

Archbishop Cranmer C of E Primary Academy

'Striving for life in all its fullness' John 10:10

Anti-Bullying Pupil Questionnaire Analysis Final Survey – February 2024



As part of our work in partnership with the Anti-Bullying Alliance, at Archbishop Cranmer we are currently working towards an Anti-Bullying accreditation for 2023-24 following successfully being awarded with Bronze status in 2020-21, Silver status in 2021-22 and Gold status in 2022-23. As part of the baseline audit in September 2023 KS2 pupils (92) completed a 24 question survey provided by the Anti-Bullying Alliance, this was then repeated in February 2024 (109 pupils) to measure impact of the actions outlined from the initial audit and programme engagement. The results, shown below, have enabled us to outline headlines, potential lines of enquiry and actions to improve our anti-bullying provision moving forward.

Range of 0-3 high scores are concerning				Range of 0-3 high scores are good			
Measure	Pupil group	Baseline	Final	Measure	Pupil group	Baseline	Final
Pupils being bullied	All pupils	0.2	0.3	Pupil experience at school	All pupils	2.5	2.5
	Male	0.2	0.3		Male	2.4	2.4
	Female	0.2	0.3		Female	2.5	2.5
	SEND	0.1	0.7		SEND	2.5	2.0
	FSM	0.2	0.5		FSM	2.4	2.3
Pupils bullying	All pupils	0.0	0.1	Pupil wellbeing	All pupils	2.3	2.3
	Male	0.1	0.1		Male	2.3	2.3
	Female	0.0	0.1		Female	2.3	2.3
	SEND	0.2	0.5		SEND	2.3	2.3
	FSM	0.0	0.2		FSM	2.2	2.2

	Never	A Little	A Lot	Always
I like going to school				
Overall September		12%	42%	46%
Overall February	3% (3 pupils)	12%	44%	41%
Year 3 September			40%	60%
Year 3 February	4% (1 pupil – F SEN/FSM)	13% (3 M pupils – 1 SEN)	21%	63%
Year 4 September		9%	35%	57%
Year 4 February	4% (1 pupil – FSM M)	4%	48%	44%
Year 5 September		25%	38%	38%
Year 5 February	4% (1 pupil - M)	18%	50%	29%
Year 6 September		10%	52%	38%
Year 6 February		14%	54%	32%
I feel safe at school				
Overall September		1%	25%	74%
Overall February	2% (2 pupils)	2%	23%	73%
Year 3 September			27%	73%
Year 3 February	4% (1 pupil)		25%	71%
Year 4 September			26%	74%
Year 4 February		4% (1 pupil – F)	22%	74%
Year 5 September		4%	21%	75%
Year 5 February		4% (1 pupil – M)	25%	71%
Year 6 September			27%	73%
Year 6 February	3% (1 pupil - F)		21%	76%
I get on well with my teachers				
Overall September	1%	2%	43%	53%
Overall February		3%	41%	59%
Year 3 September	7%	7%	27%	60%
Year 3 February		8% (2 pupils – 1 M SEN/FSM)	42%	50%
Year 4 September			30%	70%
Year 4 February			22%	78%
Year 5 September		4%	67%	29%
Year 5 February		4% (1 pupil - M)	54%	43%
Year 6 September			43%	57%
Year 6 February			45%	55%

	Never	A Little	A Lot	Always
I feel like I belong at school				
Overall September	2%	18%	32%	48%
Overall February	4%	6%	33%	56%
Year 3 September	7%	13%	33%	47%
Year 3 February	8% (2 pupils)	8% (2 pupils – 2 SEN/ FSM 1 M 1 F)	25%	58%
Year 4 September		5%	29%	67%
Year 4 February	4% (1 pupil – M)	7%	30%	59%
Year 5 September		42%	38%	21%
Year 5 February	4% (1 pupil – M)	11%	46%	39%
Year 6 September	3%	10%	30%	57%
Year 6 February			31%	69%
I am hit, pushed or kicked by other pupils				
Overall September	85%	14%	1%	
Overall February	73%	24%	1% (1 pupil)	2% (2 pupils)
Year 3 September	80%	13%	7%	
Year 3 February	67%	25%	4% (1 pupil - M)	4% (1 pupil - F)
Year 4 September	83%	17%		
Year 4 February	67%	33%		
Year 5 September	79%	21%		
Year 5 February	78%	22%		
Year 6 September	93%	7%		
Year 6 February	80%	17%		3% (1 pupil – 1 FSM F)
I am called mean names by other pupils				
Overall September	88%	12%		
Overall February	84%	13%	2% (2 pupils)	1% (1 pupil)
Year 3 September	93%	7%		
Year 3 February	83%	8%	4% (1 pupil – SEN/FSM F)	4% (1 pupil)
Year 4 September	91%	9%		
Year 4 February	88%	12%		
Year 5 September	83%	17%		
Year 5 February	79%	18%	4% (1 pupil - M)	
Year 6 September	87%	13%		
Year 6 February	87%	13%		
Other pupils stop me from joining in with them				
Overall September	68%	28%	2%	1%
Overall February	70%	23%	1% (1 pupil)	2% (2 pupils)
Year 3 September	60%	27%	7%	7%
Year 3 February	61%	26%	4% (1 pupil)	9% (2 pupils – 1 SEN/FSM F)
Year 4 September	52%	43%	4%	
Year 4 February	81%	19%		
Year 5 September	67%	33%		
Year 5 February	61%	39%		
Year 6 September	87%	13%		
Year 6 February	77%	23%		
Other pupils say bad things about me when I'm not there				
Overall September	87%	13%		
Overall February	73%	22%	4%	1% (1 pupil)
Year 3 September	87%	13%		
Year 3 February	83%	13%		4% (1 pupil – M)
Year 4 September	83%	17%		
Year 4 February	59%	37%	4% (1 pupil – F)	
Year 5 September	82%	18%		
Year 5 February	64%	29%	7% (2 pupils – 1 FSM)	
Year 6 September	93%	7%		
Year 6 February	87%	10%	3% (1 pupil - F)	

	Never	A Little	A Lot	Always
Other pupils are mean or rude to me online				
Overall September	93%	5%	1%	
Overall February	83%	15%	2% (2 pupils)	1% (1 pupil)
Year 3 September	100%			
Year 3 February	83%	8%	4% (1 pupil – SEN/FSM F)	4% (1 pupil)
Year 4 September	87%	9%	4%	
Year 4 February	74%	26%		
Year 5 September	100%			
Year 5 February	86%	11%	4% (1 pupil – M)	
Year 6 September	90%	10%		
Year 6 February	87%	13%		
I hit, push or kick other pupils				
Overall September	95%	5%		
Overall February	90%	10%		
Year 3 September	87%	13%		
Year 3 February	79%	21%		
Year 4 September	96%	4%		
Year 4 February	89%	11%		
Year 5 September	96%	4%		
Year 5 February	96%	4% (1 pupil – M)		
Year 6 September	97%	3%		
Year 6 February	93%	7%		
I call other pupils mean names				
Overall September	98%	2%		
Overall February	96%	2%	2%	
Year 3 September	100%			
Year 3 February	88%	8%	4% (1 pupil - M)	
Year 4 September	96%	4%		
Year 4 February	96%	4%		
Year 5 September	100%			
Year 5 February	100%			
Year 6 September	97%	3%		
Year 6 February	100%			
I stop other pupils joining in with me				
Overall September	96%	3%		1%
Overall February	94%	5%	1% (1 pupil)	
Year 3 September	79%	14%		7%
Year 3 February	88%	8%	4% (1 pupil)	
Year 4 September	100%			
Year 4 February	100%			
Year 5 September	96%	4%		
Year 5 February	96%	4% (1 pupil – M)		
Year 6 September	100%			
Year 6 February	97%	3%		
I say bad things about other pupils when they aren't there				
Overall September	95%	5%		
Overall February	96%	3%	1% (1 pupil)	
Year 3 September	100%			
Year 3 February	83%	13%	4% (1 pupil - M)	
Year 4 September	100%			
Year 4 February	96%	4% (1 pupil – F)		
Year 5 September	83%	17%		
Year 5 February	96%	4%		
Year 6 September	97%	3%		
Year 6 February	100%			

	Never	A Little	A Lot	Always
I am mean or rude to other pupils online				
Overall September	96%	4%		
Overall February	97%	3% (2 pupils)		
Year 3 September	100%			
Year 3 February	92%	4% (1 pupil - M)	4% (1 pupil – SEN/FSM F)	
Year 4 September	91%	9%		
Year 4 February	100%			
Year 5 September	100%			
Year 5 February	100%			
Year 6 September	93%	7%		
Year 6 February	97%	3% (1 pupil)		
I am calm				
Overall September	5%	33%	40%	22%
Overall February	8%	24%	44%	23%
Year 3 September		33%	33%	33%
Year 3 February	13% (3 pupils – 1 SEN, 1 SEN/FSM)	25%	29%	33%
Year 4 September	17%	22%	26%	35%
Year 4 February	12% (1 FSM)	8%	50%	31%
Year 5 September		42%	46%	13%
Year 5 February	11% (3 M pupils – 1 FSM)	46%	39%	4%
Year 6 September	3%	33%	50%	13%
Year 6 February		17%	57%	27%
I sleep well				
Overall September	9%	24%	52%	15%
Overall February	5%	18%	55%	22%
Year 3 September	7%	40%	40%	13%
Year 3 February	8% (2 pupils – 1 FSM)	25% (2 SEN, 1 FSM)	38%	29%
Year 4 September	9%	17%	52%	22%
Year 4 February	7% (2 pupils - 1 FSM)	7%	52%	33%
Year 5 September	8%	29%	58%	4%
Year 5 February	4%	18%	68%	11%
Year 6 September	10%	17%	53%	20%
Year 6 February		23%	60%	17%
I feel lonely				
Overall September	60%	35%	4%	1%
Overall February	58%	36%	5%	2% (2 pupils)
Year 3 September	67%	27%	7%	
Year 3 February	58%	29%	4%	8% (2 pupils – 1 SEN, 1 FSM)
Year 4 September	57%	39%	4%	
Year 4 February	52%	44%	4% (1 pupil – F)	
Year 5 September	54%	42%	4%	
Year 5 February	43%	50%	7%	
Year 6 September	63%	30%	3%	3%
Year 6 February	77%	20%	3% (1 pupil – FSM M)	
I worry a lot				
Overall September	46%	40%	12%	2%
Overall February	42%	40%	13%	5%
Year 3 September	73%	27%		
Year 3 February	67%	25%	8%	
Year 4 September	57%	35%	9%	
Year 4 February	48%	41%	4%	7% (2 pupils – 1 FSM)
Year 5 September	25%	58%	13%	4%
Year 5 February	11%	54%	25%	11% (3 M pupils – 1 FSM)
Year 6 September	40%	37%	20%	3%
Year 6 February	47%	40%	13%	

	Never	A Little	A Lot	Always
I wake up in the night				
Overall September	23%	48%	18%	11%
Overall February	20%	56%	17%	6%
Year 3 September	7%	67%	7%	20%
Year 3 February	17%	50%	25% (1 SEN, 1 FSM)	8% (2 pupils – 1 SEN/FSM M)
Year 4 September	43%	26%	13%	17%
Year 4 February	50%	31%	12%	8%
Year 5 September	17%	54%	21%	8%
Year 5 February	4%	71%	14%	11% (3 pupils)
Year 6 September	20%	50%	27%	3%
Year 6 February	13%	70%	17%	
I hit out when I am angry				
Overall September	58%	34%	4%	4%
Overall February	60%	27%	9%	5%
Year 3 September	67%	27%		7%
Year 3 February	67%	17%	8% (2 pupils)	8% (2 pupils – 1 SEN/FSM, 1 FSM)
Year 4 September	57%	26%	9%	9%
Year 4 February	85%	11%		4% (1 pupil – FSM M)
Year 5 September	58%	38%		4%
Year 5 February	29%	36%	29%	7% (2 F pupils)
Year 6 September	53%	40%	7%	
Year 6 February	60%	40%		
I break things on purpose				
Overall September	90%	8%	2%	
Overall February	85%	15%		
Year 3 September	87%	7%	7%	
Year 3 February	88%	13%		
Year 4 September	91%	4%	4%	
Year 4 February	96%	4%		
Year 5 September	88%	13%		
Year 5 February	64%	36%		
Year 6 September	93%	7%		
Year 6 February	93%	7%		
I am kind				
Overall September			30%	70%
Overall February		4%	37%	60%
Year 3 September			20%	80%
Year 3 February		4% (1 pupil – M)	17%	79%
Year 4 September			17%	83%
Year 4 February		7% (2 M pupils – 1 FSM)	22%	70%
Year 5 September			38%	63%
Year 5 February			75%	25%
Year 6 September			40%	60%
Year 6 February		3% (1 pupil – M)	30%	67%
I feel liked at school				
Overall September	1%	10%	45%	48%
Overall February	3%	11%	47%	39%
Year 3 September			47%	53%
Year 3 February	8% (2 pupils - M)		29%	63%
Year 4 September		4%	30%	65%
Year 4 February		11% (3 pupils – 1 FSM)	48%	41%
Year 5 September	4%	8%	67%	21%
Year 5 February	4% (1 pupil – F)	21%	64%	11%
Year 6 September		20%	37%	43%
Year 6 February		10% (3 pupils – 1 FSM)	43%	47%

	Never	A Little	A Lot	Always
I am happy				
Overall September	1%	3%	52%	43%
Overall February	2% (2 pupils)	6%	51%	40%
Year 3 September			40%	60%
Year 3 February		4% (1 pupil - M)	38%	58%
Year 4 September		5%	43%	52%
Year 4 February		11% (3 pupils – 1 FSM)	41%	48%
Year 5 September	4%		58%	38%
Year 5 February	7% (2 pupils)	11% (3 pupils – 1 FSM)	64%	18%
Year 6 September		7%	60%	33%
Year 6 February			60%	40%

Headlines

- 100% of pupils feel safe in school.
- 100% of Year 5 and 6 pupils say that they never call people names.
- 100% of Year 4 pupils say they never stop others from joining in.
- 100% of Year 4 and 5 pupils say that they are never mean or unkind online.
- 100% of pupils believe that they are kind 'A Lot' or 'Always'.
- 100% of pupils with SEN said that they are never mean or rude to others online and never break things on purpose.

Comparisons to September 2023 results:

- Increased numbers (+18 pupils) completed final survey, impacting results (+9 Y3, +4 Y4, +4 Y5).
- Increase in pupils saying that they 'always' get on with their teachers with greater increase in Year 4 and Year 5.
- Percentages up from 32% to 33% and 48% to 56% with pupils responding 'A Lot' and 'Always' for all pupils when reflecting upon feeling welcome in school.
- Percentages up from 15% to 22% (Always) and 52% to 55% (A Lot) for all pupils responding to sleeping well.

Potential Lines of Enquiry	Actions	Staff Lead
<p>Small percentages of pupils responding negatively to questions:</p> <ul style="list-style-type: none"> - 3% of pupils (1 Y3, 1 Y4, 1 Y5) 'Never' like going to school - 2% of pupils (1 Y3, 1 Y6) 'Never' feel safe at school - 4% of pupils (2 Y3, 1 Y4, 1 Y5) 'Never' feel like they belong at school - 2% of pupils (1 Y3, 1 Y6) are hit, pushed, kicked by other pupils - 1 pupil in Y3 reports being 'Always' called mean names by other pupils, and 1 Y3 and 1 Y5 say this happens 'A Lot' - 2% of pupils say other pupils stop them from joining in 'Always' (2 Y3) - 8% of pupils report 'Never' feeling calm (3 Y3, 3 Y4, 3 Y5) - 2% of pupils 'Always' feel lonely (2 Y3) - 5% of pupils report 'Always' worrying (2 Y3, 3 Y5) - 3% of pupils 'Never' feel liked at school (2 Y3, 1 Y5) - 2% of pupils 'Never' feel happy (2 Y5) 	<p>→ Class teachers to consider data analysis to implement targeted interventions such as SEAL resources, ELSA sessions and circle time to unpick these responses and investigate root causes</p>	Class teachers
<p>41% of pupils 'Always' like coming to school and 44% like coming to school 'A lot'</p>	<p>→ Ensure that all pupils are celebrated for their learning and our Culture of Opportunity is encouraged to support maximum enjoyment</p>	All staff

	→ Staff to remind pupils of positives within their day – send pupils home relishing in the amazing experiences they have had	
Only 73% of KS2 pupils responded 'Always' to 'I feel safe in school' 40% of pupils with SEN and 53% of pupils in receipt of FSM responded 'Always' to 'I feel safe in school'	→ Pupils to be reminded of the Child-friendly Safeguarding Policy and Child-on-Child Abuse Policy to understand all of the procedures in place to help them keep safe → EH to look into symbols/ SEN-friendly adaptations to documents to support with understanding	All staff MS EH LR
14% of pupils said that they 'hit out when they are angry' 'A Lot' or 'Always'. 18% of pupils said that they 'worry a lot' 'A Lot' or 'Always'.	→ Class teachers to consider data to provide nurture/ pastoral/ ELSA interventions for these pupils	Class teachers LW
23% of pupils said that they 'Sleep well' 'Never' or 'A Little'. 23% of pupils said that they 'Wake up in the night' 'Always' or 'A Lot'.	→ Parents/ carers pinpointed to sleep workshops provided by the MHST on the school website and Newsletter. Staff to also pinpoint parents where sleep is noted during structured conversations/ meetings. → EH to share sleep video from MHST to share in classes → EH to look into booking MHST sleep workshops for wider-school in new academic year → EH to look into PSHE curriculum and sleep coverage	EH
40% of pupils with SEN and 17% of pupils in receipt of FSM feel like they belong at school 'A Little'.	→ Class teachers to ensure sense of belonging is established within classes through RHE lessons → Ensure pupils with SEN and those in receipt of FSM are involved in school community (e.g. engagement in clubs, awarded in celebration assemblies, etc)	Class teachers LR EH Class teachers
Pupils with SEND responses have declined across majority of areas.	→ Ensure that pupils completing questionnaires are appropriately supported (e.g. assisted by TP/ adult to read questions and ensure context is understood). → Class teachers to look at results at an individual level to unpick and support as required → EH to explore pupil voice within SEN meetings	Class teachers EH