external validity (Cohen et al., 2018, p. 254).

Selection of the pupils to be trained this research will, in line with case studies more generally, be through a non-probability, purposive sampling approach (Cohen et al., 2018, p. 386). The pupils will be selected because of their prior demonstration of leadership qualities rather than because of any prior demonstration of bullying behaviours or victimization. As a result I do not anticipate there being any risk to the participants as a result of it becoming known that they are taking part in the intervention (Cohen et al., 2018, p. 230), yet it is important to consider how participants themselves might perceive involvement in the intervention and to reduce the possible risk of them viewing themselves as ‘a bully’ or ‘a victim’ as a result. This risk will be mitigated through thorough discussion of the purpose of the research before commencing the intervention. As the sampling will be completed by the Head of Year (pastoral) in the role of a ‘professional informant’ (Cohen et al., 2018, p. 230) as well as a professional in a position of care towards these pupils, any interpersonal risks between participants will be avoided to as great an extent as can be possible. Informed consent for the pupils to take part will be sought passively from the parents (‘opt out’) through an information letter that will be sent home at least one week prior to the commencement of the research (see Appendix 4.1), and actively from the participant (‘opt in’) during the first timetabled Enrichment session. To ensure that the consent is fully informed, at least forty minutes of the session time will be dedicated to reading through the information letter and consent form (see Appendices 4.2 and 4.3) as a group and to discussing any questions or queries that the pupils have about taking part. Should they wish to remove themselves from the study, an alternative Enrichment will be found for them.

Although this research does not involve 'sensitive personal data' as defined by the Data Protection Act (Great Britain, 2018) and the UWTSD Application for Ethical Approval, Cohen et al. (2018, p. 230) advise researchers to 'consider most educational research as sensitive, to anticipate what those sensitivities might be and what trade-offs might be necessary'. There is risk during the training sessions, for example, of myself becoming party to 'guilty knowledge' about behaviours of participants or their peers (Cohen et al., 2018, p. 233). This risk will be reduced by my explicit and frequent request of the participants to keep any data or information about bullying incidents entirely anonymous. I cannot, however, allow my role as a teacher superseded by that of a researcher in this instance, and therefore all pupils will be made aware that they can discuss a bullying incident with me as a member of staff and that: it will be followed up; I will follow up any disclosure made in line with the school's Safeguarding Policy; and any such disclosure will not be considered as data to be included in the research. Exterior parties who will work with the children – including actors and the theatre director – will also be trained and employed such that their actions are in line with the school's Safeguarding Policy.

Finally, in addition to the potential emotional distress, harm to peer group relations, and physical or emotional harm of participants that have been considered above (see 'Risks to participants' in Section H), I will ensure that the training delivered is thorough and safe by using the knowledge gained from the completion a Preventing Bullying Level 2 course provided by Kidscape for Educare (see Appendix 5.1) and having arranged for the explicit strategy training ('STAC') part of the intervention to be checked for safety and suitability by an anti-bullying network and training provider prior to its implementation (see Appendix 5.2).

Funding

Although it will be possible to deliver the project on a £0 budget, funding will be sought towards paying the actors, director and playwright for their time and thus make the project both more ethical and sustainable. No funding will be sought from sources whose aims or objectives do not fully align with the project as currently described, and the project will not be changed to accommodate any requests from potential funders. The preferred source will be the Grants for the Arts fund from Arts Council England, who are minimally prescriptive in their funding aims.

Appendix 2: Approval from the Head Teacher

 **Prifysgol Cymru**
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

University of Wales Trinity Saint David
Institute of Education
Technium 1
Kings Road
Swansea SA1 8PH
Tel: 01792 481000

[REDACTED]

Wednesday 23rd January 2019

[REDACTED]

I am writing to request your written approval for me to conduct some research in the school in this next academic year. Alongside teaching I am working towards my Master's in Educational Leadership at UWTSD, with funding from Teach First and the Welsh Assembly Government. My research project will be the second iteration of a project piloted last year, and will explore how and in what ways the delivery of Bystander Intervention Training to 11-12 year olds is effective in reducing incidences of bullying in our inner-city London comprehensive. I was glad to hear that this fits in well with your current school priorities for this academic year.

Having spoken to [REDACTED] about the details of the project, we have preliminarily agreed the following:

- The project will take place in the Summer Term during an Enrichment slot (every other week, when I am free). I will take responsibility for the pupils for the duration of this second Enrichment cycle, even if the project is not being directly delivered in every session.
- The project will be delivered to 15-20 Year 7 pupils who will be selected by their Head of Year and Deputy Head of Year to participate. Before beginning the research, I would inform parents and guardians about the research and offer the students, parents and guardians the opportunity to refuse to participate. Throughout the research, students, parents and guardians will be able to refuse to participate at any time.
- The sessions will be delivered by myself and a theatre director, and will also involve some professional actors for some of the sessions. At no point will any adult be with the pupils without myself or another member of [REDACTED] staff being present.
- Part of the impact measurement for the project will include the use of school data collected regarding bullying incidents since the beginning of this year. All participants, including students, teacher and the school, will be made anonymous in all research reports. The data collected would be kept strictly confidential, available only to my supervisor and myself, and not used other than specified without the further consent of all involved being obtained. All records will be destroyed at the end of the research period, and kept in locked conditions until then.
- You will have full access to the findings of the research.

If you more information about what is involved, please contact me. Otherwise, I would be grateful if you would complete the pro-forma below, and return it to me at your earliest convenience.

Yours sincerely,
[REDACTED]

25

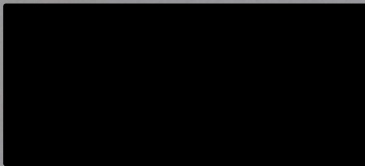


Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Research Question: How and in what ways is the delivery of Bystander Intervention Training to 11-12 year olds effective in reducing incidences of bullying in an inner-city London comprehensive?

Researcher: [REDACTED]

University of Wales Trinity Saint David Institute of Education



- ☒ I give permission for this research project to take place
- ☐ I do not give permission for this research project to take place

Signed: [REDACTED]

Date: 26-01-19

Appendix 3: Proposed *Bystander Intervention in Bullying Survey*

Year 7 Leadership Panel Baseline Survey

Bullying is when a person says or does mean things to somebody else more than one time. It is not when someone says or does mean things by mistake. If my friend trips a student, by mistake, and says sorry after, and does not do it again, it is not bullying.

1. Please state whether you really agree, agree, disagree or really disagree with the following statements.

	<i>Really agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Really disagree</i>
1. Bullying is a problem in my school.	☐	☐	☐	☐
2. I think that pupils at my school are being bullied.	☐	☐	☐	☐
3. I have seen other pupils being bullied in my school this year.	☐	☐	☐	☐
4. I think that somebody who is being bullied needs help.	☐	☐	☐	☐
5. Mean comments can hurt somebody's feelings, even if it is just a joke.	☐	☐	☐	☐
6. I think that bullying causes harm to others.	☐	☐	☐	☐
7. I think that I should intervene in bullying incidents to try to stop them from happening.	☐	☐	☐	☐
8. Even if I am not the one bullying others, I should still try to stop bullying incidents from happening.	☐	☐	☐	☐
9. I think that I can help to reduce bullying in my school.	☐	☐	☐	☐
10. I know how to support somebody who is not being treated with respect.	☐	☐	☐	☐
11. I know what to say to get somebody to stop bullying somebody else.	☐	☐	☐	☐
12. I can help get somebody out of a situation in which they are being bullied.	☐	☐	☐	☐



	<i>Really agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Really disagree</i>
13. I would tell a group of my friends to stop using offensive language or mean behaviour if I see or hear them.	☐	☐	☐	☐
14. I would tell another pupil to stop using offensive language or mean behaviour towards a more vulnerable pupil.	☐	☐	☐	☐
15. I would tell my friend to stop using put-downs when talking about a pupil they hang out with.	☐	☐	☐	☐
16. If I saw a pupil I did not know very well being bullied at school, I would help to get them out of the situation.	☐	☐	☐	☐

Appendix 4: Proposed Parent Information Letter, Participant Information Letter and Consent Form

4.1 Proposed Parent Information Letter

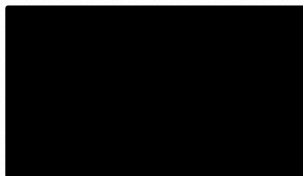


Dear Parent/Carer,

Your child has been selected to take part in the Year 7 Leadership Panel enrichment for the second enrichment cycle of the year. This enrichment will give your child the opportunity to address issues that are affecting them and their peer group in school, with a particular focus on preventing bullying. More information about what the enrichment involves can be found below. If you are happy for your child to take part in the enrichment then you do not need to do anything now. If you would prefer for them **not** to take part then you can opt out for them (contact details below). Your child will also be asked to consent to participating in the enrichment.

Should you have any questions then please email 

With thanks,



Further information

When will this enrichment be happening?

This enrichment will run on a Week B and begins on Friday 8th March 2019. It will run until the end of the academic year.

What will the enrichment involve?

The enrichment will deliver training on how pupils can become positive leaders and 'active bystanders' within their peer group, with a focus on bullying prevention strategies. This will involve them reflecting on any incidences that are happening around them, watching a short play based on the most common forms of bullying occurring, and practising safe and effective interventions to either stop an incident continuing or to reduce repeated occurrences.

**Why is this slightly different from other enrichment opportunities at **

Measuring the success of the enrichment will involve asking your child to complete short, confidential surveys and data collection tasks both before and after the main training sessions have been delivered. The results will then be written up as an evaluation report for the school. The intention is for the anonymised results to also be used by myself as a Master of Education dissertation at the School of Education at the University of Wales Trinity Saint David. Copies of this dissertation will be available on request.

How do I opt out on behalf of my child?

Your child's participation in this enrichment is entirely voluntary and they, or yourselves, can request for them to be withdrawn at any stage by contacting their Civitas tutor or myself (see email address above).

What sort of form will my child have to sign in order to participate?

All pupils will be asked to sign a consent form at one of the first sessions which confirms that they:

- Have understood the purpose of the enrichment and its evaluation, and have had any questions answered
- Understand that they may decline to participate in the enrichment and are free to withdraw at any time, without giving any reason
- Understand that their name will not appear in any reports, articles or presentations
- Understand that their answers may anonymously be used in future evaluations carried out by myself
- Agree to take part in the enrichment

4.2 Proposed Participant Information Letter

Dear Pupil,

You have been selected to take part in the Year 7 Leadership Panel enrichment for the second enrichment cycle of the year. This enrichment will give you the opportunity to address issues that are affecting you and your year group at Bolingbroke, with a particular focus on preventing bullying. More information about what the enrichment involves can be found below. If you are happy to take part in the enrichment then all you need to do is keep coming to the Leadership Panel and engaging with the activities that you are invited to participate in. If you would prefer to **not** take part then you can opt out by speaking to myself or your Civitas tutor, or by speaking to your responsible adult at home (who has also been sent some information about this enrichment).

Should you have any questions then please feel free to speak to me at any time.

With thanks,

Further information

When will this enrichment be happening?

This enrichment will run on a Week B and begins on Friday 8th March 2019. It will run until the end of the academic year.

What will the enrichment involve?

The enrichment will deliver training on how you can become positive leaders and 'active bystanders' within your year group, with a focus on bullying prevention strategies. This will involve you reflecting on any incidences that are happening around you, watching a short play based on the most common forms of bullying occurring, and practising safe and effective interventions to either stop an incident continuing or to reduce repeated occurrences.

Why is this slightly different from other enrichment opportunities at [redacted]

Measuring the success of the enrichment will involve asking you to complete short, confidential surveys and data collection tasks both before and after the main training sessions have been delivered. The results will then be written up as an evaluation report for the school. The intention is for the anonymised results to also be used by myself as a Master of Education dissertation at the School of Education at the University of Wales Trinity Saint David. Copies of this dissertation will be available on request, and I will share my findings with you at the end of the academic year.

How do I opt out?

Your participation in this enrichment is entirely voluntary and you, or your responsible adult at home, can request for you to be withdrawn at any stage by contacting your Civitas tutor or myself (see email address above).

What sort of form will I have to sign in order to participate?

You will be asked to sign a consent form at one of the first sessions which confirms that you:

- Have understood the purpose of the enrichment and its evaluation, and have had any questions answered
- Understand that you may decline to participate in the enrichment and are free to withdraw at any time, without giving any reason
- Understand that your name will not appear in any reports, articles or presentations
- Understand that your answers may anonymously be used in future evaluations carried out by myself
- Agree to take part in the enrichment

4.3 Proposed Participant Consent Form



FFURFLEN GANIATÂD CYFRANOGIAD

PARTICIPATION CONSENT FORM

Project Title: Action research measuring the effect of Bystander Intervention Training on reported incidents of bullying amongst Year 7 pupils in an inner-city London comprehensive.

Name of Researcher: [REDACTED]

Please initial box

1	I confirm that I have understood the information sheet for the above study (dated 08/03/19) and have had any questions answered.	
2	I understand that I may decline to participate in this study and am free to withdraw at any time, without giving any reason.	
3	I understand that any information given by me may be used in future studies carried out by the researcher(s).	
4	I understand that my name will not appear in any reports, articles or presentations.	
5	I agree to take part in the above study.	

Signature

Appendix 5: Preventing Bullying Level 2 Certificate and Third-Party Correspondence

5.1 Preventing Bullying Level 2 Certificate



Preventing Bullying

This is to certify that



successfully completed

Preventing Bullying Level 2

23 February 2018
CPD Hours: 4


Keir McDonald MBE
Chief Executive Officer
EduCare Learning Ltd





VLI GŵjVHll
© EduCare Learning Ltd.

5.2 Third-Party Correspondence

Initial response offering assistance in the development of the intervention

Bullying intervention for schools ➤ [REDACTED]

to me ▾

Hi [REDACTED]

Thank you for reaching out to [REDACTED], and for your kind words regarding our work with [REDACTED]

The first phase of the pilot sounds fantastic and we would welcome the opportunity to assist progression of phase two.

Feel free to ping over questions you may have or alternative chat things through, my mobile contact is [REDACTED]

--

Thanks,

[REDACTED]

Thu, 21 Feb, 16:25

Telephone meeting booked to discuss the content of the intervention

Invitation: [REDACTED] - Phone Meeting @ Thu Apr 11, 2019 3pm - 4pm (BST) [REDACTED]

to me ▾

Mon, 1 Apr, 09:57 (8 days ago) ☆ ↶ ⋮

Apr 11 Thu

[REDACTED] - Phone Meeting

[View on Google Calendar](#)

When Thu 11 Apr 2019 3pm – 4pm (BST)

Who [REDACTED]

Yes Maybe No

Agenda

Thu 11 Apr 2019

No earlier events

3pm [REDACTED] - Phone Meeting

No later events

[REDACTED] - Phone Meeting [more details »](#)

When Thu Apr 11, 2019 3pm – 4pm United Kingdom Time

Calendar [REDACTED]

Who [REDACTED]

Going ([REDACTED])? Yes - Maybe - No [more options »](#)

Invitation from [Google Calendar](#)

You are receiving this email at the account [REDACTED] because you are subscribed for invitations on calendar [REDACTED]

To stop receiving these emails, please log in to <https://www.google.com/calendar/> and change your notification settings for this calendar.

Forwarding this invitation could allow any recipient to modify your RSVP response. [Learn More](#).

Appendix 6: References

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