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KiVa Anti-bullying Programme

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1. KiVa, a school based anti-bullying programme.

Why was KiVa developed?

Alongside achieving excellent academic outcomes (Sahlberg 2011), the Finnish Government decided to make a concerted effort to enhance child well-being and recognised the need to monitor bullying levels. For many years the government relied upon legislation that placed obligations on schools to design their own action plans and required a commitment from school staff to intervene immediately in bullying situations (“zero tolerance”) however this failed to produce any changes in levels of child reported bullying. At the same time Prof. Salmivalli and colleagues, at Turku University had completed many years of research on the architecture of bullying and the role of bystanders, so the Finnish Ministry of Education and Culture contracted with Turku University to develop and evaluate a bullying programme for schools within the Finnish comprehensive system (grades one to nine, children aged seven to fifteen years).

What is KiVa?

KiVa is an acronym for “Kiusaamista Vastaan” (against bullying) and kiva is also a Finnish adjective for nice (Salmivalli, 2010). The programme is based on robust research that shows how the responses of bystanders maintain or decrease bullying behaviour (Salmivalli, Lagerspetz, Bjorkqvist et al., 1996). It aims to affect norms and skills, behaviour, attitudes, and the classroom and school climate. The programme has universal actions, at both class and school level, and indicated actions that address confirmed cases of bullying.

Universal components

The universal curriculum contains three lesson units suitable for ages 7-9, 10-12, and 13-15 years respectively. Training, resources, class lessons, online activities, and parental advice and support have been developed. Units 1 and 2 both have ten structured lessons, each lasting approximately an hour and a half. Typically, these are split into two 45-minute lessons a month and cover being part of a team, respect for others, learning about emotions, group interaction processes and group pressure. They also provide explanations about types of bullying, how it is influenced by the bystander, its consequences and how both individuals and the class as a group can reduce it. The lessons include: discussions (class and small groups), role-play, video clips of people talking about having been bullied, group work, written assignments and whole class activities. Both Units have online games linked to lesson topics that teach pupils by developing knowledge “I know”, rehearsing what to do “I can”, and transferring these skills into everyday life “I do”. The games can be played at school and/or at home.

The programme contains power-point presentations to guide teachers through the lessons, for whole school assemblies and for parent evenings. KiVa posters are displayed throughout the school and yellow, high visibility KiVa vests are worn by staff at break and lunchtimes to remind both pupils and staff that they are in a KiVa school. Parent involvement and support is encouraged and KiVa has a public access website for parents and other individuals interested in learning more about KiVa, bullying and how to support children to speak up about and/or stand against bullying.

Through the class lessons, the programme promotes social skills, such as making friends and supporting and protecting children from victimisation. This increases pupil empathy for their bullied peers (Pelegrini, 2002) providing them with the foundations for friendships, conflict resolutions and social responsibility. Giving bullied pupils friendship skills reduces their risk

of being bullied and increases the likelihood of their being accepted (Hanish, Ryan, Martin, & Fabes, 2005). Pupils possessing higher levels of empathy are typically more socially skilled, liked by their peers, and less aggressive (Arsenio, Cooperman, & Lover, 2000; Denham, 2006).

Dealing with actual bullying incidents

The programme includes detailed actions that are undertaken by a KiVa team and the class teacher when a bullying incident is identified. The KiVa team can include teachers, members of school staff, educational psychologists, governors, etc. Incidents that are brought to staff attention are screened against the KiVa definition of bullying.

The definition of bullying is clearly defined, the behaviour of a more powerful or high-status child towards a lower status child (power imbalance), a repeated and an intentional act, Cases that meet the three KiVa criteria, are dealt with by the KiVa team. In the Finnish randomised controlled trial (RCT) approximately 60 per cent of referred cases were accepted by the KiVa team, on average nine cases per school per year. Other problems were identified as misunderstanding, disagreements and unintentional acts and are dealt with by normal school processes.

Indicated actions are scripted and discussions are short and solution focused. A member of the KiVa team first meets the victim, to gain an understanding of the situation and offer support. The team then meets individually with the bully or bullies. In this meeting the bully is asked to develop, and commit to, actions to help the victim. Follow up meetings are arranged with both parties. The class teacher also arranges for one or two high status peers, whom the victim has identified as not having been involved in the bullying, to support the victim. This process encourages continued positive behaviour (Rigby, 1996).

Pupils complete an annual survey at the end of each school year reporting on whether they have been victimised or have bullied others. The results are fed back to the school, along with national figures, so that their progress in reducing bullying can be evaluated and compared with the results for the country as a whole. Only the school sees its own results.

2. Evidence for KiVa from Finland

KiVa was developed, piloted and evaluated between 2006 and 2009, in an RCT involving 28,000 pupils in 234 schools (117 intervention and 117 control). Pupils completed a wide variety of assessments that included self-reports, peer reports and dyadic questions. Teachers also completed assessments concerning their attitudes towards, and effectiveness and effort in, dealing with bullying incidents (Salmivalli, 2010).

After one year of implementation, KiVa significantly reduced both bullying and victimisation for seven to 11 year old children. Results for children aged 12 to 15 years varied according to gender, with larger effects for boys than girls. The results also varied according to gender split of the class, with larger effect when there was a higher proportion of boys in the class (Karna et al., 2011).

KiVa team actions with identified bullying cases demonstrated a 98% improvement in the victims' bullying situation ceased in 86% of reported incidents (Karna et al, 2011a). Other positive results included improvements in academic engagement and school liking (Salmivalli, Garandeau, & Veenstra, 2012), increased empathy towards victims and commitment to defend victims (Karna et al., 2011b) and reduced internalising problems and

negative peer perceptions (Williford et al., 2011). Following the successful RCT, a national roll out of KiVa began in autumn 2009, initially with 1450 schools and KiVa is now delivered in over 90 per cent of comprehensive schools in Finland (approx. 2,700 schools) and showing year on year reductions in bullying.

For further information on KiVa see www.kivakoulu.fi/there-is-no-bullying-in-kiva-school

3. KiVa in the UK – implementation

In England, Wales and Northern Ireland, schools are required by law to have a policy for dealing with bullying. However, as with Finland prior to the development of KiVa, the law only provides guidance on what is required and the content and quality of work done varies considerably between schools (Smith et al., 2008b). A wide range of interventions to reduce bullying are in use across the UK, including peer support programmes and the Safe to Learn initiative (DCSF, 2008). However, to date there is little evidence of their effectiveness.

In 2011 Professor Salmivalli spoke about KiVa at Cambridge University and the first author then presented the programme at a Welsh Government meeting of school improvement officers. In July 2011, the Welsh Government invited Directors of Education to apply for a “Training in Behaviour Management” Grant. This funding was provided for training in “well evaluated” approaches and KiVa was included on the list. This led to our initial pilot trial in the 2012/3 academic year for which 17 schools enrolled.

Evidence for KiVa in the Welsh Pilot trial

At commencement of the study, only Unit 2 (for children aged 9 to 11 years) had been translated in to English because, in trials in Finland, this was the age at which the best results were obtained (Karna, Voeten, Little, et al, 2011a). Fourteen Welsh schools from across North and South Wales and three Cheshire schools were recruited and trained for delivery in the 2012/3 academic year. The programme was delivered to mainstream Primary School pupils in Years 5 (age 9-10 years) and/or Year 6 (age 10-11 years) pupils.

Prof. Salmivalli and a colleague from Turku University delivered a one-day training course for staff from the 17 schools in North and in South Wales. Parallel teaching sessions were delivered on (1) the school wide universal components - for the school KiVa lead and class teachers and (2) the targeted approach used to deal with confirmed bullying incidents - for the KiVa team lead who is responsibility for implementing the targeted actions. The authors supported the programme throughout the school year with telephone and email contact and with termly meetings for school representatives at three locations across Wales. Support covered responses to queries on the programme, implementation and data collection.

School registrations were processed through Bangor University and funding from the training enabled the appointment of a part-time KiVa administrator. Training covered how to register and launch KiVa in your school, how to set up and undertake the pupil survey, introduction to lesson content, materials and the KiVa rules that are generated from the lessons, how to access the various online resources including the KiVa games. In the parallel session KiVa team members were introduced to the scripted process delineating how to deal with confirmed bullying incidents.

A European funded Knowledge Economy Skills Scholarship (KESS) was obtained to support evaluation of this pilot trial by the second author in a partnership between Bangor University and Early Intervention Wales Training Ltd.

The pupil measure was the annual KiVa online pupil survey that record whether pupils self-identify as victims, non-victims, bullies or non-bullies. Versions of this questionnaire have been used by hundreds of researchers world-wide, including in some large scale studies (Curry et al., 2012).

At the start of the survey the following definition of bullying is read to the children

“It is bullying when one or more children deliberately and repeatedly make another child feel bad. The bully usually has power over the victim and the victim of bullying is usually unable to defend himself or herself against the bully. A child is being bullied when one or more children say mean or unkind things about him or her, make fun of him or her, or call him or her mean and unkind names, completely ignore him or her, leave him or her out of their group of friends, or leave him or her outside on purpose, hit, kick, push or order him or her around or, for example, lock him or her in a room try to make other children dislike him or her by spreading lies about him or her, or by sending mean notes or doing other unkind things other than the ones mentioned above. Also, it is bullying when a child is teased repeatedly in a mean and unkind way. Friendly and playful teasing is not bullying. It is also not bullying when children willingly argue or fight.”

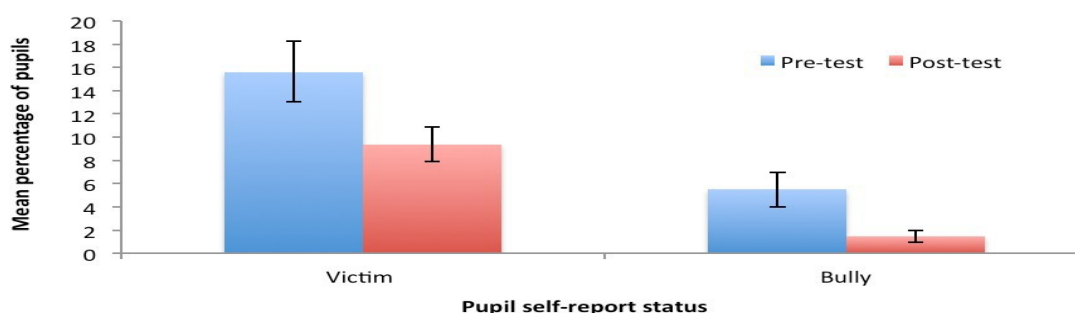
A brief version of the definition is, additionally, supplied before each item to remind the pupils of the nature of bullying within this study and the components of the definition, the requirements of intentionality, repetition and power imbalance between the victim and the bully. In addition to the child survey teachers completed questionnaires on their experience of delivering the programme.

The programme was delivered in the 17 schools to either year 5, year 6 or both years. Four schools delivered the programme to year five pupils, eight to year six pupils and five to years five and six pupils, 748 pupils received the programme.

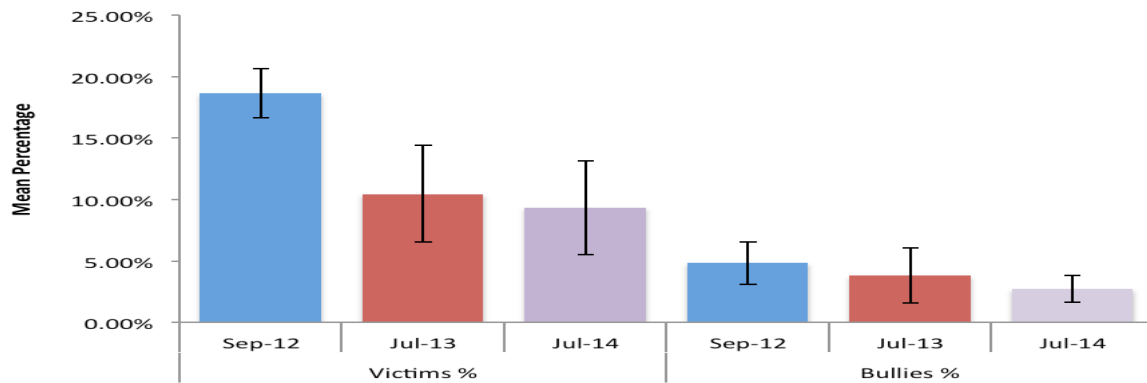
Thirteen schools participated in both pre- and post-test measurements. Four schools were excluded, two did not provide post-test data and two provided post-test data from less than 50% of pupils. The pre-test response from the thirteen schools was 473 and the post-test response was 472, representing 82% of the pupils in the intervention classes.

Results

The pre-test rate of self-reported victimisation was 16% and for bullying was six per cent. At post- test mean victimisation decreased to nine per-cent, and bullying to two per-cent, a six per-cent reduction in victimisation and four per-cent reduction in bullying.



A repeated-measures t-test demonstrated that significantly more pupils reporting being a victim at pre- than at post-test, $t(12)=2.147$, $p(\text{one tailed})=.01$. For bullying, significantly more pupils self- reported bullying pre- than at post-test, $t(12)=2.76$, $p(\text{one tailed})=.01$. Follow-up of the KiVa pilot schools into their second year of receiving the programme has shown that the reductions in bullying reported by year five children at the end of year five have been maintained at the end of year six.



Teachers rated the experience of delivering the programme via an online survey. Delivery of the lessons was reported to be “Easy”, by 73.3 per cent of respondents and 75-100 per cent of pupils were reported as engaged with, and enthusiastic about, the lessons. The suitability of lessons for reducing bullying was rated on a five-point scale. The mean response of 4.47 indicated that lessons were deemed very suitable for this goal of reducing bullying. Teachers also gave very positive feedback about the level of discussion generated by the programme lessons and reported that pupils who were not so forthcoming in other lessons enjoyed contributing in KiVa lessons.

The “Action on Bullying” report by ESTYN (Her Majesty’s Inspectorate for Education and Training in Wales 2014) the Welsh school inspection service, in June 2014, included a case study on Marlborough School, Cardiff, one of the Welsh KiVa schools, as an example of good practice in addressing bullying (pp19-20).

The Lottery funded RCT trial

KiVa was selected for the trial in Wales due to the strong evidence, from the many trials conducted by the programme developers, in both the rigorous RCT and the broader roll out of the programme across Finland. The positive response to the Welsh pilot trial contributed to a decision to seek funding from the BIG Lottery innovation fund for Wales for a small pilot RCT of the KiVa programme. This was undertaken by a partnership between the Dartington Social Research Unit and Bangor University. The project involved delivery of Unit 1 and 2 and targeted all KS2 pupils (years 3 – 6) in the twenty schools from across Wales that were recruited. Lessons from this project have been carried forward into the current NIHR funded RCT.

The NIHR funded RCT trial

The National Institute for Health Research have funded an evaluation of KiVa in a randomised controlled study across four areas, working with Cardiff, Oxford, Warwick and Exeter Universities. The grant is led by Prof. Judy Hutchings from Bangor with Lucy Bowes funded as a Co-Chief Investigator from Oxford. Dr. Richard Watkins of the Welsh

Government funded Regional Educational Collaborative, GwE, will work with us and lead on the patient and public involvement. The project will involve 116 primary schools in four areas; i) North Wales and Cheshire, ii) the West Midlands, iii) South East and iv) South West England. It will follow and link data from pupils in school years 3-5 (ages 7-10 year at baseline in May with the same children providing data the following May in years 4-6), with an anticipated 12,828 children. It will explore the levels of bullying (perpetrator and victim), children's mental wellbeing, attendance and academic attainment at baseline and again 12 months later.

5. Training for KiVa

The successful pilot outcomes led to the development of a plan to disseminate and provide support for effective roll out of the programme (www.preventionresearch.org). There are a number of training and support needs:

1. i) a KiVa school lead needs to be trained and supported to take charge of the project within the school to launch the KiVa programme and ensure that teachers and all school staff are trained and resourced to deliver the universal aspects of the programme effectively. This person needs to ensure that class lessons are delivered, parents are informed, KiVa posters are displayed and KiVa vests are worn by playground supervisors.
2. ii) training is needed in how to set up and run the on-line KiVa pupil survey and access to online resources for teachers, parents and children. This requires back-up support and was provided in the pilot trial by the authors, both psychologists.
iii) KiVa team members require training in the strategies to address confirmed incidents of bullying.

KiVa training for the UK

Following training in Finland, the Bangor Centre is now licensed as the UK Centre and able to offer training for both schools and for trainers who will take responsibility for disseminating to, and training, schools in their locality. Our training license covers the whole of the UK.

KiVa Anti-Bullying Programme: Training for Schools

KiVa training for schools

Training is two-days. Ideally two staff from each participating school should attend the training, as there are separate workshops on the school wide universal programme and the KiVa team strategies for dealing with confirmed bullying incidents. The training costs £600 per school (plus VAT) and includes one copy of the Unit 1 and 2 manuals for KS2 with their detailed lesson plans and materials.

Prior to the training, schools need to register, through our Centre, with KiVa Finland in order to access the additional teacher material. The annual cost of KiVa registration for a school is £2.50 (+ Vat) for each KS2 pupil (minimum £200). Subsequent years' cost of KiVa registration for a school is £2.00 (+ Vat) for each KS2 pupil (minimum £150). This gives schools access to online resources and the child survey and enables children to play the on-line games at home or in school. Schools also need to purchase a manual for each KS2 class teacher and associated resources. Further details on the cost of school participation in this programme are set out below:

First year Registration costs £2.50 (plus Vat) per KS2 pupil (minimum £200 + VAT)
Subsequent years Registration costs £2.00 (plus Vat) per KS2 pupil (minimum £150 + VAT)

Unit 1 and Unit 2 Manuals - £50 (one per KS2 teacher)
Unit 3 Manuals - £50
KiVa school posters @ £7.50 (plus VAT) for six
A2 KiVa Rules posters @ £1.00 (plus VAT) each (optional)
A4 KiVa Rule Cards @ £20.00 (plus VAT) for pack of 100 (optional)
KiVa playground vests/tabards @ £8.35 (plus VAT)
KiVa package 6 posters and 4 vests/tabards - £37.50 (plus VAT)*

* one set to be purchased for every 200 pupils

KiVa Anti-Bullying Programme: Training for Trainers

KiVa training for trainers

The course involves joining a two-day training for schools. This provides an opportunity to learn the structure and content of school training programme. The third day is an individual day for each trainer during which we discuss trainer related issues and support, give advice on recruitment of, and ongoing support for, schools and cover all logistics about registration of schools, collection of school annual fees, etc..

The training fee includes a copy of the Unit 1 and Unit 2 KiVa manuals, for KS2 pupils, plus other KiVa resources and training resources to support delivery of training to schools. This training is primarily intended for Local Authority sponsored trainers such as special schools advisers, educational psychologists or representatives of other organisations with a strong interest in bullying prevention, such as Healthy Schools coordinators, etc..

KiVa trainers can train and support schools in KiVa delivery within their agreed geographical areas. Ongoing support for trainers will be provided from our Centre in Bangor. The three-day training plus materials costs £1000 + VAT and the trainer's representatives must also pay a £1,000 +VAT license fee to KiVa Finland, for the right to use this material as a trainer. This license will be renewed every two years and renewal is likely to involve an online update and a small renewal of the license fee.

KiVa trainer – additional information

Once trained you will be able to recruit and train schools in your locality. There is no set fee for the provision of training. We envisage that some Authorities will fund trainer training and provide free training for schools whereas others will have different arrangements. We will inform you of any enquiries from schools in your area.

Trainer responsibilities

Your organisation will invoice schools for their registration with KiVa Finland and for the cost of the additional materials, manuals, posters and tabards. This money will be collected by your organisation and paid to Finland through the KiVa UK office at Bangor.

Booster training for trainers

In order to maintain KiVa trainer licenses (which last two years), trainers are required to attend a booster workshop every two years to provide updated training, and give trainers an opportunity to share and discuss their experiences. Location of training will be decided depending on the location of trainers.

For further information about the conferences, training and the subsequent cost to schools of purchasing materials and registering as a KiVa school please contact:

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6. Extract from ESTYN report “Action on Bullying: A review of the effectiveness of action taken by schools to address bullying on the grounds of pupil’s protected characteristics” June 2014. Marlborough School was included as a case study for excellence in addressing bullying in this report although the KiVa programme was not named, see extract below pp 20-21. See the Estyn Report at <http://www.estyn.gov.uk/english/docViewer/315915.6/action-on-bullying-june-2014/?navmap=30,163>,

Marlborough Primary School takes comprehensive, strategic approach to dealing with bullying

Context

Marlborough Primary School serves the areas of Penylan and Roath in Cardiff. There are currently around 510 pupils on roll, including around 60 part-time pupils in the nursery. The school has 16 classes and two specialist resource base classrooms for children with moderate to complex learning difficulties. Currently, about a third of the pupils come from ethnic minority backgrounds. Around a quarter of the pupils speak English as an additional language. Among these pupils, there are 26 different home languages. Approximately 12% of pupils are entitled to free school meals. The school has identified 10% of pupils as having additional learning needs, including 5% who have a statement of special educational needs.

Strategy

Reported instances of bullying were relatively low, but the school felt that they were being reactive rather than proactive in dealing with issues. Staff developed and piloted a more strategic approach to dealing with reported bullying. This comprises a comprehensive programme of class lessons, web-based games, a website for parents and materials for teachers. The school anticipates any bullying and tries to prevent it from escalating. It deals robustly with all instances of bullying.

Action

As part of the strategy, the school established a project team consisting of a class teacher, teaching assistant and educational psychologist. The school used an online questionnaire as a baseline to find out about pupils’ perceptions and experiences of bullying. The University of Bangor delivered an in-service training for the project team and a twilight session for all the school staff. Following on from this, the project team delivered further training to school staff and an awareness session for parents and carers. The school is using the programme across key stage 2. Every month, all children receive a lesson on how to recognise and deal with bullying and what to do if they experience or encounter bullying. Pupils and staff refer all reported cases to the project team. The project team undertake the investigation and work at both an individual level and group level with the victim and perpetrators. They ensure that all incidents are recorded appropriately and monitor them to identify patterns or concerns.

Outcomes

As a result of the programme there is:

- greater awareness of what constitutes bullying and how to report and deal with bullying by all school stakeholders;
- a consistent whole-school approach to dealing with incidents of bullying;
- increased in-school capacity when dealing with the victims and perpetrators of bullying, which reduces the need to rely on outside agencies;
- a preventative approach, which involves intervention at an early stage to support children from becoming potential bullies or victims of bullying;
- a holistic package of support for victims of bullying that also links to the work of the school on emotional literacy and Student Assistance Programme (SAP) support packages;
- consistent and effective promotion of anti-bullying through the curriculum; and a reduction in the reported incidents of bullying and of re-offending rates.

7. “They are currently piloting an anti-bullying initiative, which ensures most pupils know what bullying is and there are comprehensive systems in place to deal with incidents. The school’s arrangements for safeguarding pupils meet requirements and give no cause for concern. Learning experiences successfully promote pupils’ personal, spiritual, cultural, moral and social development well.”

Welsh school (2014)

“The school has a very welcoming and caring atmosphere. Staff and pupils recognise and celebrate positively well the wide range of ethnicities and cultures represented in the school community. The school’s policies relating to equality are thorough and are well-tailored to the school’s needs. Any incidents of bullying or racial abuse are rare, but if they do occur, they are dealt with thoroughly and effectively.”

Welsh school (2015)



“The innovative work you have done with Bangor University to teach pupils to recognise different types of bullying shows the importance you place on pupil safety. Through this initiative, pupils are learning to work cooperatively to try to prevent bullying. They are alert to any signs that this might happen in school. They also have a deep understanding of the harm that discrimination such as homophobic or racist behaviour can cause to society. Incidents of bullying are rare, and pupils say that they are dealt with very fairly. Pupils feel safe in your care.”

Cheshire school (2017)

“The school has introduced a new whole-school approach to the teaching of anti-bullying. As a result, pupils have an excellent understanding of what bullying is, what to do if it happens and who to tell. The school has worked actively with parents to share their work on anti-bullying and behaviour in addition to commissioning an external review of the school’s anti-bullying work. Most parents say that the school manages behaviour well and staff deal effectively with bullying.”

West Midlands school (2016)

8. Publications and media coverage in the UK

A number of articles have been published about KiVa that have made reference to the KiVa Wales project including reference to our pilot trial that commenced during the 2012/3 academic year. This trial is the only one for which we currently have results.

Press coverage

1. Times Educational Supplement article on 18th July 2014 “Banish bullying with a whole-school approach” by Dutton describes KiVa and mentions the Welsh trial.
2. Daily Post October 22nd 2013 “Developing schools anti-bully programme”.
3. Sunday Times article on 8th June 2014, “Don’t just watch, do something” describes KiVa and mentions the Welsh KiVa trial.
4. Optimus Education article March 2016 “Don’t just stand there, do something” describes KiVa in two Welsh schools.

Publications

1. Axford, N., Hutchings, J., Bjornstad, G., Clarkson, S. & Hunt, A. (2014). KiVa: Helping schools and parents beat bullying. Better Evidence-based Education, Vol 6, Issue 2: <http://www.betterevidence.org/issue-15/kiva-helping-schools-and-parents-beat-bullying/>
2. An article “KiVa evidence-based anti-bullying programme for schools” by Professor Judy Hutchings, Dr Sue Evans, and Suzy Clarkson is published on the Network Autism website: <http://network.autism.org.uk/good-practice/case-studies/kiva-evidence-based-anti-bullying-programme-schools>
3. EARA Newsletter May 2013 “Wales leads the way in the UK in trialling the KiVa programme” by Judy Hutchings: <https://www.earaonline.org/wp-content/.../11/newsletter-may-2013.pdf>
4. An interview with Professor Salmivalli was published in the Psychologist in April 2014 (Volume 27- Part 4) in which she made reference to the ongoing project work in Wales. http://www.thepsychologist.org.uk/archive/archive_home.cfm?volumeID=27&editionID=238&ArticleID=2448
5. Hutchings, J. (2014). New ways to tackle bullying. Society Central. <http://societycentral.ac.uk/2014/04/08/new-ways-to-tackle-bullying/>
6. Clarkson, S. (2015) Together against bullying. The Psychologist 28 (2), 550-551.
7. Hutchings, J. & Clarkson, S. (2015) Introducing and piloting the KiVa bullying prevention programme in the UK. Educational and Child Psychology 32 (1),49-61
8. Axford, N., Farrington, D. P., Clarkson, S., Bjornstad, G. J., Wrigley, Z and Hutchings, J. (2015) Involving parents in school-based programmes to prevent and reduce bullying: what effect does it have? Journal of Children’s Services. 10 (3) 1-10.
9. Hutchings, J. & Clarkson, S. (2015) Rolling out evidence-based programmes in schools. Better Evidence-based Education 7 (2) 20-21
10. Clarkson, S., Axford, N., Berry, V., Edwards, R.T., Bjornstad, G., Wrigley, Z., Charles, J., Hoare, Z., Ukoumunne, O., Matthews, J. and Hutchings, J. (2016). Effectiveness and micro-costing of the KiVa school-based bullying prevention programme in Wales: study protocol for a pragmatic definitive parallel group cluster randomised controlled trial. BMC Public Health, 16, 104. DOI 10.1186/s12889-016-2746-1
11. Clarkson, S., Charles, J. M., Saville, C. W. N., Bjornstad, G. J. and Hutchings, J. (2019) Introducing KiVa school-based anti-bullying programme to the UK: A preliminary examination of effectiveness and programme cost. School Psychology International Vol. 40(4) 347–365. DOI: 10.1177/0143034319841099

Videos:

Meriden school:

<https://www.youtube.com/watch?v=3gjfeZK87S4>

ITV news Powys school:

<http://www.itv.com/news/wales/2015-05-12/anti-bullying-scheme-encourages-classmates-to-speak-out/>

KiVa International video:

https://www.youtube.com/watch?time_continue=8&v=C0B9uNgwUp4

CEIT Video

The KiVa Anti-bullying Programme in Wales

<https://www.bangor.ac.uk/psychology/cebei/videos.php.en>