Module 12: Evaluation and monitoring of the anti-bullying program in your school

Objective:

• Use data-driven approaches to evaluate the effectiveness of the anti-bullying program and ensure ongoing monitoring of bullying.

Summary of content:

- Pre-test and Post-test reports: Administer pre- and post-tests to measure changes in student attitudes, knowledge, and behaviors around bullying.
- Student monitoring and support: Establish monitoring systems to track students who have been involved in bullying, ensuring they receive continuous support.
- Scales for measuring peer bullying: Introduce validated scales and tools for assessing the frequency and severity of bullying incidents.
- How to use the data to adapt and improve the bullying prevention strategies

The goal of the evaluation and monitoring process is to measure changes in students' attitudes, knowledge, and bullying-related behaviours. Evaluate baseline knowledge and behavioral patterns before implementing anti-bullying programs and assess progress afterward.

Check in with your school counsellor what measures are translated and validated in your language and what assessment resources are available, to make sure you use instruments that were previously tested on your culture.

If this is not possible or there aren't any validated tools, you can check out the international resources available.

For example, the CDC's Division of Violence prevention, has designed "Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools", available here: https://www.cdc.gov/youth-violence/communication-resources/BullyCompendium-a.pdf

Other well-known scales, that might have been validated in your culture, are the following:

- Olweus Bully/Victim Questionnaire (Olweus, 1996)
- Peer Relations Questionnaire (PRQ; Rigby & Slee, 1993)
- Reynolds Bully Victimization Scales For Schools (RBVS)

The questionnaires you choose, can focus on:

- Awareness of bullying forms.
- Attitudes toward bystander intervention.
- Understanding of school policies and consequences.
- Self-reported behaviors as victims, perpetrators, or bystanders.

After you apply them the first time, you can have a glance at the bullying situation in your school, devise strategies and programs to prevent or reduce the phenomenon, and re-test with the same scales to see whether the strategies were successful.

When you implement prevention or mitigation strategies and programs, make sure you track and support students involved in bullying to ensure their well-being and development.

Use the tools and resources provided throughout this program to report incidents safely.

Additionally, create observation forms for the staff supervising the students during vulnerable times that increase the bullying incidence (for example, during recess) and maintain records of reported incidents for analysis.

Here is an example of such an observation form:

General information

- **Observer's name:** _____
- **Date:** _____
- **Time of observation:** _____
- **Location (hotspot area):** _____

1. Environmental context

- **Type of area:**
  - Playground
  - Hallway
  - Cafeteria
  - Restroom
  - Classroom (Specify: _____)
  - Other (Specify: _____)
- **Supervision level:**
  - High (Many staff present)
  - Moderate (Some staff present)
  - Low (Few or no staff present)

2. Observation details

- **Number of students present:**
  - Approximate count: _____
- **Behavioral dynamics (check all that apply):**
  - Groups forming cliques

- Students arguing
- Visible tension or avoidance between students
- One or more students isolated or excluded
- Physical aggression (pushing, shoving, etc.)
- Verbal aggression (teasing, name-calling, threats)
- Non-verbal aggression (gestures, glaring)
- Students intervening positively (e.g., defending others)

3. Incident description (if applicable):

- **Type of Incident Observed:**
  - Physical bullying
  - Verbal bullying
  - Social/relational bullying
  - Cyberbullying (e.g., on devices, shared during breaks)
- **Detailed description of the incident:**

- **Individuals involved (Use initials or descriptions):**
  - **Victim(s):**
    _____
  - **Perpetrator(s):**
    _____
  - **Bystanders:**
    _____

4. Response actions taken

- **Immediate Actions:**
  - Intervened directly (e.g., separated students, de-escalated situation)
  - Notified a counselor or administrator
  - Referred students for further support
  - Other (Specify): _____
- **Follow-up required:**
  - Yes (Specify action needed):
    _____
  - No

5. Additional Notes

_____
_____
_____
_____

Observer's Signature: _____

Date Submitted: _____

Monitoring, reporting, and keeping records comes with additional work for the school staff, so administrators should balance these responsibilities well among the staff in order to avoid overburdening the staff. Sometimes, when people feel overwhelmed with paper work, they avoid it all together and that might be detrimental to identifying and monitoring the situation in your school.

Don't forget to offer institutional protection for staff that reports/ monitors bullying incidents or behaviours in case your school has an issue with parent or student violence against teachers.

After gathering data and applying strategies/programs in your school, it's time for analysis. At the end of the year or when you decide, use a mixed methodology approach to analyse the data. Use thematic analysis for qualitative data and narrative feedback and differences in scores for the quantitative questionnaires you applied.

Write a final report and share it with all relevant stakeholders in your school (parents, students, staff, local authorities, NGOs etc.). The final report can be structured this way:

- The purpose of the report
- The initial state
- The description of the strategies/programs implemented
- The methodology you used to assess the program
- The key findings structured in subsections (as you see fit)
- The interpretation of the findings
- The impact of the program (with strengths and weaknesses)
- Suggestions for future implementation/ improvement
- Conclusions

By continuously evaluating and refining our efforts, we can create a school environment where everyone feels safe, valued, and empowered. Together, let's make bullying a thing of the past.

References

Olweus D. 1996. The Revised Olweus Bully/Victim Questionnaire. Mimeo. Bergen, Norway: Research Center for Health Promotion (HEMIL Center), University of Bergen.

Reynolds, W. (2003). *Reynolds Bully Victimization Scales for Schools* [Database record]. APA PsycTests. https://doi.org/10.1037/t15150-000

Rigby, K., & Slee, P. T. (1993). *Peer Relations Questionnaire (PRQ)* [Database record]. APA PsycTests.