Title Page

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Declaration

I hereby declare that this work is the result of my independent investigation, except where I have indicated my indebtedness to other sources.

I hereby certify that this work has not already been accepted in substance for any other degree, nor is it being submitted concurrently for any other degree.

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Acknowledgements

Abstract

A longitudinal case study of a Central London coeducational secondary school is presented, as an investigation into traditional bullying and cyberbullying problems across three age groups of

the student population (Year 7 aged 11 to 12; Year 8 aged 12 to 13; Year 9 aged 13 to 14), collectively entitled Key Stage Three of the National Curriculum. Using repeated measures over a period of four years a total of 983 students aged 11 to 14 (537 male and 434 female) participated in a series of activities taking place during the academic years of 2008/2009 to 2011/2012.

Four approaches to mixed methods were applied: a school bullying survey, student worksheets, Quality Circles, and focus groups. Each assessed the nature and extent of the problem in part; the school survey identified the number of bullies, victims, and bully victims, as well as the type of bullying behaviour occurring most often; as part of the school survey, themed worksheets further examined student opinion on legal aspects of cyberbullying, coping skills and school interventions. Quality Circles were introduced as a method of investigating the bullying problems specific to each year group and class. Focus group discussions held as part of Quality Circles work assessed the problems occurring in school.

The knowledge gained from this work with students was collated to provide a meaningful interpretation of the survey data (which established the extent of the problem) and the informative materials produced as part of student worksheets, Quality Circles and group discussion (which explained the nature of the problem). This information was used to construct a model of bullying behaviour in the school and establish the most suitable approach to anti-bullying intervention, relevant to the unique needs of this setting and other schools with similar bullying problems.

Contents

List of Chapter Publications

The following chapters have been produced in part as manuscripts and are currently submitted, accepted, in press or published as journal articles:

Chapter: 1.3 & 3.1.1 School Bullying Survey – Participant Role & Bullying Behaviour
Paul, S., Smith, P. K., & Blumberg, H. H. (2013). Surveying bullying using peer nomination methods, *Paediatrics Today* (in press).

Chapter: 1.5; 3.2; 4.2 Student Worksheets - Legal Aspects of Bullying & Cyberbullying
Paul, S., Smith, P. K., & Blumberg, H. H. (2012). Investigating legal aspects of cyberbullying, *Psicothema, 24,* 640-645.

Chapter: 1.4; 3.2; 4.2 Student Worksheets - Coping Strategies & School Interventions
Paul, S., Smith, P. K., & Blumberg, H. H. (2012). Comparing student perception of coping strategies and school interventions in managing bullying and cyberbullying incidents, *Pastoral Care in Education, 30*, 127-146, doi: 10.1080/02643944.2012.679957

Chapter: 1.4 & 3.3.1 Quality Circles - QC Year 2008/2009
Paul, S., Smith, P. K., & Blumberg, H. H. (2010). Addressing cyberbullying in school using the quality circle approach. *Australian Journal of Guidance & Counselling, 20*, 157–157, doi: 10.1375/ajgc.20.2.157

Chapter: 3.3.2 & 3.4 Quality Circles - QC Year 2009/2010
Paul, S., Smith, P. K., & Blumberg, H. H. (2012). Revisiting cyberbullying in schools using the quality circle approach. *School Psychology International, 33,* 492-504, doi: 10.1177/0143034312445243

Chapter: 3.3.3 & 4.3 Quality Circles - QC Year 2011/2012

Paul, S., Smith, P. K., & Blumberg, H. H. (2013). Evaluating the use of quality circles in addressing bullying and cyberbullying in schools (submitted).

List of Tables & Figures

Case Study Preface

The work presented in this thesis tells a story of one school from the student perspective, based on the views expressed and comments shared by students themselves. The information was obtained over a period of time using varied methods and seeking out different sources of information. Every effort has been made to provide a rich source of content from the collective viewpoint of the student community whilst maintaining an objective and impartial stance as a practitioner researcher.

However, it is acknowledged that both working as an external service provider in the school and conducting an explorative study of bullying in the same setting creates problems as well as opportunities. Efforts were made to prevent information acquired outside of the research role influencing the research process. Instead of attempting to remove the impact of personal

experience, informal observations are also presented in this body of work and will be referred to as; practitioner commentary of the procedures, practitioner account in the discussion, and a personal reflection in the postscript.

Similarly, conducting longitudinal research also has rewards and challenges, the positive aspects of developing strong links with a school and a good working relationship with students and staff can also pose a threat to impartiality. Additionally, the impact of practical work can be effective at the time of study but the presentation of research must also be timely. In this instance, the case study captures a difficult era in the school history which has since overcome the many problems addressed in this research. In the relatively short time span of five academic years, the findings now present a school which has already moved on to teach a new generation of students.

Finally, the continued association with this school during the final write up stages of the thesis permits ongoing care provided to student participants and ensures the research remains live. Most importantly, this final year has allowed the concluding phase of research to be managed sensitively and allowed the wind down stage to begin whilst remaining attentive to the needs of the students and responsive to the requests of support from staff at the school.

Introduction

An overview of social science research is provided in a selection of empirical findings which demonstrate the value of psychological enquiry in understanding school bullying (Griffin & Gross, 2004; Reid, Monsen, & Rivers, 2004; Smith, 2004). This review of literature will draw heavily from research applicable to bullying within schools in the United Kingdom so as to formulate hypotheses which reflect empirical knowledge relevant to bullying and cyberbullying in a secondary school setting.

The prevalence of bullying in education has been of continued interest in psychology for approximately four decades. Research originating in Scandinavia (Heinemann, 1973) provided the basis of a notable intervention programme, launched by the Ministry of Education in 1983 and implemented in schools throughout Norway (Olweus, 1993). In the United Kingdom, the Department of Education funded the Sheffield Project (Smith & Sharp, 1994) whereby schools in the geographical area participated in an anti-bullying programme. To enable appropriate support programmes to be delivered to schools, researchers relied on the body of evidence collected from survey methods of measurement through anonymous self-reports (Olweus, 1996). As the investigation of bullying developed, the research focus moved away from the typical bully-victim relationship involving physical aggression, towards an examination of subtleties in the different types of behaviour (Björkqvist, Lagerspetz, & Kaukiainen, 1992) and participant roles involved in the group process of bullying (Salmivalli, Lagerspetz, Björkqvist, Österman, & Kaukiainen, 1996).

Bullying behaviour is generally considered a subset of aggression (Arora, 1996).This overarching concept has guided the distinction of bullying from other negative actions. Characteristics of bullying have been incorporated into numerous definitions, widely accepted and cited within this field of research (Griffin & Gross; 2004; Rigby, 2004). Namely, the intention of the bully to cause harm to the victim, the repeated efforts made to victimise the target, and the occurrence of these actions without provocation; all of which involve an imbalance of physical, social or psychological power, used to the advantage of the bully (Smith & Sharp, 1994). These key aspects are generally considered as defining features of traditional bullying (Smith, 2004). Debate surrounds the intention of the bully, repetition of the behaviour, and provocation of the victim (Guerin & Hennessey, 2002; Stephenson & Smith, 1989). There is some differentiation in the operational definitions proposed by academics, utilised by researchers and provided by participants (Vaillancourt et al., 2008).

The type of conduct that constitutes traditional bullying goes beyond overt physical acts to include more covert actions (Crick, Casas, & Mosher, 1997). Such terms incorporate the range of activities involved in bullying behaviour, which also include causing hurt through relational actions such as social exclusion and public humiliation (Roffey, 2000). The more traditional forms of bullying incorporate direct physical and verbal abuse as well as indirect behaviours such as taking property or damaging possessions, social exclusion by ignoring humiliating or rejecting others, and spreading nasty lies or gossip (Mynard & Joseph, 2000; Smith, 2004). The most frequently reported type of traditional bullying was name calling, followed by threats and intimidation, then physical bullying and social exclusion (Green, Collingwood & Ross, 2010). The incidence of verbal bullying over that of physical abuse has been reported in previous research (Atlas & Pepler, 1998). The long-term nature of verbal bullying specifically involves name-calling, with high levels social exclusion occurring but on a more short-term basis (Sharp, Thompson, & Arora, 2000). The key distinction between the overarching concepts of direct and indirect bullying is that direct bullying is noted as occurring within the dyadic bully-victim relationship and indirect bullying involves collaboration with others (Rivers & Smith, 1994). Along this theme, it has been noted that dyadic incidents involving one victim and one bully occur in just over a quarter of incidents (Smith & Shu, 2000). These points highlight the increased interest in participant role involvement in bullying incidents.

Attention has been paid to the course of action taken in bullying such as the 'downward spiral' (Sullivan, 2011) which occurs in five stages, beginning with the selection process of a victim. When encountering a social situation of some permanence such as a new school, bullies 'watch and wait' to spot potential victims, they then begin to 'test the water' to find out if negative acts will be challenged by the victim, this behaviour will 'escalate' from a 'substantial act of aggression' to 'fully established bullying' if the behaviour is also tolerated by others. This gives rise to the notion of participants' roles involved in the group process of bullying. The key roles identified include the bully and victim as well as the role of a bully/victim considered both a bully and a victim, a bystander is deemed a passive witness, a defender intervenes to support the victim, and an assistant actively helps the bully (Salmivalli et al., 1996; Sutton & Smith, 1999). These roles are noted as relatively stable over time (Salmivalli, Lappalainen, & Lagerspetz, 1998), particularly for the role of victim (Boulton & Smith, 1994). Duration of victim status has been noted as relatively brief, lasting from 2 to 6 months, and also as more enduring, throughout school life (Boulton & Underwood, 1992; Slee, 1994).

The impact of bullying reaches beyond direct negative consequences of the victim by extending to the whole school system and beyond. This has been described as a 'ripple effect' (Sullivan, 2011). The first level is initially the victim suffering immediate effects of bullying, but this soon affects life at home with the second level of parents and family feeling angry and upset, the third level implicates the bystanders feeling shame and guilt for not taking action, the fourth level includes the general student population feeling unease about hearing news of bullying in school, the fifth level involves the wider school and community which is given an impression of the school in general as unsafe. In light of these concerns there is a whole school focus on anti-bullying interventions.

However, research has noted a decrease in bullying with age, steadily reducing between the ages of 14 to 16 years old (Green, Collingwood & Ross, 2010). The occurrence of school bullying is proposed to peak within the age range of nine to fifteen years (Carny & Merrell, 2001) and is highest between the ages of eleven to thirteen (Eslea & Rees, 2001). The transition phase from primary to secondary school is indicated as a crucial period of adjustment whereby bullying may increase (Pellegrini & Long, 2002). Social interactions are considered to play a part in this pattern of change, whereby new social structures require groups to be established and the nature of relationships become more complex, with interactions more frequent and involving less adult supervision (Brown, 1990). More sophisticated forms of bullying also emerge during secondary school (Carny & Merrell, 2001; Eslea & Rees, 2001) with older students demonstrating the ability to participate in and understand indirect bullying behaviour. This has led to suggestions that measures of school bullying, particularly with children, should rely on concrete observable

actions for clear and accurate identification of bullying behaviours (Espelage, Bosworth, & Simon, 2000).

With regard to gender: previous research has demonstrated lower levels of bullying in females but no gender difference in reports of victimisation (Whitney & Smith, 1993). It has been suggested that such findings may be a result of difficulties in detecting particular bullying styles and that female bullies may operate in a more covert manner whereas male bullies may adopt more overt bullying behaviour (Rivers & Soutter, 1996). It has also been noted that studies focusing primarily on direct forms of bullying categorise males more frequently but when measures include indirect forms of bullying, the reported differences are less noteworthy (Craig, 1998). Regardless of these methodological issues, research has established that anti-social behaviour is endemic within education settings and continues to present a legitimate cause for concern.

Cyberbullying is a relatively new method of bullying using modern communication technologies, primarily mobile phones and the internet, to hurt others using features such as text messaging, voicemail, picture imaging, video clips, email, instant messenger, chat rooms, and websites, including social networking sites (Smith, 2011). Differentiating cyberbullying from traditional forms of bullying is based on the channel through which the behaviour may arise. In this instance, the victims are targeted using mobile phones and the internet. The forms of media enabling cyberbullying to occur have been identified (Smith & Slonje, 2010) which can incorporate different online activities, including: threats / intimidation, harassment / stalking, vilification / defamation, ostracising / exclusion, hacking / impersonation, manipulation / blackmail, and disclosing secrets (Locke, 2007). The introduction of new forms of technology will undoubtedly influence the popularity of different methods, and additional forms of cyberbullying may be introduced within a relatively brief period. This complicates methodological investigation of the problem as novel and creative approaches to research are required to examine cyberbullying in response to new media emerging, for example: mobile phones (Rivers & Noret, 2010); Smartphones (Underwood, Rosen, More, Ehrenreich, & Gentsch, 2012); online forums (Spears, Slee, Owens, & Johnson, 2009; Osvaldsson, 2011) and social networks (Freis & Gurung, 2012).

Cyberbullying is also characterised as an event predominantly occurring outside of education settings but relating to school based relationships, with more than half of incidents originating in the broader school environment and often directed towards members of the same class or year group (Slonje & Smith, 2008). This research also finds that incidents are underreported, with almost a third of cyber victims unable to identify the source of harassment, making it difficult to challenge anonymous perpetrators. Whilst traditional bullying is generally reported as decreasing, rates of cyberbullying appear to be maintained or even increasing in some countries (Rigby & Smith, 2011; Rivers & Noret, 2010). Smith, Mahdavi, Carvalho, Fisher, Russell, and Tippett (2008) found 22% of adolescents aged 11 to 16 had been a victim of cyberbullying. As with traditional bullying, reports of cyberbullying fluctuate, issues arise when attempting to generalise the phenomenon, with each country adopting different cultural norms for terminology and the manner in which this behaviour is conducted (Smith et al., 2002). For example, general understanding about the nature of cyberbullying may alter somewhat amongst countries in the European Union and differ greatly from that shared by the United Kingdom; this can be based on many factors but language is implicated as a primary cause for concern (Nocentini et al., 2010). For this reason, research cited will remain relevant to the United Kingdom as opposed to explicitly providing an international perspective.

1. Literature Review

To provide a rationale for the case study of bullying and cyberbullying in a UK secondary school setting, this chapter will review aspects of bullying and cyberbullying in school based relationships. Relevant areas of research enquiry include: Participant roles in school bullying; Theoretical perspectives of bullying; Assessment of bullying in schools; Managing the incidence of bullying; Anti-bullying guidelines in education. These are addressed in separate

sections with the same overarching themes used to structure the hypothesis.

Participant roles in school bullying: The group process of bullying introduces the notion of bystanders playing a part in bullying incidents. The difference between bullying role types are explored paying particular attention to the physical, psychological and social characteristics which define the role of bully, victim and bully/victims.

Theoretical perspectives of bullying: The models presented explain the cognitive process involved on the part of the individual and the social processes involved on the part of the group. Proposed theories of bullying include that of individual differences, developmental process, socio-cultural, group dynamics, and restorative justice.

Assessment of bullying in schools: An overview of survey methods of measuring bullying in schools from the perspective of the student, peer group and teacher. Quantitative approaches further examine self report and peer nomination methods. Approaches that are more qualitative highlight the use of student observations and interviews in exploring bullying problems in school.

Managing the incidence of bullying: The extent of bullying and cyberbullying in UK secondary schools is provided, along with details of types of bullying and victim characteristics. The anti-bullying interventions and prevention programmes used in UK secondary schools introduce proactive, supportive and reactive strategies, including the Quality Circle Approach as a method of exploring school bullying.

Anti-bullying guidelines in education: The legal framework is outlined in relation to bullying and cyberbullying in UK schools. Anti-bullying guidelines explain the recommended approach to discipline in schools, and government legislation defines the rights and responsibilities relevant to education settings. Legal aspects of cyberbullying consider the existing civil and criminal law that is of relevance to cybercrime.

1.1 Participant Roles in School Bullying

Initially, the primary concern of bullying research focused on the dyadic relationship between the bully and victim. This was later extended to incorporate the notion of bullying as a group process. The key roles involved in bullying behaviour are that of the Bully, Victim, and Bystander (in addition to the Defender, Assistant and Outsider). Transforming the bystander into a defender has been identified as offering great potential in eradicating anti-social behaviour (McLaughlin, Arnold, & Boyd, 2005). This highlights the concept of bullying as a social phenomenon, sustained by interactions within the group context, the interrelationship of those involved and their behavioural responses (Rivers & Soutter, 1996).

Bullying has been described as a complex social interaction involving multiple participants (O'Connell, Pepler, & Craig, 1999). Bullying can be viewed as a group process; the nature of participation is determined by individual characteristics, which impact on the type of role adopted and their contribution to a social encounter (Salmivalli, 2010; Tani, Greenman, Schneider, & Fregoso, 2003). The influence of peer group dynamics extend to the classroom setting, whereby the power of the group has been established as operating at the class level with different participant roles and bullying behaviours reported (Schuster, 1999; Mahdavi & Smith 2007; Atria, Strohmeier, & Spiel 2007). Investigation into systemic patterns of bullying and victimisation has introduced the notion of serial bullying (selecting more than one victim), multiple victimisation (more than one bully selecting the same victim) and familial roles (transmission of bullying between siblings) to account for the inconsistent distribution of bullying roles in previous school research (Chan, 2006).

The role of the group is effective in both creating and sustaining bullying, whereby a crowd of onlookers provide both the bully and victim with a misperception of social acceptance (Craig et

al., 2000; Sutton & Smith, 1999). The notion of social conformity, the influence of peer group pressure and the diffusion of responsibility, are considered to have a substantial impact on audience participation (Smith & Sharp 1994; Whitney & Smith 1993). A worrying 85% of bullying takes place in the presence of others (O'Connell et al., 1999), with almost half of incidents witnessed by more than two people (Smith & Shu, 2000). It has been noted that bystanders demonstrating disapproval will stop the incident with almost immediate effect (Salmivalli et al., 1996). Key predictors of responsiveness to bullying situations include prior positive experience of helping behaviour along with perceived peer group expectancy to react in a similar proactive way (Rigby & Johnson, 2004). The cause of inaction is associated with a fear of becoming victimised, as a result of protecting the victim; attaching blame to the victim also impacts on the reluctance of peer involvement (McLaughlin et al., 2005; Rivers & Soutter, 1996). This level of bystander sympathy towards a victim is reported to decrease with age (Rigby & Johnson, 2004). This raises the concern that despite a distressing event occurring in the presence of others capable of providing assistance, the crowd of spectators do not intervene but instead take a passive stance (McLaughlin et al., 2005). In contrast, the role of a defender has attracted less attention than that of the bystander; interest has been directed toward factors which prevent or incline bystanders in taking action. Moral sensitivity has been noted as a motivating factor (Menesini, Codecasa, Benelli, & Cowie, 2003). In relation to self perception: efficacy has been identified as pivotal; perceived ability to address a problem successfully will encourage an onlooker to defend a victim (Gini, Albiero, Benelli, & Altoè, 2007) and perceived popularity has also been implicated in prompting a student with moral sensitivity and empathy to adopt pro-social behaviour and intervene in bullying scenarios (Caravita, Di Blasio, Salmivalli, 2009).

In adopting a systemic viewpoint, bullying behaviour is only allowed to occur through the social acceptance of the peer group; therefore all members are in a sense responsible for both the formation and eradication of bullying. The systemic approach to bullying (Dixon, 2011; Pepler, Craig, & O'Connell, 1999) considers the group structure as a complex interaction of personalities through which inter-group relations develop and bullying roles emerge. Therefore, merely identifying bullies and victims is of little value when attempting to eradicate bullying in schools (O'Connell et al., 1999). Intervention may be encouraged by empowering bystanders with effective challenging and appropriate encountering strategies. Current large-scale examples include Olweus Bullying Prevention Program and KiVa Koulu Project (Thompson & Smith, 2011).

Worryingly, work with peers incorporating peer mediation, peer mentoring, and intervention training has been associated with an increase in victimisation (Ttofi & Farrington, 2011). Ttofi and Farrington recommended that anti-bullying programmes reflect these findings in future design, namely that adults and not young people take the lead in implementing any new approach to bullying prevention. However this viewpoint created some debate and has been challenged (Smith, Salmivalli, & Cowie, 2012; Ttofi & Farrington, 2012). Caution has been urged in raising such doubts about anti-bullying strategies involving peers as this may discredit the efforts of many school wide programmes incorporating such approaches. Instead, a neutral standpoint would suggest that with the support of adult supervision and guidance, students could be in a much better position to monitor peers, demonstrate intolerance with immediate effect, and reinforce a pro-social attitude within the school community.

Individual Characteristics

Personality theorists have explored traits typifying bully and victim characteristics as well as other participant roles involved in bullying (Tani et al., 2003). The continuity of childhood personality traits has been evidenced in adulthood (Caspi, 2000), identified by measures of the Five Factor Model: Neuroticism, Extraversion, Agreeableness, Openness, and Conscientiousness (Costa & McCrae, 1992). In addition, Eysenck's Personality Dimensions (Eysenck & Eysenck, 1975) have established a link with Psychoticism and Bullying, as well as high levels of Neuroticism with low levels of Extraversion identified in the role of Victim (Mynard & Joseph, 1997).

The results of a study utilising the Participant Role Scale (PRS: Sutton & Smith, 1999), provides an indicator of the degree to which each individual is involved in the group process of bullying behaviour (Victim, Defender, Bully, Assistant, and Outsider or Bystander). A number of associations are identified between bullying roles and personality domains through responses to the Big Five Questionnaire for Children (Barbaranelli, Capara & Rabasca, 1998). Although causality of a relationship between individual personality characteristics and propensity to adopt a particular role has yet to be established, some noteworthy findings are summarised; the role of Bully presented low levels of Agreeableness when compared with the role of Defender, and high levels of Extraversion compared to the Outsider role (Bystander). Defender ratings were high on Agreeableness and low on Emotional Instability compared to Bully and Victim scores. Identified Victims were rated as having high levels of Emotional Instability and lower levels of Agreeableness and Conscientiousness when compared with the Defender and Outsider (Tani et al., 2003).

Those exhibiting bullying behaviours are susceptible to externalising disorders and greater hyperactivity (Kumpulainen, Rasanen & Henttonen,1999) as well as higher levels of physical aggression, anti-social behaviour and lower levels of anxiety (Craig, 1998). Bullies have been identified as displaying conduct disorder, oppositional defiant disorder, attention-deficit/ hyperactivity disorder, and depressive disorder, with personality disorders featuring most often through passive-aggressive behaviours (Coolidge, DenBoer, & Segal, 2004). Bullying is also related to high scores on measures of depression (Salmon, 1998). The inclination toward bullying behaviours is also linked with adolescent delinquency and predictive of future involvement in anti-social behaviour (Ttofi, Farrington, Lösel, & Loeber, 2011a).

Victims are typically identified as socially withdrawn (Hawker & Boulton, 2000; Perry, Kusel & Perry, 1998). Students with special educational needs are recognised as most at risk of persistent bullying and cyberbullying (Green, Collingwood & Ross, 2010; Cross, Piggin, Douglas, & Vonkaenel-Flatt, 2012). A host of psychosomatic complaints have been associated with school age victims of bullying (Due et al., 2005). A meta-analysis established depression, anxiety and low self-esteem as consistent correlates of victim experience (Hawker & Boulton, 2000). A further meta-analysis (Card, 2003) offered supportive evidence for these findings relating to low self-concept. The subtleties noted with indirect forms of bullying may extend to simply staring at another to induce feelings of inferiority or general sense of unease (Smith & Sharp, 1994) and victims exposed to this type of bullying behaviour are reported as shy, anxious and lonely (Coyne, Archer, & Eslea, 2006). The short-term impact and long-term implications of victimisation highlight the devastating effects of school bullying experiences in childhood (Ttofi, Farrington, Lösel, & Loeber, 2011b).

These risk factors are also predictive of peer rejection and as a result victims may well be recipients of general hostility in school. The dyadic relationship between the bully and victim is defined by this transaction of the bully purposefully directing aggression and the victim passively receiving aggression. One distinguishing feature is the responsiveness of the victim and the rationale of the bully. In the absence of these features, the role of bully/victim (Olweus, 1993) identifies those who are perceived as hostile, disruptive and provocative in their manner which can be considered as a proactive victim playing an instrumental part in the process (Griffin & Gross, 2004). Characteristics of individuals adopting the role of both bully and victim are low self esteem, lacking in confidence, and socially maladjusted with poor interpersonal skills (Andreou, 2001; Carny & Merrell, 2001). It is evident that the participant roles described each have distinct features which could be considered predictive of future involvement in bullying.

Nature and Extent of Bullying

Bullying in the UK has been measured on a national scale in schools in England. The previous government survey of over 250,000 students aged between 11 to 15 years from almost 7,000 schools (Tellus 4 National Report, 2010) report 8% of respondents were bullied at school and 11% out of school over a period of 4 weeks. Building on this information, the Longitudinal Study of Young People in England, an annual survey which began in 2004 with students aged 14 attending schools in England, combined 12,500 student reports from the 2004 to 2006 cohort to publish a report on bullying victim characteristics (Green et al., 2010). Young people reported experiences of bullying over the past year; five types of bullying behaviours were specified; name calling (including verbal, text or email methods), social exclusion, threatening violence, actual violence, and extortion of property. The report classified victims as: 'continuing' (bullied across all ages), 'escaped' (bullied at an earlier age), 'new' (bullied at a later age), 'sporadic' (bullied at different ages). Student and school characteristics were also included in analysis of the dataset (including gender, ethnicity, educational needs, attainment and outcomes). The information presented is a recent report giving a picture of the bullying experienced by students in schools.

In total, 47% reported being bullied at age 14, and at age 15 this dropped slightly to 41%, by age 16 this had fallen to 29%. This was reflected in the reports of bullying over time with 16% persistent, 20% escaped, 18% sporadic and 7% new victims. Across the age groups a similar pattern emerged with a downward trend in reporting; name calling via any method was reported most often (30% falling to 15%), then threats of violence (20% falling to 13%), followed by acts of violence and social exclusion as relatively equal (18% falling to 10%); the least common reported was personal property being taken (3% falling to 1%). With regard to victim characteristics: ethnic minority students were actually less likely to report being bullied, and students attending schools with a high number of Free School Meals were less likely to report bullying. Those students with special educational needs were more likely to report being bullied and this probability also increased with age. Reported victims also had significantly lower academic attainment and were less likely to remain in further education. With regard to school characteristics: male only schools were more likely to report students being bullied than mixed schools, in contrast female only schools were less likely to report being bullied than mixed schools. Gender differences were noted in bullying behaviour (female victims report psychological types of bullying and male victims report physical types of bullying) and age difference (young girls report being bullied more than boys).

Unlike the aforementioned bullying research reports, attention was placed solely on Cyberbullying with the publication of a UK wide survey report by Beatbullying in 2011 (Cross, Piggin, Douglas, & Vonkaenel-Flatt, 2012). This was the second large scale survey of virtual violence with over 4,600 11 to 16 year olds conducted as a follow up measure of cyberbullying to establish the extent of the problem and change over time. This survey was completed with students as part of a school based activity in which 28% reported being a victim of cyberbullying, of which 23% report cyberbullying lasting more than a year and 40% of episodes last for weeks or months. 26% also reported cyberbullying occurring more than ten times and 29% report this happened less often.

The most common methods of cyberbullying were reported as text messaging, social networking, hoax calling and hacking, followed by publication of personal information, the target of hurtful website campaigns or nasty voting polls (52% reported Facebook as the main source of cyberbullying and 24% reported cyberbullying through MSN Messenger). In the case of ongoing cyberbullying, 44% of victims reported the problem first began offline and 80% knew the identity of those cyberbullying. The impact of such incidents caused such fear that 20% of victims were reluctant to attend school and 14% felt unsafe. The psychological implications for 30% of respondents included depression, reduced confidence and self esteem. In

addition, students identified as vulnerable due to learning difficulties, social economic status or ethnicity were noted as being at risk of sustained cyberbullying, with 16% having special educational needs, 13% receiving free school meals and 24% from ethnic minority backgrounds, but these students were no more at risk than others when considering general cyberbullying problems.

It is important to note measurement issues when reviewing such surveys, since including an extensive time frame and excluding the repeated nature of negative actions may explain the high proportion of students reporting bullying (Smith, 2010). However, these research summaries of bullying and cyberbullying experiences serve to demonstrate the general extent of the problem to date and illustrate the difficult task faced by schools in protecting students from harm as well as ensuring educational outcomes. Reviewing the evidence together suggests bullying and cyberbullying can impinge on the school life of a victim by making them feel unsafe and reluctant to attend as well as having a measurable impact on academic attainment. The vulnerability of students, particularly with special needs, has been addressed by government in a separate publication to help reduce bullying amongst the worst affected and raise awareness of the more extreme cases of bullying which are often experienced by such vulnerable groups (Department for Education, 2011).

1.2 Theoretical Perspectives of Bullying

In a review of proposed models of bullying, theoretical approaches considered most notable in relation to school interventions are addressed (Rigby, 2004). Examples of the anti-bullying methods include the proactive, supportive and reactive strategies highlighted in the Anti-Bullying Alliance (2008) report 'Tackling Bullying in Schools'. The five viewpoints are described as: bullying as the outcome of individual differences, bullying as a developmental process, bullying as a socio-cultural phenomenon, bullying as a response to peer pressure, and bullying from the perspective of restorative justice. Two overarching themes, of the individual cognitive process and the group social process of bullying, will then be considered.

<u>Bullying as the outcome of individual differences</u> suggests the motivation to bully and the tendency to be victimised are a result of a disparity in personal strengths of character, whereby one individual seeks to oppress another to gain power in a social group. Anti-bullying methods which address individual differences include therapeutic interventions such as assertiveness training for victims and anger management for bullies as well as school counselling and parenting classes. Such approaches refer to the suggestion that particular traits may influence the tendency to perform a certain role and also relate to individual characteristics acting as behavioural predictors in bullying scenarios (Salmivalli, 2010). In addition, parenting styles have been linked with child behaviour outcomes (Steinberg, 2001); authoritative parenting is associated with positive adjustment, authoritarian and permissive parental practice related to maladjustment, and the disengaged neglectful parent is associated with negative behaviours (Aunola & Nurmi, 2005). Familial influences have also been implicated in bullying and victimisation (Espelage & Swearer, 2004). Associations have been made between responsive and repulsive parenting with the role of victim (Troy & Sroufe, 1987); hostile and rejecting parents with the role of bully (Batsche & Knoff, 1994); inconsistent parenting and the role of bully/ victim (Bowers, Smith, & Binney, 1994). Indeed, the co-existence of bullying siblings confirmed familial transmission of bullying (Chan, 2006; Ma, 2001) whereby abusive behaviour in the home is adopted in interpersonal relationships.

<u>Bullying as a developmental process</u> considers the nature of the problem to be related to stages of child development, whereby direct bullying scenarios between a bully and victim generally involve younger age groups, and relational bullying involving a social process occurs more often with older students (such as a group excluding or ignoring an individual). Approaches which acknowledge the developmental process involved in bullying include teacher training to ensure staff are more aware and sensitive towards subtle forms of bullying, and this is especially important during the initial secondary school years. In exploring the impact of age on ability to participate in and understand complex bullying scenarios (Monks & Smith 2006), cognitive development has been considered as influential in child perception of bullying. Children between the ages of 4 to 8 are able to distinguish between two extremes of aggressive and non-aggressive

behaviour; by the age of 14 this level of awareness has increased to include physical and non-physical characteristics (Monks & Smith, 2006). Indeed, some students may not even be aware that bullying is taking place as the behaviour may fall outside their understanding of what constitutes bullying (Naylor, Cowie, Cossin, de Bettencourt, & Lemme, 2006). The suggestion that bullying becomes more sophisticated and subtle as the perpetrator develops cognitive abilities also explains the move toward skilled social manipulation involved in covert relational bullying (Mynard & Joseph, 2000).

<u>Bullying as a socio-cultural phenomenon</u> identifies individuals at most risk of victimisation due to a perceived difference and therefore considered a threat to wider group norms. This can include students from disadvantaged backgrounds, students from minority ethnic groups, and students with learning difficulties or disabilities. The curricular approaches to anti-bullying in schools address the socio-cultural phenomenon through events which celebrate diversity and promote acceptance of individuality as well as encourage cooperative learning through group work. Research presents mixed evidence whereby victimisation is more likely to happen in large inner city schools (Mynard & Joseph, 2000) which are typified by multicultural population with low social economic status and high level of need. In support of these findings, there is evidence of victimisation in schools serving students from disadvantaged backgrounds (Whitney & Smith, 1993), and children with learning difficulties are especially at risk of school bullying (Norwich & Kelly, 2002). The relationship between the ethnicity of a school and level of bullying is also evidenced (Hanish & Guerra, 2000) but the case for prejudice based bullying remains unclear. It has been suggested the variation in ethnic minority groups represented across geographical areas on a global or even national level may impact on consistency of results (Strohmeier, Spiel, & Gradinger, 2008). In a UK based study of Asian student bullying experiences, name calling and teasing of cultural differences was reported amongst Hindu, Indian Muslim, and Pakistani students (Eslea & Mukhtar, 2000), suggesting that studies of ethnicity based bullying involving majority-minority interaction should also consider inter-group interactions.

<u>Bullying as a response to peer pressure</u> recognises the importance of relationships formed within a friendship group operating within the wider school context, and the influence that group membership can have on an individual and school community. Anti-bullying methods best suited to bullying through peer pressure include group interventions such as the 'support group' method (Robinson & Maines, 2007) or method of 'shared concern' (Pikas, 2002) as well as social skills training to help equip bystanders. Indeed, the power of the peer group in secondary education impacts on many aspects of adolescent behaviour and has been noted as predictive of behaviour in bullying more so than the individual themselves (Salmivalli, Lappalainen, & Largerspetz, 1998). Bullying can be viewed as an interactive group process involving the interplay of individual role characteristics (Tani et al., 2003). Maintaining a sense of belonging to a group by supporting the values, beliefs and attitudes held by its members can encourage an inclination toward bullying behaviour (Newman & Newman, 2001). The scapegoat model has also been proposed to account for the emergence of weaker group members and the tendency for these individuals to experience bullying but evidence of this notion is somewhat conflicting (see Dixon, 2011: Schuster, 1999; Atria, Strohmeier, & Spiel, 2007; Mahdavi & Smith, 2007).

<u>Bullying from the perspective of restorative justice</u> includes the relationship between the bully and school as well as the bully and victim relationship. A student may be inclined toward bullying when a bond has not been successfully formed with the school and therefore the consequence of such behaviour is not considered detrimental to the wider school community. A restorative justice approach to intervention can involve family meetings with the bully and victim, as well as peer mediation. The format of such meetings can include a peer group conference led by a trained member of staff to address the incident and resolve the problems, or a structured conference with all parties, along with parents and school personnel to discuss the hurt and harm caused, and identify the actions needed to be taken to repair the damage done to those affected. This is intended to inform the bully about the impact such behaviour has on the whole school community and encourage them to acknowledge the negative consequence of their behaviour on others. Encouraging pro-social behaviour enables students to contribute effectively to the school environment which promotes a sense of ownership. A school climate can be altered to improve anti-social behaviour (Peterson & Skibala, 2001) with a proactive school ethos and positive atmosphere of the school community reflected in the student outcomes. In contrast, school climate can be implicated in negative outcomes, a lack of commitment or

attachment to school can impact on negative behaviour, with bullies reporting a poor school relationship (Jenkins, 1997). A school ethos placing responsibility on the teachers creates a sense of apathy within the student population, thus reducing the effectiveness of anti-bullying measures in place (Salmivalli et al., 1996).

Bullying as a Cognitive Process

Theories have been proposed to account for bullying and victimisation as a result of a deficit in cognition. Theoretical models which refer to cognitive processes suggest an inclination toward the role of a bully or victim is due to faulty information processing (especially when interpreting social situations). Conversely, a socially skilled notion of the bully also implies an inability of the victim to develop such interpersonal skills. Each will be explained with reference to relevant research.

The social information processing theory identifies stages through which an individual assimilates social cues in their perception of a given situational context (Crick & Dodge, 1996). A series of stages are proposed to facilitate information processing; firstly information is received, encoded, interpreted and clarified, then possible responses are considered and selected before a behavioural response is acted upon. It is suggested that during the interpretation and response stage a deficit causes misperception or bias influences perception. In applying this theory to school bullying problems, vulnerable students are noted as lacking social intelligence required to complete successful peer interactions (Andreou, 2001). Similarly, aggressive students are noted as having a negative bias in processing information. A lack of social awareness and breaking social codes can place socially inept students at risk of exclusion (Crick & Dodge, 1996). An alternative view is the theory of mind (Sutton, 2001) which asserts bullies as socially adept and skilled manipulators, used as advantageous in order to gain power and leadership through anti-social means. Measures designed to assess emotional understanding and social cognition demonstrates this capability in bullies (Gini, 2006; Sutton & Keogh, 2000). It is important to note this ability to read emotions in others can also be used for pro-social purposes and may be considered instead as a neutral tool utilised by bullies (Björkqvist, Österman, & Kaukiainen, 2000; Hawley, 2003).

The theory of moral development suggests personal values are used to self regulate and guide behaviour (Bandura, 1991). If an individual operates outside of their own personal code of conduct then steps must be taken to abate negative feelings of guilt and shame. In the case of bullying, perception of such actions can be altered to maintain morals through self justification, minimising consequences of behaviour, bystander diffusion of responsibility, dehumanising or attributing blame to the victim. A recent study of moral disengagement noted use of self justification for traditional bullying and a lack of moral emotions and values in cyberbullying (Perren & Gutzwiller-Helfenfinger, 2012). This theory combines skill sets proposed by the social information processing theory of interpreting information, and theory of mind in interpreting emotions, and is evidenced as topical and applicable to modern forms of bullying.

Bullying as a Social Process

Theoretical models of bullying include the concept of social dominance, social identity and social systems. Each contributes to understanding the process involved in establishing and maintaining group membership. Typically, peers form a hierarchy which elicits a power struggle for optimal status within the group; this in turn creates dominant and submissive roles. This structure is preserved with a leader dictating group norms and promoted by dedicated followers. The group operates within a wider setting in which perceived difference is considered as a threat to the group status.

The social dominance perspective accounts for the use of aggression as a purposeful act to obtain power and sustain the hierarchical group structure (Pellegrini & Long, 2002; Sidanius & Pratto, 1999). This use of aggression is commonly directed toward weakest group members to maintain status within the group, which is where the roles of bully and victim develop. However bullying can also occur as part of a group process in which group stability is protected by attacking a perceived threat which may hinder the group. This can be through ostracism, whereby attempts to assert group norms are made by passively avoiding or actively excluding group members. This is in contrast to scapegoating whereby those viewed as a threat to group stability are

persecuted. This can also be described through stages of group development; initially group members are highly dependent on a leader, but when expectations are not met and feelings of resentment surface, this sense of growing unease can be displaced by placing blame on a scapegoat as this will cause less of a threat to group stability than challenging the leader (Dixon, 2011).

Social Identity theory describes inter-group conflict as originating from out-group hostility and in-group preference (Nesdale, 2004). With reference to bullying in schools, adolescent students demonstrate a need to be socially accepted by their peers, and will attach a sense of worth in belonging to a group with a high status. This ultimately motivates sub-groups to compete for power which in turn promotes anti-social behaviour. Students are more likely to participate in bullying if promoted by their peers (Nesdale & Scarlett, 2004). This group level influence on individual level bullying is termed the homophility hypothesis (Espelage, Holt & Henkel, 2003). The social ecological model (Bronfenbernner, 1979) explains the framework in which peer groups (microsystem) operate as part of a wider system (macrosystem) incorporating the school and family (mesosystem), as well as the community or society in general (exosystem). The impact of the mircosystems (peer group interactions) and mesosystems (school climate, parenting styles) have been implicated in the emergence of bullying (Schwartz, Dodge, Petit, & Bates, 1997).

1.3 Assessment of Bullying in Schools

The most prevalent approach to the analysis of bullying in schools is through survey methods, an effective measure allowing a breadth of knowledge to be gained by collecting self, peer, teacher, parent reports or analysing school records (Crothers & Levinson, 2004). Reviewing relevant literature presents conflicting evidence of bullying; this is considered partly due to the lack of cohesive methodology when undertaking research. This has influenced the application different measurement tools and the resulting lack of clarity in the summation of research (Griffin & Gross, 2004). Consideration will be given to the potential benefits and drawbacks for both methods of qualitative and quantitative data collection as well as a combined method of approach.

With regard to a quantitative approach in implementing a school bullying survey: many applications are provided in the form of a self-report questionnaire, presenting forced choice or Likert type rating scales for a series of items relating to personal experiences within a specified time frame. An established and popular self report measure is the Olewus Bully Victim Questionnaire (Olweus, 1996), which enables individuals to identify themselves and explores attitudes towards bullying and victimisation, as well as the nature of the bullying behaviour. The BVQ has proved to be influential in design and implementation of subsequent approaches to research (Austin & Joseph, 1996; Espelage & Holt, 2001).

Self report offers one perspective, that of the individual and for such an emotive matter, this subjective viewpoint may not present an accurate reflection of problems in school. The advantages of self-report measures are that they offer a unique insight (Crick & Bigbee, 1998) but this may be unduly influenced by social desirability in participant response (Juvonen, Nishna, & Graham, 2000; Perry et al., 1998). Another measure is the Peer Nomination Instrument (Crick & Grotpeter, 1995), whereby identification is through group consensus ratings for each individual; this can offer an objective measure reflecting the bullying problems in school as perceived by the student population rather than the individual.

Alternative measures each have merits in exploring differing aspects and viewpoints; attempts have been made to establish the effectiveness of such indicators through comparing teacher, peer and self-assessments. Although self-report measures have their merits, when compared with other assessments of bullying in schools, the collective agreement of peer-group ratings reduces the risk of participant response bias. Similarly, when compared with self-nomination, teacher reports offer a more reliable measure (Tani et al., 2003) possibly because of an enhanced understanding of what bullying is compared to that of students (Naylor et al., 2006), but teacher ratings may also be open to negative influences (Mishna, Saracello, Pepler, & Wiener, 2005). In a comparison of adolescent direct and indirect aggression, the agreement

established between peer and teacher ratings was higher than that between teacher and self-assessment, with the lowest level evident in self and peer ratings (Pakaslahti & Keltikangas-Jarvinen, 2000).

A comparative analysis of self report and peer nomination (Cole et al., 2006) provided supportive evidence for concurrent and predictive validity of group consensus ratings of individual student involvement in bullying incidences (Leff, Power, & Goldstein, 2004). This method of approach is considered the strongest determinant in the accuracy of data collection compared with current approaches to assessing bullying in schools: use of self-report questionnaires, review of school records, and qualitative methods of naturalistic observation and interview techniques (Leff et al., 2004). Combined self-report and peer nomination methods exist which allow multiple ratings to consider alternative perceptions; two examples are the Life in School Checklist (Arora, 1994) and the School Life Survey (Chan, 2006) offering an indicator of peer relationships within schools over an estimated period of time. Although preference remains for well established measures, using a combination of both self and peer report.

One factor impacting on all measures is the ethical concern of anonymity; discrepancies have been noted in anonymous reports via survey methods and responses recorded in individual interviews, suggesting the most appropriate method for analysis is through anonymous self-report data (Ahmad & Smith, 1990). This preference for anonymous reporting was explored through application of the School Life Survey (Chan, Myron, & Crawshaw, 2005). Students were randomly allocated anonymous or non-anonymous surveys to complete on experiences of bullying and victimisation in school, the reporting rates for peer assessment or self-identification did not differ in either condition. This led the authors to question the need to retain anonymity over that of identifying the bullies and victims in the school.

Paper based measurement within a school setting may not be the most appropriate method of analysis as individual preference for sharing information may be through a variety of means, especially relevant in cyberbullying research. It has been suggested when investigating school bullying, the most suitable approach utilises mixed methods (Powell, Mihalas, Onwuegbuzie, Suldo, & Daley, 2008). The benefits of longitudinal research have also been recommended as a means of monitoring the long term impact of bullying and victimisation (Farrington, Losel, Ttofi, & Theodorakis, 2012).

Quantitative Methods

Two research contributions involving survey methods include prevalence estimations using the Bully/Victim Questionnaire (BVQ: Solberg & Olweus, 2003) and a comparison of self and peer reports in the assessment of bullying using the School Climate Survey (SCS: Branson & Cornell, 2009). Both studies acknowledge the strengths and limitations of each approach. In order to establish validity of the measure under investigation, each relies on existing scales which have previously established associations with bullying and victimisation, and uses this correspondence with additional criteria as an estimate of reliability.

A large scale study (Solberg & Olweus, 2003) examined the adequacy of BVQ as a method of identifying school bullies and victims, by revisiting data collected as part of an earlier intervention study that included schools in Norway. In summary of the results, victims were associated with internalising measures and bullies were associated with externalising measures; this was considered to confirm validity of BVQ. The authors concluded supportive evidence of BVQ as effective in defining those 'involved' (bullies and victims) and 'not involved' based on self report.

A small scale case study of SCS (Branson & Cornell, 2009) addressed the disparity in self report and peer nomination by completing a comparative analysis of both measures using an abridged version of BVQ (Olweus, 1996). The results confirmed previous findings of a low association between self and peer reports, with more students identified through peer

nomination and little agreement between self and peer records. However, an association was noted with both self and peer identified bullies and measures of negative attitudes toward aggression, poor school record, and academic achievement. Self and peer identified victims were also associated with the depression scale and low academic achievement. The authors concluded this evidence demonstrated school maladjustment and question using only one source of information when measuring prevalence of bullying in school.

Both studies contribute to bullying research by introducing different measurement tools. The BVQ (Olweus, 1996) and SCS (Cole et al., 2006) are further examined by the authors contributing to later studies (Branson & Cornell, 2009; Solberg & Olweus, 2003). Each measure has merits in exploring differing aspects and viewpoints. Attempts have been made to establish the effectiveness of these indicators through comparative analysis of self report and peer nomination methods. Research has yet to determine which offers the most accurate reflection of bullying problems.

Qualitative Methods

The qualitative approach has been identified as offering value to meaningful interpretation of data and explorative analysis of new phenomenon (Banister, Burman, Parker, Taylor, & Tindall, 1994). Such approaches can include group discussion, individual interviews, observational techniques, analysis of art work or creative writing; alternatives may rely on keeping diaries or recording of experiences in log books. Qualitative methods have great potential (Onwuegbuzie, Leech, & Collins, 2010) but also limitations such as difficulties in replication of findings (Diefenbach, 2009).

With regard to the qualitative assessment of school bullying, observational techniques offer unique insight. In response to limitations of survey methods unable to reflect the complex and subtle nature of social interactions (Atlas & Pepler, 1998), the situational context of bullying scenarios were explored using naturalistic observation. It was noted that bullying episodes were typically brief but occurred frequently and with peer involvement in over three quarters of the events recorded. These findings illustrate the intrinsic value of observational investigation of social phenomena, such methods have indeed been used to explore bullying problems in schools but to a limited degree and are yet to be fully realised in research (Pellegrini & Long, 2002).

Two qualitative studies consider whether the existing notion and well established definition of traditional bullying adequately address cyberbullying (Nocentini et al., 2010; Vanderbosch & Van Cleemput, 2008). Each study involved student focus groups to address cultural differences and language influencing terminology. A large scale study conducted in Belgium (Vanderbosch & Van Cleemput, 2008) noted that due to media coverage, young people were familiar with the term cyberbullying but described and defined this using the same criteria as in traditional bullying. A smaller scale study held across Italy, Spain, and Germany (Nocentini et al., 2010) revealed each country used preferred phrases to describe cyberbullying but considered together, young people generally regard cyberbullying with the same criteria as traditional bullying.

These qualitative studies help clarify the notion of cyberbullying, whereby focus groups that perhaps differ somewhat in style but acknowledge language differences in terminology, produce outcomes similar in theme and content. The definitional concept of cyberbullying (Slonje & Smith, 2008) appears to have been supported by these research articles. This unified approach (Nocentini et al., 2010) may offer suitable alternative means of investigation by providing qualitative evidence valuable in conducting explorative research into new phenomena (Diefenbach, 2009).

1.4 Managing the Incidence of Bullying

Research has explored individual responsiveness to bullying incidents and evaluated different internal coping mechanisms in an effort to promote these coping skills in others (Kristensen & Smith, 2003; Price & Dalgleish, 2010). Individual coping styles can greatly alter the level of distress experienced with bullying and the recurrence of similar events. This has led to the implied notion of 'maladaptive' or 'non-productive' coping methods; both the terms 'internalising' (cognitive processes) and 'externalising' (behavioural response) are also considered as avoidance strategies and emotional reactions to stress. Efforts in producing a standardised measure of such coping styles include the Self-Report Coping Measure (SRCM: Causey & Dubrow, 1992) and the Adolescent Coping Scale (ACS: Frydenberg & Lewis, 1994).

The SRCM provides an indication of individual approach strategies: social support seeking, self reliance/problem solving, and distancing; as well as internalising and externalising behaviours. This measure has been adapted for use in analysing behaviours associated with victimisation; victim's coping responses which involve seeking advice lead to fewer internalising problems and decreased victimisation (Kochenderfer & Ladd, 1997). The ACS measures use coping styles: productive coping (problem solving, positive focus, relaxing or physical activity), non-productive coping (worrying, wishful thinking, self blame), and reference to others (seeking social support, spiritual guidance, professional help). This scale has also been applied to cyberbullying in an attempt to suggest patterns of multiple coping actions describing groups most at risk of victimisation (Lodge & Frydenberg, 2007).

There is evidence to suggest that bullies, victims and those identified as bully/victims rely on different coping mechanisms when dealing with psychologically distressing situations. In one study (Andreou, 2001), bullies and victims typically present an emotional reaction to stress, with the bully using external coping mechanisms, the victim using internal coping mechanisms and bully/victim showing low levels of coping skills. Victims of traditional bullying have also been noted as often reluctant to seek support by informing adults (Smith & Shu, 2000), and possibly more so for victims of cyberbullying (Slonje & Smith, 2008). The coping skills relied on by victims who disclose differ in the number and type of strategies selected compared with victims who choose not to tell (Naylor, Cowie, & Del Rey, 2001). The most reported coping methods used by victims include: ignoring the bully, telling them to stop, asking an adult for help, and fighting back; the least reported were running away, asking friends for help and crying (Smith, Shu, & Madsen, 2001).

Research has predominantly measured the frequency of actual coping methods used; little attention has been paid to those students with no associated participant role and the typical coping responses recommended by such students. Literature has been presented which notes a comparable difference in the type of coping methods used by bullied and not bullied students using SRCM as a measurement tool (Skrzypiec, Slee, Murray-Harvey, & Pereira, 2011). In an effort to find out more about the views of those students generally uninvolved and unaffected by traditional bullying, one study used SRCM to evaluate such coping skills when considering hypothetical traditional bullying scenarios (Kristensen & Smith, 2003). The most preferred coping method was reported as self reliance/problem solving, followed by distancing, seeking social support, then internalising and externalising. This research was unique in its approach as it included the incidence of verbal bullying, social exclusion, physical bullying, indirect bullying, and attack on property.

In relation to cyberbullying incidents, a study reporting the different approaches to coping utilised and the perceived effectiveness of such methods (Price & Dalgleish, 2010), noted use of the following most often: the highest reported offline strategy was to confront the bully, followed by tell a friend, inform family, take no action, inform the school, and retaliate. The highest online response was to block the bully, then remove them from 'my friends' contact list, stay offline, stop looking at the site, take no action, and change account details. The corresponding effectiveness ratings were also recorded: the most helpful offline response was to tell a friend, followed by inform family, inform school, retaliate, take no action, and confront

the bully. The most helpful online response was to block the bully, followed by remove them as a friend, stay offline, stop looking, and change account details. The findings are in contrast to existing evidence of actual victims as reluctant to inform others of cyberbullying problems (Smith et al., 2008).

Despite the support available to victims in school, many students choose to manage problems independently of adult help. This can be due to a number of factors such as being too scared or embarrassed to talk, or believing that adult intervention will inflame the problem (Rigby & Bagshaw, 2000). The concept of a bullying iceberg (Sullivan, 2011) represents the extent of bullying not reported, which is suggested may account for 30% to 50% of victims and particularly so for male victims (Smith & Shu, 2000). Teacher awareness and understanding about bullying can also contribute to the expanse of this bullying iceberg with teachers' recognition of more subtle forms of indirect bullying different to that of direct physical bullying (Hazler, Miller, Carney, & Green, 2001), these factors can also discourage students from disclosing.

School Based Interventions

There has been research interest in the range of school interventions available to support young people experiencing bullying and prevent further incidents occurring (Mishna, Cook, Saini, Wu, & MacFadden, 2009; Samara & Smith, 2008). A meta-analysis of school-based anti-bullying programs deemed as effective (on average reducing bullying by 20–23% and student victimisation by 17–20%), highlights both intensity and duration of interventions as key to measurable success. Specifically, programs encouraging parental involvement and including disciplinary methods were identified as most effective in reducing bullying and victimisation (Ttofi & Farrington, 2011). UK guidelines for schools in dealing with cyberbullying incorporate the range of existing approaches in responding to bullying. Elements of cyberbullying prevention focus on the importance of raising awareness and understanding. There remains little consistent evidence for effectiveness of one particular approach. A review of cyberbullying interventions uncovered a small number of studies, all of which were based on educational activities (Mishna et al., 2009).

One particular intervention which serves to address concerns of both traditional bullying and cyberbullying in UK schools is National Anti-Bullying Week; this annual event is hosted by the Anti-Bullying Alliance and funded by the NSPCC and National Children's Bureau. Since introduction in 2003, one particular aspect of bullying is emphasised each year to raise awareness and encourage intolerance of anti-social behaviour. Educational programmes, events and materials are tailored to a particular theme, designed to assist with the promotion of an anti-bullying ethos in school communities throughout the country. Secondary schools in England are also required to instruct on topics specifically relating to bullying. Schools delivering Key Stage 3 and 4 of the National Curriculum rely on a statutory framework for teaching Citizenship and refer to non-statutory guidelines outlined by the Qualifications and Curriculum Authority for Personal, Social, Health and Economic Education (PSHE). This is comprised of learning activities measured through achieving objectives: to accurately identify bullying, develop effective ways of challenging anti-social behaviour, recognise when others need help and how to support them. The following elements address requirements to include bullying awareness in Citizenship: the importance of resolving conflict fairly through debate, consider the experience or viewpoint of another person, and justify a personal opinion by analysing sources of information. The school anti-bullying ethos is promoted through the curriculum, and inspectorates monitor performance of each school (Ofsted: Office for Standards in Education, 2012).

The following anti-bullying strategies are identified as suitable across both primary and secondary school age groups: Circle of Friends supports bullies or victims by offering a social network of trained peers who befriend vulnerable pupils; Peer Mentors provide individual support to pupils on a range of issues including bullying and trained Peer Mediators assist pupils to explore problems and resolve disagreements by guiding small group discussions. A curricular approach to bullying prevention enhances learning development connected to elements of the

National Curriculum while solving problems related to bullying (Ofsted, 2003). Research undertaken on behalf of the Anti-Bullying Alliance (2008) provided an overview of practices used by schools in the UK, classified into: Whole School Approaches; Proactive Classroom Strategies; Proactive Playground Strategies; Reactive Strategies; Peer Support. An assessment of anti-bullying interventions indicated the use of multiple methods adopted in secondary schools with 85% working with parents, 77% using group work, 68% using counselling based approaches, 57% holding circle time, 57% implementing befriending schemes, and 36% relying on the support group approach (Samara & Smith, 2008).

In a later study, schools in England reported the use of different anti-bullying strategies and rated effectiveness of each approach (Thompson & Smith, 2011). Three main approaches were examined: Proactive strategies (categorised as whole-school approaches, classroom strategies, and playground strategies); Peer support strategies (categorised as buddy schemes, peer mediation, peer mentoring, peer listening, circle of friends, and bystander training); Reactive strategies (categorised as direct sanctions, restorative approaches, the support group approach, and method of shared concern). There were many similarities reported in the overall use and rating effectiveness of proactive strategies; a wide range of whole-school approaches, classroom and playground strategies were used by most schools (80% to 99%) and all rated as moderately effective in responding to bullying incidents. Peer support strategies were considered as moderately effective with buddy schemes, and circle of friends used often (68%-69%) and others less widely (27%-48%). Reactive strategies were frequently reported, especially the use of direct sanctions (92%) and restorative approaches (69%). Restorative approaches were used by a majority of schools, and rated as moderately effective. When approaching particular bullying incidents: direct sanctions were used most often and rated as moderately effective in response to physical bullying, cyberbullying, and prejudice-based bullying. Although the support group was used least often (10%), this was the preferred method in responding to relational bullying along with restorative approaches.

Quality Circle Approach

The concept of Quality Circles (QC) was introduced in industry to encourage productivity, with great popularity in Japan as part of quality improvement in science and engineering (Barra, 1983), and in America as a management technique applied to business organisations (Hutchins, 1985), then adapted for use in education in US High Schools, as well as UK primary schools (Sharp & Smith, 1994). The QC approach involves ongoing work passing through a series of stages, whereby representative members of an organisation volunteer to meet as a group and identify key issues of concern. Participants are encouraged to analyse problems following a sequential process to find possible causes and develop solutions, then formally present ideas to management for consideration. This is considered an effective tool in promoting a sense of achievement and empowerment, but can also be marked by confusion and loss of motivation; therefore a need for facilitation during the initial formation stage is necessary for a successful programme, especially so in school work with students.

The theoretical notion of QC as an inclusive and participative approach to management of a workforce is based on the fundamental view that employers encouraging staff contribution in operational management is effective in creating loyalty and dedication, whereas an autocratic and dictatorial style of management will promote feelings of apathy and lack of commitment from employees. Such contrasting perspectives can be measured in terms of productivity (quantity of work) efficiency (speed of work), and proficiency (quality of work) of the workforce. Recognising employees as an important and valuable resource can impact on staff morale, punctuality, absence, sickness, and turnover, all of which incur costs and in turn, impact on the potential profits to be made by a business. These perspectives are endorsed by QC in empowering the workforce to participate in its own management (Barra 1983; Robson 1984).

Some examples of QC in UK industry include telecommunications, manufacturing and

production of consumer goods, publishing distribution, international banking, and industrial pharmaceuticals (Robson, 1984). These examples include successful QC groups established sometimes on a large scale involving entire departments such as technicians, skilled and manual factory workers, administrative and clerical staff. There have been fewer reported examples of QC in the UK since but a period of renewed interest established the approach in school settings as a potential means of tackling bullying through the curriculum (Smith & Sharp, 1994). Reports of QC in research literature also include examples of use in primary care as part of quality improvement in medical practice (Beyer, Gerlach, Files & Grol, 2003) and in education as a part of professional development for teachers (Lovett & Gilmore, 2003).

QC in Education Settings

QC has been highlighted as suitable for anti-bullying work in UK education (Lovett & Gilmore, 2003; Ofsted, 2003). Since the Sheffield Project in the early 1990s, it has been recognised as a proactive classroom-based anti-bullying strategy (Smith & Sharp, 1994). However, it has been rather rarely used in this way in schools; a previous review of anti-bullying interventions in schools indicated the main approach is through the curriculum (literature, performing arts, and group work). This included secondary schools reporting multiple methods; of which 72% rely on peer mediation, 30% work with circle of friends, and 17% use QC (Samara & Smith, 2008). A recent overview of anti-bullying practice in England (Thompson & Smith, 2011) confirmed this relatively low take-up, by 16% of schools (11% in secondary schools). Yet when compared with other classroom strategies such as circle time, cooperative group work, and curriculum work, QC received the highest ratings for effectiveness (Thompson & Smith, 2011). The QC approach has some particular features that may help one understand the high effectiveness ratings. Bullying is recognised as a relationship problem, such that positive classroom relationships (both pupil-pupil and teacher-pupil) can strongly influence the success of anti-bullying programmes (Murray-Harvey & Slee, 2010; Richard, Schneider, & Mallet, 2011). There is also recognition of the need to encourage student participation in bullying prevention (Cowie & Jennifer, 2008). The potential for QC emerges in both these respects.

The QC process in school work involves groups working through a series of stages, whereby participants are encouraged to analyse problems, following a sequential process, in order to find possible causes (establish the extent of each), develop and prioritise solutions; then formally present project proposals (worked up from some of these solutions) to a wider audience for consideration. QC work involves substantial pupil-pupil interaction and consultation, guided by a teacher or learning mentor. It can thus be both a vehicle for relationship-building, and encourage active participation in improving a school environment. Delivering QC requires extensive preparation and delivery time, but is less effortful to maintain once established. The work produced can also serve as a useful source of information regarding the problem being investigated.

The methods adopted in QC provide the basis for this approach in UK schools (Smith & Sharp, 1994). Their recommendations help form basic elements which distinguish QC from other methods of enquiry (e.g. peer review groups, collaborative enquiry, or action research), such as having a minimum age requirement of 7 years old and group size ranging from no less than 5 to no more than 12. There are specific activities which complete a QC cycle (approximately one school term of weekly meetings lasting one hour), in addition to establishing the group (QC name, logo, and ground rules) the five stages include: QC identifying problems (key activities are brainstorming, group discussion, student surveys), analysing problems (key activity is Why/Why? whereby students are asked to suggest reasons for a problem), developing solutions (key activity is How/How? where students are asked to suggest solutions to a problem), presenting solutions (QC formally share ideas with a governing body), and reviewing solutions (evaluate the impact of QC and reflect on experiences).

Students engaging in this process gain skills in teamwork, communication, cooperation, and self-reflection, most importantly pro-social skills by making a positive impact on their school environment. The practitioner is required to instruct on conflict resolution at the group formation stage, data collection and analysis at the information gathering stage and presentation skills at the presenting solutions stage, most importantly the practitioner ensures students share thoughts and ideas in a structured logical manner. Evaluation of QC with school staff and participating students (Sharp & Smith 1994), noted teachers recognise the value of the interpersonal skills gained during the process and students report QC 'make you more aware of the damage bullying can cause', 'help pupils to improve their own environment' and 'take an active role in preventing bullying'. Threats to QC participation include a loss of ideas, lack of support from the school, or a failure to implement ideas, all of which impact on group motivation.

Unlike evaluation of QC in industry, the impact of this work in education settings is not measured in productivity or profit but the influence of student participants becoming active citizens in the school community to promote positive change. This is true of any setting where QC members invest in a shared vision of a better working environment and become motivated and enthused by the experience. Whereas measures in industry will examine workforce time and money saved, education research may consider measures of improved academic or behaviour records but the focus has been more so on the intrinsic value of participation. Therefore, the outcome of QC project ideas is not the essential component in assessment, but the QC process itself which can have the biggest impact, particularly when working with school students.

1.5 Anti-Bullying Guidelines in Education

Guidance for schools to implement anti-bullying policies owned by the whole school should reflect the unique needs of each school community. Schools are able to prepare their own interpretation of preventing bullying, through a separate document contained within the general school behaviour policy, with responsibility for setting acceptable standards and minimum content of school policy held by the superseding education authority (DfE: Department for Education, 2011a; 2011b). One important aspect is the emphasis on consultation process with the school community. At present, there is limited scope in research on anti-bullying policies, outlined in a review of UK schools (Smith, Smith, Osborn, & Samara, 2008). The findings suggest variation in content and implementation of anti-bullying policies and questioned the measurable impact of such documents on prevention in schools.

Guidelines for UK schools in responding to traditional bullying suggest sanctions (such as loss of personal time) to encourage the bully to take responsibility for their actions and redress the problem. The guidelines consider student disciplinary action (such as school exclusions) to reflect the relative seriousness of an incident and taken in order to prevent similar behaviour. Emphasis is also placed on prevention such as working with students to gather information about underlying issues and to encourage pro-social behaviour. Schools are deemed to have implemented successful interventions by involving parents, pupils, wider community and specialist support services in bullying prevention, regular evaluation and updating of approaches, open discussion about bullying issues and celebrating achievement in raising the profile of anti-bullying work, all of which create an inclusive environment and encourage students to report bullying problems (Ofsted: Office for Standards in Education, 2003).

Previous government reports specifically relating to cyberbullying are included in a briefing document encompassing recommendations for school in preventing and tackling bullying in

general. The range of disciplinary action that can be taken by schools in response to cyberbullying activities can include existing penalties used in traditional bullying incidents (DfE, 2011a; 2011b). The Education & Inspections Act (2006) provides head teachers with the power to regulate conduct of students outside of the school grounds, such as the journey to school or cyberbullying out of school but affecting life in school. This provision allows confiscation of items such as mobile phones used in suspected bullying incidents. Staff may search through information stored on a student mobile phone; they can also take disciplinary action if a student refuses to support this investigation.

Relevant UK Legislation

Internationally, guidelines in relation to protecting the wellbeing of young people are encompassed in the United Nations Convention on the Rights of the Child which maintains standards in health, education and social services for children (Schreiner, 2009). The guiding principles adopted on a global scale are to some extent implemented on a nationwide scale but with each government adopting different legislation (Davies & Lee, 2008; Nicklett & Perron 2010). For this reason, the education framework highlighted is relevant to schools in England, with reference to good practice reviews of managing cyberbullying in UK schools (Marczak & Coyne, 2010).

The UK government outlines a framework of expected outcomes for practitioners working with children and young people (Every Child Matters, 2005). The overarching aims are defined as 'be healthy, stay safe, achieve economic well being, enjoy and achieve, and make a positive contribution'. The reduction of incidences relating directly to bullying is linked with two outcomes within the framework. A prerequisite of 'Stay Safe' is that 'children and young people are safe from bullying and discrimination'. 'Make a positive contribution' refers to the importance of ensuring children develop positive relationships and choose not to bully or discriminate. School governing bodies must demonstrate a commitment to improving outcomes for students; inspectorates judge the ability of educational institutions to meet these targets.

In England, there is a statutory requirement for governing bodies and education authorities to work together (The Education Act 2002 & Children Act 2004) and enhance student welfare whilst in school (specifically including physical, emotional, and social wellbeing). There is a stipulation for school heads to actively discourage bullying behaviour (The School Standards and Framework Act 1998), with responsibilities extended out of the school setting to protect students from harm and monitor conduct of students outside the school environment (Education & Inspections Act 2006).

The government guidelines on preventing and tackling bullying are outlined in a briefing document on managing behaviour and discipline in schools, also highlight the renewed interest in school policy (DfE, 2011a). The issue of school accountability for behaviour and safety is addressed, whereby schools will soon be required to demonstrate the measureable impact of the policies in place. In preparation of new frameworks being introduced by schools inspectorate Ofsted, a survey of how schools tackle bullying noted inconsistencies in reporting methods, indicating that schools will soon be assessed on the recording and analysis of bullying incidents (Ofsted, 2012).

Legal Aspects of Cyberbullying

Cyberbullying is recognised as having the potential to be tried in court as an indictable offence, resulting in a conviction. With the age of criminal responsibility in the UK starting at 10 years old, secondary school students could possibly be prosecuted for cyberbullying. This makes the issue a cause for concern for schools but confusion surrounds the incidence of cyberbullying,

as it is not always clear the event has taken place at school, but often involves relations in school (Smith et al., 2008). Reports outlining the relevant legal framework applicable to cyberbullying address such concerns and highlight limitations in criminal and civil law (Gillespie, 2006), with particular reference to legal implications of using social networking sites (Davies & Lee, 2008). Further clarity has been provided in behaviour and discipline guidelines for head teachers and school staff, but with no specific reference to managing cyberbullying involving school based relationships (DfE, 2011b). Despite the changes in government and the more recent published reports which refer to school bullying, there is little mention of cyberbullying or the legal implications for students participating online.

Cyberbullying falls within the spectrum of cybercrime; the definition of this concept can include a wide range of activities facilitated through use of the internet (Moitra, 2005). At present, cyberbullying activities (such as sending viruses, misusing accounts, or creating fake websites) are potentially recognised as an offence under a substantial range of laws: Protection from Harassment Act (1997) prevents incidents of regular harassment which cause another person to fear that violence will be used against them; Communications Act (2003) states the offence in sending obscene, indecent and menacing messages causing annoyance, inconvenience and needless anxiety to others; Malicious Communications Act (1988) states the offence in sending an indecent, offensive or threatening communication with the intention if causing distress or anxiety; Public Order Act (1986) applies to using threatening, abusive, insulting words, behaviour, writing, or signs in the presence of a person likely to be caused harassment, alarm or distress; Obscene Publications Act (1959) applies when an obscene or offensive article is published (this includes circulating, showing, playing or projecting the article or transmitting data); Computer Misuse Act (1990) could be used when cyberbullying takes on the form of hacking; Crime & Disorder Act (1998) may be used to prevent behaviour that has caused harassment, alarm or distress by imposing a restriction on anti-social activity. There has been media interest in such activity via use of technology (e.g. slanderous twitter gossip, internet trolls, and nasty Facebook campaigns) and high profile cases have been tried in court and made demonstrable use of existing law but this impact on cyberbullying involving young people and schools has yet to emerge.

1.6 Summary of Research Aims

This longitudinal case study research uses a fully mixed concurrent equal status design, whereby both quantitative measures and qualitative assessment is combined as part of research, analysis and interpretation. Repeated measures were used to introduce anti-bullying Quality Circles (including focus group discussions) and a school bullying survey (including student worksheets) which was followed up each year. In light of the research presented in the literature review, an informed rationale can be presented for this case study of bullying and cyberbullying in a secondary school. Each chapter highlights the key issues explored further in this present study:

Participant roles in school bullying: The nature and extent of bullying in school are measured using survey methods and followed up every school term for a period of three years to monitor change over time. Student questionnaires are designed to identify the number of bullies, victims, bully/victims in each class, as well as the frequency and the type of bullying behaviour occurring across each year group measured in the school. The individual characteristics of participant roles are examined using existing school data to compare and contrast bullies, victims, and bully/victims with the general student population in order to find identifiable features.

Theoretical Perspectives of Bullying: Quality Circles group work and focus group discussions explore anti-social behaviour problems in school, specifically traditional bullying and cyberbullying, from the student perspective. The information gained helped to construct a systemic model of bullying amongst students.

Assessment of Bullying in School: A mixed method design incorporates qualitative methodology and quantitative measures to make the information gained meaningful. With reference to research cited, a combination of survey materials are also used to compare self report and peer nomination responses in identifying bullying in school.

Managing the Incidence of Bullying: Coping strategies and school interventions for traditional bullying and cyberbullying are measured using student worksheets. Ratings of perceived effectiveness are compared at item level and difference between views held by reported bullies, victims and general student population are also considered.

Anti-Bullying Guidelines in Education: Awareness and understanding about the legal aspects of cyberbullying are investigated using worksheets on legal aspects of cyberbullying; student views on legislation, cybercrime, children's rights, school sanctions and safeguarding responsibilities are also examined.

Experimental Research Hypotheses

A school survey is used as a method of enquiry to examine research questions which have been formed in light of the literature review. The nature and extent of bullying reported in national statistics will be used to make comparisons with school data and survey data (School Census, 2010/2011).

The survey combining both self and peer report will be compared for an association between students identified as bullies or victims using these measures. Previous research supports corresponding levels of agreement between these different methods of identification (Cole et al., 2006). Frequency distributions for the roles of bully, victim, and bully/victim will be examined within each class and amongst year groups. Previous class level research has demonstrated a pattern of distribution beyond that predicted by chance (Atria, Strohmeier, & Spiel, 2007; Chan, 2006; Schuster 1999; Mahdavi & Smith, 2009). Role stability will be analysed for change over time with regard to an age related decrease in bullying but also an increase in more sophisticated behaviours with age (Carny, Merrel, Eslea, & Rees, 2001; Green, Collingwood, & Ross, 2010).

Individual characteristics of participant roles will be considered in light of research reports of bullying and cyberbullying in UK schools (Green et al., 2010; Cross et al., 2012). Variables identified as risk factors will be examined for difference between reported bullies, victims, bully/victims, and the general student population. The following items provide measurable indicators: Student behaviour record, attendance, and academic ability (implicated in attainment outcomes of bullying), ethnicity, English as a second language, free school meals, special educational needs, gifted and talented (associated with sociocultural aspects of bullying). Gender difference will also be examined but the evidence is conflicting; the different types of behaviour adopted by students has been identified as influencing measures whereby boys take part in overt bullying and girls participate in covert bullying (Craig, 1998)

Student worksheets, quality circles group work, and focus group discussions explore the impact of school context (the general makeup of the student population) and school climate (accepted customs and practice in the school culture) on bullying. The information will assist in formulating a model of bullying applicable to this school. Worksheets investigate student views on coping strategies, school interventions and legal aspects of cyberbullying. Quality Circles investigate traditional bullying and cyberbullying problems both within class and school; the solutions provided are also informative of school climate. Focus groups investigate change over time of reported bullying and cyberbullying incidents and capture the anti-bullying ethos in school.

To clarify the main points of the research hypothesis, each method of enquiry is presented with a statement of expectations of findings for quantitative measures (school survey) and qualitative materials (worksheets, Quality Circles, focus groups).

School Survey: It is expected the school bullying survey will reveal a significant pattern of change, measured each school term across three academic years, and the predicted direction will be a reduced level of reporting over time.

- School Level: There will be fewer reports of bullying in older year groups with less students identifying themselves or nominating peers as bullies or victims.
- Class Level: There will be considerable variability in the number of students self identified or peer nominated as bullies and victims in each tutor group.
- Student Level: There will be a significant difference evident in the individual characteristics of bullies and victims (categorical and continuous variables).
- Bullying Behaviour: Differing levels of frequency will be evident in the ratings of bullying behaviour which will indicate each type is distinct from another.
- Role Allocation: Students assigned the role of bully or victim through self or peer report will remain consistent between survey time points but less so each year.
- Self & Peer Report: A good level of agreement will be evident in students identified as bullies or victims through both peer and self report.

Worksheets: Materials produced to investigate student views on bullying and cyberbullying will reveal issues of bullying and cyberbullying will alter opinion.

- Legal Aspects of Cyberbullying: A difference will be evident in the responses recorded by each year group.
- Coping Strategies & Interventions: A difference will be evident in the perspectives reported by bullies and victims.

Quality Circles: Group work tasks will help inform problems and encourage ideas, enabling an understanding of both traditional bullying and cyberbullying.

- Focus Groups: Providing a forum for open discussion will encourage the sharing of knowledge and experience, monitored over time for evidence of change.

The mixed methods approach will help provide an overlap of information with each measure confirming another. For example, the bullying survey data reflects that reported by students in focus group discussion; the views recorded by Quality Circles are also represented in the responses given by students when completing worksheets.

2. Methods

This longitudinal case study research incorporates mixed methods to gain both qualitative information and quantitative data from student participants. This approach permits an insight into bullying behaviour within one school setting over a specified period of time. A repeated measures design addresses the group processes involved in bullying through identification of participant roles involved in such incidents.

A school bullying survey was conducted over three years of the study, incorporating self report and peer nomination measurement. This represents existing surveys adapted to meet the requirements of the study, the subject matter, and the sample selected for investigation. Group consensus scores reflect how each member is considered by the peer group; categorical item ratings for bully and victim roles are transformed into nominal data for each individual to be allocated one participant role (either that of bully, victim, bully/victim or not involved). Data analysis involves a cross comparison of distributions through application of non-parametric statistical techniques and the conclusions drawn will be based on observed frequencies.

Quality Circles (QC) work was undertaken over three years of the study to explore the bullying problems in the school as reported by students themselves and identify possible solutions with student representatives. The qualitative information gained from QC was essential in presenting a case study of anti-social behaviour in the school. Involving young people in the initial stages of information gathering provided a depth of knowledge about the general student population and

a greater understanding about the school climate, such as cultural norms and practice adopted by the school community.

Students were also provided with an opportunity to share their views through recorded group discussion. Unlike the school survey, which revisited the same groups each term, this procedure was repeated each year with different participants comprising focus groups over four year period of study (initially held as part of QC work conducted in the first two years of the study). The qualitative information gained was treated to coding procedures and noteworthy points summarised to set the scene for the discussion and offer guidance for future considerations. Any themes identified during data analysis will be explored in greater detail during the results and discussion section, incorporating both statistical and anecdotal evidence to support the conclusions drawn in summary.

2.1 Introducing Research of a London Academy

The case study research is presented at a time of considerable change in England, both in education and society. The Academies Initiative was fully launched at the time this study also commenced; little research has been conducted in newly established Academy schools or in existing schools converting to Academy status. The work was also completed at the same time as the launch of Census 2011 in which a large scale survey is conducted with all residents in England and Wales. The results were published toward the end of 2012 and created much interest by presenting England as a multicultural and ethnically diverse population. This is amplified particularly in London, where research on schools representing this population is also limited.

The Census of Population is undertaken by the Office for National Statistics (ONS) in England and Wales every ten years. This is the most comprehensive and reliable data source which reports demographics and enables monitoring of change. London had the greatest change evident across ethnic groups (ONS 2012a). When examining local authorities, the proportions differ dramatically with minority populations concentrated in localities (for example, the highest Arabic population was recorded in the case study local community). The population estimates are based on 94% response rates however measurement issues are also identified and addressed (for example 'Arab' ethnicity was included in response to indications that British Arabs identify as 'Other' ethnicity).

England has become more ethnically diverse with rising numbers of people identifying as an ethnic minority group in 2011 with 12% of households now holding members of different ethnic groups. Across the regions, London was the most ethnically diverse area with the highest proportion of minority ethnic groups in residence. Although White British remains the majority ethnic group in London, at almost 45% this was also the lowest proportion recorded across England. London has the largest percentage of foreign born residents; increasing 10% over the past decade with more than one in three residents now non-UK born. Of the 13% of residents who were born outside of the UK, just over half arrived in the last 10 years. With 68% aged between 15 and 44 years old, and 27% under 14 years of age when they arrived (ONS, 2012b).

These findings undoubtedly impact on the experience of youth living and studying in London. One concern relevant to education settings is that the national curriculum may no longer be appropriate for all school communities. This provides an opportunity for Academies in London to shine as innovators of change and demonstrate how schools can excel when given the freedom to implement alternative education systems.

The Academies Initiative was introduced to address the academic performance in schools at risk of closure due to failing standards. Sponsored Academies were designed to bring outside expertise from educational, commercial and charitable sectors to promote innovation and improved standards of teaching, learning and governance. Academies are identified as independent schools directly funded by Government. An Academy status offers schools the freedom to create an alternative education provision and operate in a more flexible manner. This is not without risk, as removing local authority constraints also means the statutory services are

no longer freely available and must be purchased (such as Education Welfare, Health and Social Care, Special Needs). Schools need to manage budgets effectively and well equipped to tackle issues of accountability and demonstrate 'value for money' (NAO: National Audit Office, 2012). Once an academy agreement is entered into, reverting back is not an option. However, initial reports of the Academies Programme have been promising (NAO, 2010; House of Commons, 2011; Hill, Dunford, Parish, Rea, & Sandals. 2012).

The first Academies opened in the academic year of 2002/2003 and now account for approximately 21% of mainstream secondary schools and 1% of primary schools in England during 2011/2012. The Academies programme expanded to enable all schools to become Academies (including Primary, Special Schools and Pupil Referral Units). Schools graded as 'outstanding' or 'good with outstanding features' may convert and operate autonomously without a sponsor. Schools without grading may join Academy chains (where outstanding Academies support other schools to improve). In addition, the Free Schools Programme has created new schools (including University Technical Colleges and Studio Schools) in response to community demand (including parents and employers). Of the Academies open in the academic year of 2011/2012, a total of 1479 were converters, 362 were sponsored, and 24 were Free Schools (DfE, 2012a),

In the first performance report for the academic year of 2010/2011 (DfE, 2012b) public exam records demonstrated 46.8% of Academy pupils achieved 5 or more A*-C grades including English and Maths compared with 58.2% of pupils in secondary schools. However, at this time most of the Academies were sponsored with historically poor attainment levels requiring greater improvement to establish a marked change. In this same academic year sponsored Academies had a higher proportion of pupils with special educational needs and minority ethnic pupils than mainstream secondary schools, and considerably more so for pupils eligible for free school meals, with almost twice as many on roll in sponsored Academies indicating a lower social economic status of these students. When taking these issues into account, it is fair to state that sponsored Academies help improve achievement in pupils with a high level of need.

Practitioner Approach to Research

A distinction will be made between the roles performed in the school setting and the methodology used by that of a practitioner and a researcher. The methodological concerns (the practice of producing and acquiring knowledge) and epistemological challenges (the nature, scope and limitations of knowledge) taken into account when developing and conducting research will be addressed with reference to practitioner research literature (King & Horrocks, 2010; Witzel & Reiter, 2012).

Methodology: The problem faced by practitioner researchers is the part played by the enquirer in obtaining knowledge as part of the process of enquiry. A methodological programme determines how information is collected to shape understanding of a problem. This construction of knowledge from information is an interactive process, for example between the practitioner researcher and student (practical knowledge of lived experiences), between the practitioner researcher and environment (everyday knowledge of the setting), and even within the practitioner researcher themselves (academic and professional knowledge). Adopting the stance of a 'well informed traveller' on a journey of discovery, inviting people to participate in the process of understanding, and encouraging them to share in their experiences; this practice enables each of these perspectives to be consolidated and applied to the problem under investigation (Witzel & Reiter, 2012). However, a participatory approach shifts balance of the research relationship whereby participants collaborate in the process and the researcher is implicated in the process. It is therefore necessary to explore relational aspects of collaborative enquiry. Reflexive practice acknowledges the possible influences on the reconstruction of knowledge in the research process.

Epistemology: The impact of academic, professional, personal knowledge and the 'multiple selves' practitioner researchers bring to the information gathering process can also influence the formation of knowledge. These issues can be perceived as a threat to research or embraced as enhancing research; reflexivity acknowledges the impact of prior knowledge, accounts for the influence of different selves, and addresses concerns of possible research bias. The notion of personal reflexivity is essentially the prior knowledge, experience, and expectations the

researcher brings with them and how this plays a part in the process of investigation (King & Horrocks, 2010). Epistemological reflexivity considers the theoretical suppositions and research perspectives applied or developed during the course of investigation. For example, looking inward; it is possible that previous work and research in schools may create a certain level of expectation about how the course of research should proceed, looking outward; it is possible that the experience of conducting longitudinal research will in itself have an impact.

<u>Practitioner Researcher</u>: I was able to combine the stance of a practitioner and researcher in my everyday interactions with students as both perspectives promote acceptance and respect for young people. Fortunately this was reciprocated by the students but a trusting positive relationship requires continued care and attention. The bond formed with students participating in QC went beyond that of a practitioner or researcher and this is where challenges faced with managing multiple selves emerged (King & Horrocks, 2010). Having previously completed research of bullying in secondary schools in which I also worked meant I was well rehearsed in combining my role of practitioner (brought self) and researcher (research self) but working so closely with student groups and over an extended period required me to adopt a combination of other roles (created self): I was a class tutor when conducting the school survey, a confidant with students taking part in the group discussions, and a mentor of students taking part in quality circles; most importantly I was aware that some students may come to view me as a role model and study me as much as I was studying them.

<u>Practitioner</u>: The vocational training required as part of my profession adopts the skilled helper model (Egan 2002). This is a structured approach to the provision of support, advocacy and guidance which can be used in work with individuals and groups. Emphasis is placed on working towards goals, exploring alternatives, developing a plan of approach, and ultimately achieving desired outcomes. The first stage involves the identification of the current problem scenario, (an initial explanation of the surface story, followed by an exploration of the underlying story), the second stage allows consideration of the preferred scenario (facilitate imaginative thinking about an ideal situation and challenging commitment by identifying costs and benefits of change), the final stage incorporates the ideas presented and develops them into strategies by formulating a planned course of action, (producing a set of agreed shared tasks and identifying different sources of support).

This person-centred practice is considered as process orientated and adopts the underpinning ethos of a humanistic approach (Rogers, 1951). This was applied in my everyday interactions where emphasis was placed on active listening to reflect a genuine interest in the personal story of the individual, and paraphrasing to check the accuracy of understanding. Students were encouraged to freely and fully explore their experiences without fear of reprimand through the core conditions of empathy (by valuing and accepting the perspective of the individual), warmth (expressing unconditional positive regard), and genuineness (thoughts and actions remain honest, open and transparent) adopted by the practitioner during interactions with students.

<u>Researcher</u>: The humanistic approach in practice is upheld in research by remaining person centred (Rogers, 1951), whereby students help direct the course of progress in research with gentle encouragement from the practitioner researcher. This principle was applied to quality circles work by providing a sense of empowerment and inspiring students to take the lead in their own voyage of discovery. The stance adopted in this research was of humanistic optimism that people have innate capacity for change which can be achieved through their own endeavours; implied through expressing a respect for people in knowing what is best for them, and by offering support and guidance. This helped guide the pace and direction of research activities, where a degree of flexibility was needed in forming a working relationship with students. The promise of forming a positive alliance is that core conditions of empathy, warmth, and genuineness will ultimately be adopted by people in their relations with both the internal and external world, thus moving toward positive change. This ethos was promoted when visiting each class and conducting the school survey, both bullies and victims were acknowledged as in equal need of support and understanding.

<u>Rationale</u>: The underlying principles of person centred practice adopted by this research perceives people as trustworthy and deserving of the faith that is placed in their ability to become independent, self sufficient and well adjusted. Although this notion may be considered as somewhat ideological, the concept of human nature as purposeful and productive, considering young people to possess a natural tendency toward achieving their full potential in life; this was an interesting standpoint from which to begin investigating the nature of negative behaviour in

school, understanding why bullying happens, who it involves, what impact it has, and how it can be addressed.

Once these questions had been considered with students as part of Quality Circles work and establishing some cause for concern, attention could be turned toward the quantifying the problem, using survey measures to determine the scope of negative behaviour in school; the scale of the bullying in terms of the type of activities this involves, the time and location of incidents; the extent of bullying in terms of how much is happening amongst students in each class and year group; the features of bullying in terms of describing individual characteristics of those associated with the problem.

Experience of Practitioner Research

Conducting a longitudinal case study of the school was made possible through my existing role as a Young Person's Practitioner with the Local Authority Young People's Service. WA - the school where I was mainly based and which forms the 'case study' for this present research - has continued to be supportive of my work with the students and has permitted a degree of autonomy in my role within the school. Initially, in the first year of study my work was based full-time in the school; this enabled me to establish my role as a practitioner in the school. Over the course of the four year study my role changed considerably but my work still enabled me to maintain links with the school, the students and staff on a regular basis. I have provided details of the changes in my profession to address how this altered my approach to research activities. One consistent aspect of my role recognised by students is that of an independent practitioner offering impartial advice and guidance, my role in the school is a supportive one which does not involve teaching or discipline.

Academic Year 2008/2009 & 2009/2010: Connexions Personal Adviser
In the first two years of employment with the Local Authority I was based in the school on a full-time basis. My work primarily involved Careers Education and Guidance in Key Stage 4 and students with Special Educational Needs. I was also involved in behaviour support of Key Stage 3 students which provided an opportunity for Quality Circles work. The Local Authority sharing responsibility of Every Child Matters linked in with anti-bullying work in the school and conducting the school bullying survey.

Academic Year 2010/2011: Specialist Guidance Practitioner
Changes to my role which involved supporting pupils without school places, students with emotional and behavioural difficulties in alternative education out of the borough moved me away from WA school. I was granted one dedicated day each week to visit WA and continue support work with Key Stage 4 students (previous Quality Circle participants), I conducted the school survey every term using annual leave entitlement.

Academic Year 2011/2012: NEET Prevention Project Worker
When my role transformed again, the project work with students disengaged from learning and at risk of exclusion included all schools and Pupil Referral Units in the borough. This enabled a return to the school on a part-time basis to offer support to targeted students onsite and students linked to the school but educated offsite. I was able to establish Quality Circles again by making use of flexible working hours, along with the school bullying survey which I continued using annual leave.
Longitudinal Case Study Time Line

To illustrate work undertaken as part of the mixed methods case study over the four year period, a diagram is provided setting out the range of information collected (Figure 1). The four different sources include: school survey, student worksheets, quality circles and focus groups. Each will be treated separately in analysis but reviewed together in summary; the case

study in its entirety will be addressed in discussion.

Figure 1: Short-term Longitudinal Case Study Timetable of Research Activities

Longitudinal Design Guide:

School Survey: Repeated Measures inclusive of all KS3 Year Groups
                              Groups measured every school term & academic year
Time line example: Class participate Year 7 2009/2011
                              Class follow up Year 8 2010/2011
                              Class complete Year 9 2011/2012

Worksheets: KS3 classes randomly assigned different worksheets
Quality Circles: New participants selected by school for each year of QC
Focus Groups: Completed as part of QC work in 2008/2009 & 2009/2010
                              Participants selected by school in 2010/2011 & 2011/2012

2.2 Education Setting

A case study exemplar is presented, of a new educational enterprise currently engaged in positive use of technology to promote pro-social behaviour by using a centralised computer system for reporting student conduct and performance as well as a reward scheme for pupil behaviour modification (also available online for students to view remotely). This study will focus on the age groups of 11 to 12 (Year 7), 12 to 13 (Year 8), and 13 to 14 (Year 9), collectively entitled Key Stage Three (KS3) of the National Curriculum (please see Appendix 7 for general background information on the school).

The case study is of an inner-city secondary school with academy status (funded independently and not under local authority control). WA was established in 2007 and has approximately 900 male and female students aged between 11 and 18. Within the school locality, over 70% of secondary students are of non-British backgrounds. Approximately 60% are designated EAL (English as an additional language), and approximately 40% are eligible for free school meals. These socioeconomic indicators are reflected in the student population of WA to a slightly greater extent (see page 60).

KS3 students follow an integrated curriculum with overarching themes of Community and Communication in Year Seven, Global Citizenship in Year 8, and Business Enterprise in Year 9. Students engage in cross-curricular activities combining a range of subject learning styles during tutorial lessons as well as core curriculum areas of English, Maths, Science and Physical Education. Classes are grouped by ability, with 6 tutor groups and two additional 'nurture' groups (one class for students requiring behaviour support and one English language support). The student population is divided vertically into three houses incorporating seven separate year groups (form Year 7 up to Year 13). This enables students to develop a sense of identity, to include a wider age range in their social networks, and also strengthens peer support systems.

At Key Stage **3** students are taught in home rooms to provide a consistent learning environment, the integrated curriculum is based on the academy specialist status for International Business and Enterprise. The integrated learning permits 'home groups' to learn together in Year 7 for a minimum of 8 lessons per week, with almost 11 hours of shared learning time; Year 8 have 7 lesson per week, totalling almost 10 hours; Year 9 have 5 lessons per week with almost 7 hours of class time together. Students commence GCSE study earlier than other secondary schools and pick their options subjects in Year 8, which are then taken outside of the home group, with core subjects of English and Maths often taken with the same

group.

School Background

A brief overview of the school history is provided to put the case study into context. The information presented was obtained from school inspection reports by the Office for Standards in Education (Ofsted). Undertaken in 2008 when the school was monitored as part of the new academies initiative, in 2009 during which the school was given 'notice to improve' standards of education, and in 2010 when the school was deemed to be meeting 'satisfactory' education standards. WA is an independent academy, jointly funded by government and business which enables the school to operate outside local authority control but must adhere to inspectorate directives.

The case study school is one of two academies, WA along with PA, which replaced a large comprehensive school in London facing closure for failing standards in education. Previously, NWCS was a large secondary school across three sites, after its closure WA opened in 2006 in premises that were part of the predecessor school and did not adequately accommodate the number of students on roll. In 2007 WA moved to new premises, underwent restructuring and appointed a large proportion of new staff. Staffing continued to have a large turnover but retained the same student population throughout the closure of the old school and creation of the new academy. After the inspection in 2008, resulting in a notice to improve standards at the academy, WA again underwent considerable change in staffing and leadership; these issues served to increase the number of Year 7 vacancies in 2009 and left the academy vulnerable to casual student entry. The admissions policy remains a local and comprehensive one, there is no selection process and the main criterion is residential proximity.

In the academic year of 2011/2012 the school had 932 students on roll (505 Male and 427 Female) in Key Stage 3 (aged 11 to 14); Key Stage 4 (Aged 14 to 16) and Key Stage 5 (aged 16 to 18). Of which, 89.7% had English as a second language, 55.8% were entitled to free school meals and 44.2% had special educational needs (41.4% School Action Plus; 13.4% School Action; 2.8% Statement). Student attainment on entry to the academy in Key Stage 3 is below average but has improved over time. Student attainment in Key Stage 4 has increased steadily since the academic year of 2007/2008 when only 20% of students achieved standards meeting the national average, followed by a 38% in 2008/2009; 45% in 2009/2010; and 46% in 2010/2011. In the most recent performance indicators of 2011/2012 students excelled above the 68.7% Local Authority average pass rate, with 75% of students gaining 5 or more grade C or above (including English and Maths) in their GCSE exam results.

School Inspection Reports

During the initial period of establishing independent academy status, the case study school underwent a number of inspections receiving regular visits from the Office for Standards in Education (Ofsted). On each occasion a report was presented to the school on the findings of this government body, based on observations and interviews undertaken with students and staff by a team of Ofsted inspectors.

Excerpts summarising each year of assessment present WA from the perspective of independent and unbiased school inspectorates. These extracts help illustrate how this sponsored academy school strived to achieve educational standards in the initial years of operation and then once established, gained the formal recognition for continued progress made over time when awarded with improved Ofsted grading.

2007/2008: First monitoring visit in connection with the Academies Initiative
The principal and senior leadership team have robustly tackled many of the challenges faced since the academy opened. The impact of this can be seen in the improvements in students'

behaviour and attendance. Staff morale has improved, there is a sense of purpose and direction and there is a clear commitment to building on what has already been achieved. Self-evaluation is accurate and the academy's leaders honestly acknowledge there is still a good deal of work to be done to eradicate the legacy of underachievement, to bring all teaching up to the best level and further improve students' attitudes to learning. Generally, students are positive about the academy and appreciate the efforts their teachers are making to bolster their achievement.

2008/2009: <u>First Ofsted Inspection grades the school standards as inadequate</u>
The academy provides an acceptable standard of education for its students. However, the school is performing less well than it could reasonably be expected in all the circumstances and requires improvement. A positive culture and climate for teaching and learning have been established. The principal is held in high regard by staff and students. She is a visible presence around the academy and her knowledge of individual students is impressive. Students sought out inspectors to say how proud they are of their academy and that they enjoy their time there. They understand and agree with the high expectations and view the support they get from staff very positively. Behaviour in lessons and around the academy is satisfactory and sometimes good, moral and cultural aspects are particularly strong and have made a difference to racial harmony. Students have a strong sense of fairness and very loyal to their academy.

2009/2010: <u>Second monitoring visit in connection with a notice to improve standards</u>
The academy is making satisfactory progress in addressing the issues for improvement and in raising the students' achievement. Students are highly supportive of the academy and speak warmly of the principal's approachability. Her open style is an asset to the academy. However, she acknowledges that the senior leadership team needs to monitor more rigorously, to ensure that teaching and learning improve.

2010/2011: <u>Second Ofsted Inspection grades the school standards as satisfactory</u>
The academy is providing a quality of education which is at least satisfactory and no longer requires significant improvement. This gives the academy a good capacity to drive further improvement and maintain the upward trend in student attainment. Students' behaviour is generally pleasant and respectful, and they are welcoming to visitors. They are honest about the occasional problems with the behaviour of some, particularly younger, students but they are pleased that this is addressed by staff quickly and effectively. They value the extent to which they feel safe, and that adults look after them during the day. Students place great value on the diversity in the academy and its contribution to their development. They show a good level of willingness to engage with new experiences and develop their cultural understanding.

Common themes evident throughout each report are: the honest and open response given by staff and students about the problems in the Academy; the shared dedication of the principal, senior leadership team and teachers to improve student learning and behaviour; the students noting the positive change evident from staff overcoming the challenges faced; the mutual respect shared between students and staff at all levels. Most importantly, the students interviewed reported feeling safe from harm and did not indicate any problems of bullying in school at the time. Interestingly, bullying was only referred to in the first monitoring visit of 2007/2008 and first inspection of 2008/2009. It was at this time the case study also commenced, Quality Circles work began after the inspection and the school bullying survey was introduced the following academic year.

School Policy

The school behaviour policy adopts a staged process to intervention; the initial approach is to hold an informal meeting between pupils involved and encourage dispute resolution, a method of shared concern is applied when bullying is persistent. If the bullying continues then a more supportive approach is considered, a family meeting is held to address problems that may be resolved with the help of parents and professionals collaborating with the school. Sanctions may be issued if bullying continues and disciplinary action taken immediately in extreme cases.

The school Preventing Bullying Policy defines bullying as 'deliberately hurtful behaviour, sustained over a period of time, by an individual or group, which makes another person feel

uncomfortable, or is intended to be intimidating'. The policy extends the duty of care outside of the school setting to include bullying involving school based relationships. Cyberbullying is acknowledged by a separate set of principles in the school statement of aims. These include; understanding and talking with students and parents, reviewing policies and practices, promoting the use of positive technology, making reporting easier and evaluating the impact of prevention.

A review of the school policy was made through application of an item scoring scheme designed to assess school anti-bullying policies (Smith, Smith, Osborn, & Samara 2008; Smith et al., 2012). A comparison was made between the average obtained from content analysis research and this school. Overall the document met 67% of policy scoring criteria and exceeded the average of 40% obtained by schools included in the published survey, 72% of the item scoring for both Section A (bullying definition) and Section B (reporting & responding) compared with schools in the study obtaining 50% and 38% respectively. The school gained 78% for Section C (recording, communicating & evaluating) contrasting with an average of 30% for the study, but more comparatively, meeting 40% for Section D (preventing bullying strategies) with a 34% average. The school preventing bullying policy included aspects of cyberbullying, only reported in 8.5% of policies in the content analysis study. Most notably, the policy extended the support outside of the school to specifically address cyberbullying incidents (an issue not yet included). Any items which the school policy failed to address were common issues shared by many of the exemplar policy documents in the study (please see Appendix 7.3).

Anti-Bullying Approach

The school approach to bullying incorporates a range of strategies including: preventative (e.g. time out, safe spaces, after school patrols), corrective (e.g. defusing conflict, behaviour monitoring) and supportive discipline (e.g. team approach, curricular activities), as well as sanctions increasing in severity with continued bullying (e.g. formal warning, detention, suspension, & exclusion). The guidance emphasises positive action (recognition and reward) rather than negative action (punishment). A joint approach to behaviour management is taken with senior staff, parents and students reviewing progress. The student is considered to have a central role in self-discipline, and sense of responsibility for their own behaviour is encouraged, every opportunity is provided for the student to improve before punishment is considered.

The school response to bullying takes into account the severity of the behaviour, the repetitive nature and escalation of such incidents. If a serious physical assault has occurred then immediate steps would be taken to suspend the accused students pending further investigation and the possibility of a permanent exclusion would be considered. Reports of bullying and the escalation of such incidents are logged electronically on student records for all staff to monitor. Personal school records are also available online for parents and students to review at home together through a secure school intranet site. When bullying incidents are reported the responsibility lies with senior staff to oversee the investigation, often carried out by personal tutors and key workers. There are five steps outlined in the preventing bullying policy which can be bypassed depending on the severity of the situation.

In the first instance of bullying, a discussion will be held between the students and teacher in an attempt to resolve the problem as part of Step 1. If the problem continues then a more formal approach is undertaken in Step 2; adopting either the Support Group Approach (for resolving group bullying problems) or Method of Shared Concern (for addressing individual bully and victim problems). Step 3 involves a formal meeting by a senior member of staff and a warning issued to stop the bullying, followed by issuing sanctions in Step 4 if bullying continues (including after school and weekend detentions, parents attending class, community service, school report). Finally, if further incidents occur then in Step 5 punishments and punitive programmes are considered along with the families involved (including fixed term or permanent exclusion, restorative justice meeting, counselling or respite schooling).

Participants

Students were selected to participate in the study based on attendance at the school under investigation during 2008 to 2012. Inclusion was based on the initial years of secondary education with the sample of participants from Year 7 (Y7 aged 11 to 12), Year 8 (Y8 aged 12 to 13), and Year 9 (Y9 aged 13 to 14); collectively entitled Key Stage Three (KS3) of the National Curriculum. Within this four year case study, the school survey spanned three academic years from the spring term of 2009/2010, to the spring term of 2011/2012. Between 66 - 89% of all Key Stage Three (KS3) students attending school on the day of the study completed the school bullying survey. Out of 532 KS3 students on roll in 2009/2010 (data includes starters and leavers) 81% participated in the study in the spring term and 73% in the summer term. Of the 579 KS3 students on roll in 2010/2011, 81% participated in the autumn term, 78% in the spring term, and 66% in the summer term. Of the 535 KS3 students on roll in 2011/2012, a total of 413 participated in the autumn term and 363 in the spring term.

In total 983 students were on roll during the school survey taking place over a period of three academic years (from 2009/2010 to 2011/2012), of which 537 were male and 434 female. Approximately 56% of students were entitled to Free School Meals (FSM) and 74% had English as a Second Language (ESL); in addition 27% students were recorded as having refugee status. The range of student ability was recorded as 16% gifted and talented with 57% having additional learning needs (26% School Action; 28% School Action Plus; 3% Special Educational Needs). With regard to ethnicity 18% of students were recorded as White; 10% Black; 17% Asian; 2% with mixed heritage; 45% representing other ethnic groups (over half of which comprised uncategorised Arabic backgrounds) and 8% with no information recorded.

The national average for schools in England, London, Inner London and the Local Authority for the same period are reported (School Census, 2010/2011). The proportion of secondary students eligible for Free School Meals in England is recorded as 14% in 2011, 23% in London, 36% Inner London and 40% within the Local Authority. The proportion of secondary students with English as a Second Language is recorded as 12% in 2011, 37% in London, 48% Inner London and 64% Local Authority. The School Census data for 2011 also reports ethnicity of secondary students in England (80% White, 5% Black, 9% Asian, 4% mixed ethnic background, 1% other ethnic group, & 1% unclassified), London (44% White, 21% Black, 20% Asian, 8% mixed, 5% other, & 2% unclassified), Inner London (31% White, 30% Black, 21% Asian, 9% mixed, 7% other, & 2% unclassified), and Local Authority (28% White, 22% Black, 15% Asian, 9% mixed, 24% other, & 2% unclassified).

2.3 Materials

Prior to conducting research, ethical approval was sought and granted by the psychology department ethics committee at Goldsmiths University of London. The school under investigation permitted students to attend an anti-bullying session held during tutorial as part of the school curriculum. All materials used in the course of the study were reviewed by two academic supervisors at Goldsmiths and considered by the school senior leadership team to be appropriate for use with KS3 students at WA.

Materials were designed to confirm understanding about school bullying based on information obtained through QC work and focus group discussions with students. This was to ensure the issues raised by students participating in these activities were representative of the views held by the same year group and wider Key Stage Three group. The worksheets were a combination of materials designed to provide both qualitative information (whereby students were encouraged to share their views in a structured format) and where possible, presented in a quantitative format, reporting percentage of respondents indicate the degree to which students share viewpoints.

Student data providing descriptive statistics was obtained from school records at the end of each academic year. Details providing evidence for the following continuous scale items were collected from the school database: KS3 age group (Y7 average age 11.5 years old; Y8 average age 12.5; Y9 average age 13.5), school attendance (percentage of authorised and unauthorised absence); behaviour record (number of positive and negative teacher reports as well as combined ratio), and academic ability (below average, average, above average, high achievers, none recorded).

Categorical items included: student gender, entitlement to free school meals (FSM), English spoken as a second language (ESL), Gifted & Talented (G&T), Special Educational Needs including learning difficulty or disability and subcategorised as: School Action (SA); School Action Plus (SA+); Statement of Special Educational Needs (SEN). Each associated respectively with an increased level of need and entitlement to additional support. Student ethnicity is placed under one of five backgrounds with three sub-headings (adapted ethnicity codes provided by the Data Service, 2011); White (British, European, other); Black (African, Caribbean, other); Asian (Indian, Bangladeshi, other); Mixed Heritage (White & Black Caribbean, White and Black African, Multiple); Other Ethnic group (Arab, Somalia, Other). Continuous Scale items included: School Attendance, Academic Ability, Positive and Negative School Report (each scale transformed to percentage).

School Survey Materials

The survey was presented as a two part assessment of bullying problems in school (see appendix 1.2): the first part was designed to measure different bullying activities and the second part was a questionnaire on bullying participant roles. The survey identified bullying roles using a combination of self and peer reports and associated bullying behaviour in each class through peer nominations. The rating scales established the most common types of bullying behaviour and frequency of such activities in school. Students were also asked to consider bullying problems in school and to share knowledge about what they had observed or experienced.

Participant Roles: The role of bully and victim were identified using peer nomination methodology which represents the collective viewpoint, whereby group consensus scores are relied upon to reflect how each member is perceived by others. When completing nominations, students were able to select as many or few peers as they wished, as bullies or victims from the class register. Students were also asked to identify themselves as a bully or victim (if applicable) to enable comparison between self identification and peer nomination. A detachable list of numbers replaced student names and reassured participants of anonymity. This also provided a method of retrieving information in the future if a student wished to withdraw participation.

The bullying roles were allocated in accordance with group consensus scoring, led by previous suggestions that the highest number of nominations collected by classmates produces more defined roles, offering greater clarity (Perry et al., 1998). The process of coding followed this general rule to retain the majority vote falling on one item and discount any frequencies below a minimum standard. The decision rule for 25% of the class was selected by considering the distribution of possible number of votes (as dictated by approximate group size). Therefore, cases with a vote exceeding 25% of the total vote were assigned to the role of bully or victim, the role of bully/victim was assigned when both role ratings were equally high, cases with ratings below the minimum count or with no peer nominations were assigned no role category. The decision rule to retain roles with 25% of the class nominations was based on previous research where absolute criteria between 10% and 50% have been applied to nomination data (Schuster, 1999; Mahdavi & Smith 2007; Atria et al., 2007; Goossens, Olthof, & Dekker, 2006), in this instance 20% was considered lenient and 30% was deemed stringent when

applying this criteria to the initial dataset collated from the first survey (increasing or reducing the total number of nominations by almost a quater).

<u>Bullying Behaviour</u>: Students were asked to share knowledge and experience of the most common bullying problems in school (Physical, Property, Verbal, Social, Cyber) by rating the frequency of occurrence on a scale of 1 to 5 (Never, Rarely, Sometimes, Regularly, Frequently). Students were made aware information would be generalised to indicate the most common problems across each year group in the school.

Five types of bullying behaviour from the participant role scale were included (Salmivalli et al., 1996; Sutton & Smith, 1999) with examples provided in the assessment; physical (hitting, kicking, shoving or punching), property (taking, hiding, or damaging possessions), verbal (cussing, name calling, teasing or spreading nasty lies), social (ignoring, embarrassing or rejecting others), and cyber (using modern technology to bully others). Five activities selected to further define cyberbullying were also drawn from research (Smith et al., 2008); mobile phones (prank calls, unpleasant text messages), instant messenger (hacking &/or sending offensive messages), email (hacking &/or sending nasty, rude, or virus emails), picture / video imaging (embarrassing / manipulated photos, webcam), and websites (hateful chat rooms, social networking, video hosting).

<u>Study 1</u>: During the academic year of 2009/2010 students were asked to identify those involved in bullying incidents as bullies or victims (including themselves and others) over the past term. Students were also asked to think about their knowledge or experience of bullying over the past term and rate how often different types of bullying happens in school (Physical, Property, Verbal, Social, Cyber) on a scale of 1 to 5 (1 = Never: no knowledge or experience; 2 = Rarely: Happens once a term; 3 = Sometimes: Occurs once a month; 4 = Regularly: Incident every week; Frequently: Takes place every day). Please see Appendix 1.2 for the survey used in this instance.

<u>Study 2</u>: During the academic year of 2010/2011 and 2011/2012 the same data collection procedures were followed and the similar materials were administered but with the inclusion of a specified time period of one month and additional rating scale for frequency of bullying and victimisation. As previously, students were asked to anonymously identify themselves and nominate others as bullies and victims as well as rate how often this had taken place on a scale of 1 to 5 (1 = Never: Not happened in the past month; 2 = Rarely: Only once or twice in the past month; 3 = Sometimes: Three or four times in the past month; 4 = Regularly: a few times each week; 5 = Frequently: Almost every day). This same scale was used to rate the different bullying behaviours (Physical, Property, Verbal, Social, Cyber) generalised across year groups in the school. Please see Appendix 1.3 for the survey used on these occasions.

Quality Circles Materials

Quality Circles were held in the first two years of the case study to explore problems of bullying and cyberbullying in school from the student perspective. This approach allows explorative analysis of school settings, in this instance anti-social behaviour, whereby students embark on a problem solving exercise over a period of time. The process involves identifying key issues and prioritising concerns, analysing problems and generating solutions, through participation in a series of workshops.

In the first academic year of 2008/2009, the activities developed for the twelve week programme were adapted from published materials and recommended guidelines (Smith & Sharp, 1994). The purpose of QC group activities was to explore general bullying and cyberbullying problems in school. The initial stage of managing the formation of groups was completed in the first week; the five stages of problem solving were followed in successive weeks. Once a solution had taken the form of an approved project proposal, completion work was planned for a further six weeks.

In the second academic year of 2009/2010, the activities developed for the programme were

adapted from the same published materials and recommended guidelines (Smith & Sharp, 1994). In this instance, the purpose of the QC group activities was specified as exploring bullying and cyberbullying issues in class. In addition, the series of 12 weekly sessions covering one school term introduced during the previous year was reduced to 7 weekly sessions over half a term. It was previously demonstrated by previous QC participants that students had the potential to complete project work over a shorter period. It was agreed with school to reflect this in the second study to reduce the loss of curricular learning time.

In the final academic year of 2011/2012, the same materials used for work with the second QC groups were used but more time was given to complete the activities, following a similar programme to the first QC groups. The purpose of QC group work was to consider new methods of investigation into bullying and cyberbullying. Having provided the groups with information obtained by the school bullying survey, students were asked to help analyse the results and think of new improved ways of monitoring bullying in school. The series of 10 sessions was completed over one school term of 14 weeks; this allowed flexibility in delivering the sessions over a longer period and a more relaxed pace. Having time to permit the group to go 'off task' and have 'brain breaks' helped sustain students' energy and enthusiasm for the task at hand.

2.4 Procedure

The case study was conducted over a four year incorporating the academic years of 2008/2009, 2009/2010, 2010/2011, and 2011/2012. Each activity occurred during three school terms; Autumn (September to December), Spring (January to March), Summer (April to July). The School academic year begins in the Autumn term and ends in the Summer term. Students begin statutory secondary education in Year 7 and complete in Year 11, the study focuses on the initial Key Stage Three school year groups (Years 7 to 9 inclusive).

Focus group discussions were held as part of Quality Circles work in the spring term of 2008/2009 and 2009/2010. The first school survey was conducted in the spring term of 2009/2010 and followed up in the summer term. The survey was then completed each term (Autumn, Spring & Summer) of academic years 2010/2011 and 2011/2012. A total of 20 focus group discussions were held over four years and the school survey a total of 8 occasions over three years.

Survey data collection sessions were held during tutorials so as not to interfere with academic learning. Lesson plans were developed following recommended guidelines by Childnet International and the Anti-Bullying Alliance. The lesson plans for the class tutorials and timetabling of events were produced in consultation with members of the senior management team (head of literacy, heads of year, and school principal). A themed lesson plan and activity worksheets were devised each year using recommended Anti-Bullying Alliance teaching resources (see appendix 2).

Each lesson incorporated data collection into a guided learning session for each class. The theme selected to raise awareness of a particular bullying issue related to National Anti-Bullying Week (2009: 'Stay Safe in Cyberspace' raising awareness of Cyberbullying; 2010; 'Taking Action Together' a whole school approach to prevention; 2011: 'Stop & Think – Words Can Hurt' highlighting the harm of verbal bullying).

The learning materials were designed to explore student understanding and awareness about aspects of bullying and cyberbullying (legal issues, sanctions, rights and responsibilities, coping strategies and school interventions). Each class was encouraged to participate in learning activities and complete worksheets to share knowledge about specific bullying issues; students were not pressured to take part in any tasks during the session.

School Survey

Data collection was incorporated into a guided learning session for each class as part of the

school anti-bullying curriculum. Every class was visited in which questionnaires were completed during the first half and an open discussion and guided learning activities held during the second half where themed worksheets were completed by students (see appendix 3). Prior to this, parental approval was sought by way of a letter home about the events taking place at school (see appendix 1.2)

During each session, the purpose of the study was introduced and issues of confidentiality and concerns regarding participation were addressed. Aspects of bullying and cyberbullying were explained and information provided to establish a level of understanding before students completed survey materials. The open discussion sessions in class that followed after data collection, incorporated debriefing and allowed an opportunity for students to share thoughts and ideas on managing bullying within their school. Comments were recorded by the researcher in note form and read aloud at the end so students had the opportunity to retract statements. Follow up was provided in the form of ongoing school support.

Prior to completing peer nomination forms, students were reassured about the voluntary nature of their involvement and offered the opportunity to opt out at any time. Issues of confidentiality and anonymity were discussed at length with regard to the nature of information collected. Students were informed that the information provided on paper would be generalised into percentages (number of bullies, victims, and most common types of bullying behaviour) to gain an understanding of the level and nature of bullying within the current year group, and not intended as a naming and shaming exercise to expose bullies.

Due to the possible vulnerability of participants, parental approval was sought by way of a letter about the planned research (see Appendix 1.4). Contact details were provided to allow parents time to consider student participation, discuss any concerns and withdraw their child if felt necessary (non-response to the letter was considered as initial consent by proxy). Additional information was given to students after completing the questionnaires, detailing procedures for possible withdrawal at a later date. Because of the sensitive nature of this research, each student was offered ongoing support in school and given information on bullying and cyberbullying with details of organisations offering help and advice (See appendix 1.1).

Quality Circles

Efforts were made to follow the procedures reported by Sonia Sharp in; *Tackling bullying in your school: A practical handbook for teachers* (Smith & Sharp1994). Two distinctive features which differed somewhat from the original guide were the initial introductory session which later became known as the QC launch stage. These sessions also included a recorded discussion about bullying, later held outside of QC as focus groups in the final two years of study. The particular approach to these aspects of QC was unique to this context and the students participating in group work.

In the first year, group formation occurred prior to commencing QC, in some groups the students had not worked together before so the focus was on peer group befriending and forming positive working relationships. However in the further two QC studies, the students were from the same class and familiar with working together as a group so the ice breaking tasks were not so much for the students themselves but between the practitioner and students. Students were given some card and asked to write their name using colourful pens and include images or words of things they like (favourite food, national flag, family, pets, hobbies). The practitioner completed the same task to help put the students at ease and whilst completing this task engaged in conversation by asking the group to describe themselves and each other. These name cards were used to decorate folders for individual work to be placed in each week, a group folder was then produced and the students were asked to think of a name and an image or motto to represent their QC group.

The focus groups were held as part of QC work in the first two years and continued separately in the following years of study to help inform data obtained from the school bullying survey. The procedures followed in group discussion were the same each year regardless of whether the

group was formed for the purpose of ongoing Quality Circles work or a one off focus group session. In addition, feedback was provided to all focus groups as part of follow up work where the content of the group discussion transcripts were read through, students were given a summary of the main points to arise from the issues discussed by all focus groups to comment on. Students were also given a personal copy of the transcript to take away and provided with another opportunity to comment as part of individual follow up sessions.

Quality Circles 2008/2009

In the first year of 2008/2009, a total of 32 students from Year Seven (Y7: n=5, mean age 11.5), Year Eight (Y8: n=20, mean age 12.5) and Year Nine (Y9: n=7, mean age 13.5) were selected by the school head as benefiting from participation in QC work. The 16 male and 6 female students permitted to attend sessions held during tutorial lessons were each allocated a regular QC session where class timetables permitted. There were 6 QC groups, one Y7 QC had five students from three different classes, each of the four Y8 QC Groups had students from the same class, and one Y9 QC had seven students from three separate classes. QC meetings were held throughout the summer term (March to July 2009). An outline of the agenda for each week is summarised below:

- Week 1 Introduction & Recorded Discussion (information session and discussion about bullying and cyberbullying);
- Week 2 Problem Identification (Students collect information from a range of sources by conducting a whole school survey);
- Week 3 Problem Analysis (students develop thought shower of initial ideas for the possible solutions);
- Week 4 Solution Formation (students complete a school opinion poll and collect votes for their ideas);
- Week 5 Presentation Preparation (students prepare a group video for senior teaching staff to view);
- Week 6 Presentation Delivery (students hear the panel decision to reject, consider or approve project idea);
- Week 7 Project Planning (all members of the group collaborate on the project as a combined effort);
- Week 8 Project Preparation (group organise practical aspects, develop resources, and design materials);
- Week 9 Project Delivery (group undertake initial stages of project idea and complete ongoing work);
- Week 10 Project Assessment (group review progress on project, compile information gained and analyse problems);
- Week 11 Class Presentation (group prepares a script about project work to deliver during lesson time to student peers);
- Week 12 Presentation Delivery (complete class presentation, group debrief and evaluation of participation in Quality Circles).

Quality Circles 2009/2010

In the second year of 2009/2010, a total of 30 students took part in the 5 QC groups (18 from Y7 and 12 from Y8, with 20 males and 10 females). The QC activities were carried out with year 7 and year 8 students from selected tutorial classes. From a total of 12 groups, five were selected on the basis of school reports of bullying incidents; class teachers were instructed to identify 6 students each 'to help solve the bullying problems' by participating in QC work. QC meetings were held during the latter half of summer term (May to July 2010). An outline of each weekly session is summarised:

- QC Launch: Group Formation (Ice breaker, group membership, agreeing

ground rules, participation and confidentiality).
- Week 1: Introduction & Recorded Discussion (Information about bullying and cyberbullying; discussion of concerns in school and class).
- Week 2: Problem & Solutions (Students identify main problems in school and develop ideas about possible solutions).
- Week 3: Planning Project Presentations (Group selects three solutions to develop into projects and prepare a class talk).
- Week 4: Delivering Project Presentations (Class to identify most popular project idea and teacher approves final decision).
- Week 5: Project Preparation (All members of the group collaborate on project and agree individual roles of responsibility).
- Week 6: Project Implementation (Review progress, address problems and identify sources of support for completing project).
- Week 7: Class Evaluation (Groups showcase work and provide information to class. Collect feedback from peers).

To clarify, the procedures in this second QC group altered somewhat from the first study with a different group of participants when more time was given to establishing groups and completing QC work. Similar to the first QC study, recorded discussions were held with the groups in this second QC study. Transcripts were used to inform data obtained from the school survey and a report produced at the end of the year.

Quality Circles 2011/2012

In the final year of 2011/2012, a total of 20 students took part in 3 QC groups (11 males and 9 females). The QC activities were carried out with year 7 students from selected tutorial classes. Three groups were selected on the basis of school reports of bullying incidents; class teachers were instructed to identify 6 students each 'to help solve the bullying problems' by participating in QC work. QC meetings were held during the summer term (April to July 2010). An outline of each weekly session is summarised:

- QC Launch: Group Formation (Ice breaker, group membership, agreeing ground rules, participation and confidentiality).
- Week 1: Introduction & Discussion (Information about bullying and cyberbullying; discussion of concerns in school and class).
- Week 2: Identification & Exploration (Students to design and conduct own survey to share and compare results with the group)
- Week 3: Problem Analysis (Review evidence collected and further analysis of problems using the How/How? Diagram).
- Week 4: Solution Formation (Group to consider project ideas and further analysis of solutions using the Why/Why? Diagram).
- Week 5: Presentation Preparation (Students produce material about 3 project ideas and collect votes in a school opinion poll).
- Week 6: Presentation Delivery (Students to present final project idea to teachers and students to be approved or refused)
- Week 7: Project Planning(Group establish agreed plan of approach to project work and identify activities required for completion)
- Week 8: Project Preparation (All members to collaborate jointly on project and each member takes lead on one aspect of work)
- Week 9: Project Delivery (Review progress, address problems, develop a group strategy and agree roles responsibility)

- Week 10: Project Assessment (Groups to showcase work, collect feedback about projects and complete a final group evaluation).

To clarify, the procedures in this third QC study differed somewhat from the first and second studies; this was determined by the time available to complete work. Focus group discussions had already been held in the spring term, prior to QC work commencing in this year of study. As part of QC work, students participated in the same group discussion but this activity was not recorded as the focus group transcripts and report had previously been produced for the final school survey.

Focus Groups

In consideration of the sensitive issues raised by the subject of school bullying and cyberbullying, recommended approaches to group interviewing and appropriate procedures for discussion with adolescents were consulted (King & Horrocks, 2010; Menter, Elliot, Hulme, Lewin & Lowden, 2011; Stewart, Shamdasani & Rook, 2007). Stewart et al (2007) provide a comprehensive history of focus groups, which include origins in media advertising (influence, persuasion, and motivation) market research (consumer behaviour, audience response, and customer preference), political research (canvassing, campaigns, and policy reform) and academic research (such as sociology, psychology, healthcare, and education).

King and Horrocks (2010) highlight the purpose of focus group interviews in social research as exploratory (used in the initial stage of researching a problem in context), investigative (used when considering further research into a problem), confirmatory (to compare with other sources of information obtained), and phenomenological (to provide further detail about a particular problem). In this instance, the focus groups were exploratory (examining the problem of bullying in the school environment with the help of the students as informants), investigative (running a pilot to ensure further investigation is necessary) confirmatory (comparing information gained from QC group work, student worksheets, and school survey) and phenomenological (understanding the problem of cyberbullying with the help of students as experts)

Menter et al (2011) provide a guide for practitioner research in education and the modifications required for use with school students. The issues addressed prior to conducting focus groups related to the introductory script, establishing ground rules and addressing concerns of confidentiality and anonymity. The problems associated with group composition guided participant selection of small groups of students of the same age and preferably from the same class to ensure familiarity and encourage a relaxed group setting. The problems acknowledged during discussions were the group dynamics and managing the strong dominant characters as well as supporting the more timid individuals to ensure everyone had the opportunity to share without being shouted down. A short time frame was kept to reduce participant fatigue and boredom; the script included concrete questions requiring practical answers used for the most part unless the group were struggling with responses (a spontaneous prompt was 'imagine you were in charge of the school for the day'). The sensitive nature of the focus group discussion was monitored as a cause for concern on both an individual and group basis was included as part of the debrief process.

Focus Groups 2008/2009 – 2011/2012

With exception of the first year of study where students were selected by the school head to participate in group work, in each successive year of study, the classes identified as having bullying problems as highlighted by the school bullying survey were approached for follow up work. This would initially involve a class discussion about the survey results, students from each class were then selected to participate further in focus group discussion and feedback about results.

Participation was based on requesting student volunteers to 'help solve the bullying problems' whereby teachers were asked to provide names of 6 students to help with this activity. Students were then approached to consider participating or withdrawing from group discussion. This resulted in approximately five separate focus groups held each year with students from across the three age groups and approximately four to six students participating in each discussion.

The recorded discussion began with the practitioner reading out instructions, sharing information about bullying and cyberbullying, providing definitions and examples to ensure a shared understanding. The script used to introduce the focus group sessions is provided in appendix 1.4. The standardised procedure for each focus group involved a semi-structured interview, open questions were posed and students were encouraged to discuss their response to the following:

- What do you know about bullying happening inside/outside of school?
- What do you think can be done to manage this bullying behaviour?
- What do you know about cyberbullying inside/outside of school?
- What do you think can be done to prevent cyberbullying?
- Do you have any further comments you wish to add?

Students were made aware that their contributions would be anonymous and remain confidential. The group was reminded the purpose of discussion was not an open forum to air personal grievances, they were asked to keep comments general and not to use names of others. The group was guided to remain on task and encouraged to adopt a solution-focused approach to discussion, whereby the issues raised were explored in an effort to find a resolution. All students were informed the practitioner was available after discussion to address any questions or concerns and provide individual support. Typed transcripts were shared with the group at a later date to review and check accuracy of content (also providing an opportunity to remove comments).

2.5 Practitioner Commentary

My practitioner role in the past has involved placements in a number of education settings (secondary schools, further education colleges, training providers, pupil referral units) and has made me aware of the unique experience each school culture can provide. My previous knowledge of working in a school as an external service provider helped prepare me for the challenges faced in undertaking school research. I am aware that some of the precautionary steps taken may not have been considered by a researcher or practitioner unfamiliar with education settings.

For example, I refrained from using the staffroom for the duration of the study as I was aware that I may well gain a very different perception of the school or students from the perspective of the teachers. In this informal environment teachers are able to 'let off steam' by discussing work related frustrations and sharing their personal problems. Whereas a practitioner or researcher may consider the staffroom of great value in immersing themselves in the school culture, it can also be detrimental to forming a well rounded and accurate understanding of the school (some of the views expressed in the heat of the moment in a staffroom are not the same views held outside of this setting).

Another example includes my developing and delivering work to fit in with the existing school structure instead of expecting the school to fit in with my research schedule. I was prepared to make the most of every opportunity presented; this flexibility also provided opportunities in itself. I was able to set up QC work by chance as the school requested I work with an identified target group of students. I was able to conduct the school survey by taking responsibility for a lesson on bullying. This required extra work but also enabled research to be incorporated into PSHE. A practitioner or researcher continuing to perform in the same manner in every school setting may well retain a consistent approach but this may also hinder

progress in terms of completing work.

A final example is of my resistance to form close relations with school staff, although I was able to maintain good working relationships, I made a purposeful effort to remain independent and held no affiliations with any departments. It was important for my work with the students to recognise that any familiarity with members of staff could be perceived by some as betraying confidence and create mistrust among students. This degree of autonomy is difficult to sustain over a long period of practice or research, indeed forming an allegiance with staff may be considered beneficial in paving the way for further work, but adopting and maintaining a neutral stance is invaluable when working in school with students, especially tackling sensitive subjects such as bullying.

My practitioner role at the time required work on an individual basis and my research included work with groups. My practitioner training involved applying elements of the skilled helper model (Egan 2003) and adapting this approach when managing groups. The group work model is similar to that of individual interactions, used instead with a collective number of individuals. Stage one: Identifying the current situation (agreeing an agenda and addressing expectations); Stage two: Gaining information about a desired situation (exploring issues and identifying goals); Stage three: Obtaining the goals set (planning steps towards attainment and identifying further action). The process should be conducted in a manner sensitive to the needs of the group and individual learners. The practitioner adopts a person centred approach (Rogers, 1951) with respect to the core conditions of empathy (how the situation relates to the student and group), congruence (being in tune with the needs of the group and individual learners) and unconditional positive regard (being non judgemental and accepting).

Depending on the circumstances in each session and the learning barriers presented, I performed a range of functions; including that of a presenter/facilitator (Introducing activities and conducting the group), informer/adviser (providing knowledge and answering questions), trainer/mentor (acquiring new skills and developing new attitudes), collaborator/coach (motivating, encouraging and providing feedback), monitor/evaluator (assessing performance and progress). I acted as a guide to ensure participants followed procedures (outlined by focus groups, quality circles, or school survey) this involved instructing student groups to complete the task at hand and defending the process against challenging group members.

I was aware that when authority is challenged by aggressive, argumentative, or hostile behaviour, the practitioner should not retaliate but attempt to overcome any problems in a calm manner (fortunately, I did not experience such negative behaviour directed towards me). When faced with a collection of individuals displaying disruptive behaviour such as messing about or running around (unfortunately, I did experience this on occasion), I would remain patient and wait for the group to settle down, then I would ask for suggestions about what could be done to make the session more interesting for them. If the behaviour persisted then I would request these students take on a more active role by asking them to write notes on the board or hand out information sheets. I was prepared to go off task in order to help keep a group on task; I recognised that pushing through with an agenda regardless of the behaviour demonstrated can cause both the students and practitioner to disengage.

School Survey

Prior to conducting the school survey, the lesson plan and work sheets were trialled as part of a pilot study, students participating in quality circles and focus groups were also consulted for feedback. To ensure that the experience had a positive impact on group members, I made every effort to hold sessions that were interesting, informative, interactive, and most importantly fun. I was conscious that this opportunity may prove to be a unique learning experience for the students, memorable not only in its content but in being different to regular class work.

I was aware that students might feel uncomfortable and anxious about participating and so to put them ease, I purposefully interacted with each student during the session to make a personal

connection and reduce feelings of anxiety (reassuring those who do not wish to participative). This was also a useful opportunity to respond to student queries, address any concerns about the survey, and gauge the general attitude of the group. I appreciated that students might not enjoy particular activities or may not wish to be involved to the same degree as others but I encouraged everybody to engage in some aspect of the process. If a student appeared to be withdrawn or distracted (looking out of the window, sleeping, playing with their phone, listening to music), I accepted this might be due to the content of the session being too difficult, not challenging enough or perceived as not relevant or interesting to them. I would address this with the individual to prevent the problem from escalating (boredom may cause the student to become frustrated, argumentative and restless) and distracting others in the group (by leading the group off task or by initiating side conversations).

The pace of work within each class setting depended on the time allocated, the size of the tutor group and the learning needs associated with the group. The content of a lesson plan was structured and time bound but an element of flexibility was retained n order to remain responsive; student level of ability (sometimes only discovered once the session has begun), previous knowledge gained (the planned content of a session may already have been covered on a prior occasion), interests of the group (students may not wish to participate in a planned activity but request further time on other tasks). In addition, the complexity of the language, the range of vocabulary and use of grammar significantly altered when working with a group presenting language, learning or behavioural difficulties (on some occasions, acting out scenarios instead of describing vignettes was considered most appropriate). Another method used to check student understanding was a quick 'hands up' quiz after providing complex information.

Quality Circles

Prior to commencing QC, students were invited to attend an introductory session to help both themselves and the practitioner to decide whether continued group work would be an effective use of their learning time. In the first meeting with students, there was an opportunity to ask questions before the session began. Feelings about being selected and about participating were also addressed: Anxiety; *is this a punishment?* Confusion; but *I'm not a bully or a victim!* Hostility; *you can't make me do this!* Uncertainty; *why me/us?* The same message was repeated, that students may have been selected because they were either strong powerful characters that could help lead the way in making change in the school, or were possibly sensitive insightful characters that could help in understanding the problems in the school. It was made clear that participation was not a punishment and completely optional, however it was also stated that once students had decided to become part of a group, continued commitment would be required for QC to work effectively. The group were reminded to arrive each week 'ready to do some work' and if they were unable to settle down and work together then the session would be suspended and students returned to class.

In the second year of QC with the largest number of groups (ten in total, five of which completed QC), two groups were discontinued after presenting challenging behaviours, such issues were considered at a half term review with school staff and by liaising with class tutors. Three groups continued meeting each week but these students wanted to participate in group work and not in QC so were instead offered the opportunity to complete a group learning task, whereby the students are encouraged to develop self directed learning, The process involves a group of students working together to agree on a themed group led workshop and then collaborate on the design, planning and implementation of an information sharing session (lesson plan, starter task, handout, quiz sheet, plenary activity), This group learning task was initially used when working with students in the first year of study prior to starting QC work. These activities require young people to take responsibility for their own learning, explore their attitudes toward education, understand how much preparation is involved in lesson planning, and appreciate the efforts made by teachers. Typically, students select a theme of sharing skills or knowledge, for example the chosen theme of 'our world' each student presented 'my country' on a poster (national flag, food dish, 'famous people). In another chosen theme 'our favourite subjects' each student introduced their 'topic' and designed fun learning activities to share in their interests (sport, science, dance). One group even selected an anti-bullying theme and designed a presentation and starter task as part of the group learning activity but did not participate in the QC process.

Focus Groups

Prior to holding focus group discussions, issues preventing group members feeling relaxed and at ease and engaging in group work were taken into consideration; the group setting (physical location or layout of the room), practitioner performance (too slow or fast paced, talking with students not talking at them) presentation style (being assertive but not aggressive, the tone of voice and body language) and content of the session (too difficult or complex, not challenging enough or irrelevant). To help alleviate feelings of discomfort, students were encouraged to develop a sense of control about the process (querying what they would like to get out of the session, asking what they would like to include as part of the negotiation of ground rules).

It was acknowledged that discussing personal experiences may promote strong feelings, especially when addressing an emotive topic. It was therefore essential for the group to formulate ground rules about respecting viewpoints and to establish some agreement that sharing information should be possible without fear of consequence. However, expressing prejudiced, hostile or discriminatory views was not promoted within the group context. To reduce any offence caused by any such remarks, negative comments were addressed with group but students were not chastised or left feeling unsettled by the experience. Similarly, when disagreements between students or tensions within the group were made apparent, this would also be dealt with in an attempt to neutralise any hostility, encourage students put aside personal differences and move on. Sometimes personal issues would also arise and in this instance, the student would be invited to discuss such matters once the session has finished. It was important to continue reminding the group of the support available to them outside of the session and responsibilities with regards to confidentiality and child protection.

It was made clear to students that the group discussion was to be voice recorded, transcribed and once approved by the group; the content would be shared with the school. Typically there would be some uncertainty and students were curious to find out what would happen to them as a result (would they be punished for saying bad things about the school) but this quickly disappeared when they were given an example of what an anonymous transcript actually looked like. They were usually quite impatient to receive their group transcript and very excited to read through the transcripts of other groups. Incidentally, this was also a useful exercise for the students to find out how they come across and better understand how to express themselves through mindful use of language and grammar (for example the repeated use of the word 'like').

3. Results

The case study was conducted over a period of four academic years, applying mixed methods to obtain both quantitative data and qualitative information. Although qualitative information (gained from worksheets, group discussions, and quality circles) helped with explorative analysis during initial stages of research, quantitative survey data will be presented first to help set the scene, followed by qualitative information to help make the data meaningful.

School Survey Data: Descriptive statistics of the whole sample of students participating over the three year survey summarise socioeconomic background each academic year. An overview of the general bullying behaviour occurring in school is provided along with the number of self identified and peer nominated participant roles each academic year. Peer nominated participant roles and associated bullying types are also compared to ascertain the most common bullying methods.

Peer and Self Report data is presented for participant role allocation each school term, providing details of age group and gender. A comparison is made between self and peer report, to ascertain a level of agreement in methods of reporting between time points and between the two methods of reporting at the same time. Distribution of self and peer role allocation by year group and class is also examined each term.

Self identification data is analysed to help indicate whether participant roles also have associated or predictive variables. Self ratings of participant roles are analysed each term to

help identify change over time. Similarly, peer nomination data is analysed to help identify whether participant roles have associated or predictive variables. Peer ratings of participant roles are also analysed to help identify change over time.

Qualitative Information: An overview of research undertaken with students over the four year study is provided. Student worksheets completed as part of data collection during the school survey analyse student understanding about legal aspects of bullying and cyberbullying as well as perception of coping strategies and school interventions. Quality Circles provide a summary of group work conducted with students as well as focus group discussions about bullying and cyberbullying completed with the same groups over a four year period. All the information combined help to explore the school culture and student attitudes towards bullying involving school based relationships.

3.1 School Bullying Survey

A survey was conducted every term (Spring: January to March; Summer: April to July; Autumn: September to December) each academic year (from September to July) over a period of three years from 2009 to 2012. In total, data was collected on 7 separate occasions. The school terms in a UK academic year (Autumn, Spring & Summer) differ from the seasons in a calendar year, so for the purpose of clarification in presenting results, the survey data will be also be referred to as Time 1: Spring Term 2009/2010; Time 2: Summer Term 2009/2010; Time 3: Autumn Term 2010/2011; Time 4: Spring Term 2010/2011; Time 5: Summer Term 2010/2011: Time 6: Autumn Term 2011/2012; Time 7: Spring Term 2011/2012 (See table 1 presented on page 83).

In the first 2009/2010 survey (Time 1 & Time 2), only peer and self nomination data was obtained, in the following two years of survey 2010/2011 & 2011/2012 (Time 3 - Time 7) both nomination and rating scales were used for both peer and self report. The whole sample includes nomination data across all seven time points and the nomination data also includes data across all seven time points, whereas the rating data only includes associated ratings of peer nominations in the final five time points.

The dataset of pooled results across all seven time points are reported in the descriptive statistics section to provide a general understanding of the sample. The three year time points record the number of participant roles, peer nomination or self identification will be reported separately to present information gained through each measure. The average ratings collected on each occasion for the frequency of bullying behaviour are reported to demonstrate the problems in school over time.

Student data providing descriptive statistics was obtained from school records at the end of each academic year. Categorical items will be reported in descriptive statistics, firstly providing an overall picture of the whole sample and then further broken down for each academic year to review the consistent and changing background school population. Continuous scale items will be considered with regard to age difference and examined further, regarding changes in participant role ratings and school records.
Non-parametric techniques have been considered as an appropriate level of analysis for categorical data, because after transformation of variables from discrete categories to continuous scale measurement, both samples of categorical and continuous data violated test assumptions for normality of distribution and homogeneity of variance.

Treatment & Analysis of Data

Data including categorical items and continuous measures will be treated to analysis, firstly providing descriptive statistics of the sample; demographics, bullying behaviours, and participant role allocation. Student rating frequencies of bullying behaviour present in the school will be measured using Cronbach's Alpha to provide an indication of scale reliability. The type of bullying behaviour associated with the nominated participant roles of bully and victim will also be explored. Comparative analysis of peer nomination and self identification of participant roles will be made using a Kappa measure of agreement to help select the appropriate method and time frame for reporting bullying.

The categorical data of individual student descriptive characteristics include the following variables which will be referred to interchangeably as: student gender (male, female), FSM (entitled to Free School Meals), ESL (English as a Second Language), SEN (Special Educational Needs), G&T (Gifted & Talented). The continuous scales also include student descriptive characteristics: school attendance (incorporating both authorised and unauthorised absence); behaviour record (number of positive and negative reports), academic ability (below average, average, above average, high achievers) and age group (Year 7, Year 8, Year 9)

Categorical data will first be examined to consider gender difference in participant roles of bully and victim using Chi Square Analysis. Continuous data will then be examined for age difference in participant roles using Kruskall-Wallis and post-hoc Mann-Whitney U Test. Participant roles are recorded as categorical for peer nomination or self identification and continuous for peer and self rating (Bully, Victim, Bully/Victim, No Role). Participant role ratings are measured using Cronbach's alpha scale reliability prior to analysis of role ratings each term using Wilcoxon Signed Ranks Test. Analysis of change over time is made using Friedman Test of student participant role ratings and continuous measures of student descriptive characteristics over a two year period.

3.1.1 Whole Sample: Descriptive Statistics

For the academic year of 2009/2010, a total of 532 students were placed on roll; of which 288 were male and 244 were female, with 179 students in Year 7 (comprising 99 Males & 80 Females), 178 in Year 8 (92 Males & 86 Females), and 175 in Year 9 (97 Males & 78 Females). The ethnicity of this student population is recorded as;
17% White (British, European, other), of which over half recorded as European (Kurdish & Kosovo); 11% Black (African, Caribbean, other); 17% Asian (Indian, Bangladeshi, other), over half of which recorded as Bangladeshi; 3% Mixed Heritage (White & Black Caribbean, White and Black African, Multiple); 45% Other Ethnic group (Arab, Somalia, Other), over half of which recorded as Arab; and 7% undisclosed ethnicity (no information provided). Approximately 85% of the students on roll in Key Stage Three were identified as having English as an additional language, 61% receiving free school meals and 36% of students with refugee status (please see page 60 for a summary of the cumulative total across the three year study).

For the academic year of 2010/2011, a total of 579 students were placed on roll; of which 318 were male and 261 were female, with 193 students in Year 7 (comprising 115 Males & 78 Females), 187 in Year 8 (100 Males & 87 Females), and 199 in Year 9 (103 Males & 96

Females). The ethnicity of this student population is recorded as;
17% White (of which over half recorded as Kurdish & Kosovo); 10% Black; 17% Asian (over half of which recorded as Bangladeshi); 3% Mixed Heritage; 44% Other Ethnic group (over half of which recorded as Arab); and 9% undisclosed (no information). Approximately 84% of these students were identified as having English as an additional language, 52% receiving free school meals and 28% of students with refugee status (see page 60 for a summary of the cumulative total).

For the academic year of 2011/2012, a total of 535 students were placed on roll; of which 302 were male and 233 were female, with 184 students in Year 7 (comprising 99 Males & 85 Females), 172 in Year 8 (101 Males & 71 Females), and 179 in Year 9 (102 Males & 77 Females). The ethnicity of this student population is recorded as; 21% White (of which over half recorded as Kurdish & Kosovo); 10% Black; 16% Asian (over half of which recorded as Bangladeshi); 2% Mixed Heritage; 45% Other Ethnic group (over half of which recorded as Arab); and 6% undisclosed (no information). Approximately 86% of these students were identified as having English as an additional language, 53% receiving free school meals and 19% of students with refugee status (see page 60 for a summary of the cumulative total).

Whole Sample: Perceived Frequency of Bullying Behaviour

The school survey included students rating perceived frequency of bullying behaviour (Physical, Property, Verbal, Social, Cyber) on a five point scale (Never, Rarely, Sometimes, Regularly, Frequently). To evaluate change over time, average ratings from each term over three academic years will be reported, and scale reliability will be measured using Cronbach's alpha. It is also important to note the cohort shift each academic year with one core group moving up one age group each year (for example; Year 7 students participating in 2009/2010 will be part of Year 8 follow up in 2010/2011 and Year 9 in 2011/2012) and new groups moving in to replace old groups which have moved out (for example, Year 9 students participating in 2009/2010 then move out of KS3 and into Year 10 and not included in 2010/2011 survey). Table 1 illustrates the data collection process over time and arrows in Table 2 indicate the shifting pattern of data collected from the same cohort at each time point across the duration of the study.

Reliability analysis was of data collected from each class (143 groups in total) at seven time points over three academic years from the spring term of 2009/2010 (Time 1) to the spring term of 2011/2012 (Time 7). The average rating for each behaviour on a scale of 1 to 5 (ranging from 'Rarely' once a term, to 'Frequently' every day) was 2.54 for physical bullying (sometimes happens), 2.06 property bullying (sometimes happens), 3.54 verbal bullying (regularly happens), 2.27 social bullying (sometimes happens), and 1.67 Cyberbullying (rarely happens). Total mean and year group average ratings of bullying types for each term are displayed in Table 2.

Cronbach's Alpha coefficient of bullying behaviour ratings was reported based on analysis reaching the accepted standard of .7 for scale reliability. Considered together, mean student ratings (average rating across time points) of the five bullying behaviours (physical, property, social, and cyber) revealed alpha values of .86, indicating good internal consistency. The mean inter-item correlations reported of .58 with values ranging .38 to .71 suggest a strong relationship between items measuring the same construct. Similar results are replicated in average class ratings of the five bullying behaviours analysed at each time point: Time 1 alpha .78 (Spring 2009/2010); Time 2 alpha .82 (Summer 2009/2010); Time 3 alpha .72 (Autumn 2010/2011); Time 4 alpha .81 (Spring 2010/2011); Time 5 alpha .83 (Summer 2010/2011); Time 6 alpha .89 (Autumn 2011/2012); Time 7 alpha .85 (Spring 2011/2012).

Table 1: School Survey Time Points

UK Academic Year & School Terms	Autumn	Spring	Summer
	September - December	January - April	May - August
2009/2010: Year 1	X	Time 1	Time 2
2010/2011: Year 2	Time 3	Time 4	Time 5
2011/2012: Year 3	Time 6	Time 7	X

Table 2: Average Year Group Ratings of Perceived Frequency of Bullying Behaviour

Year Group Rating Bullying Behaviour	Academic Year 2009/2010			Academic Year 2010/2011		Academic Year 2011/2012	
	Time 1 Spring	Time 2 Summer	Time 3 Autumn	Time 4 Spring	Time 5 Summer	Time 6 Autumn	Time 7 Spring
Total: Physical	3.2	2.8	2.5	2.5	2.1	2.4	2.5
Total: Property	2.7	2.6	2.0	1.8	1.8	2.0	2.0
Total: Verbal	4.0	4.1	3.1	3.5	3.4	3.3	4.3
Total: Social	2.9	2.9	2.0	2.1	2.0	2.1	2.3
Total: Cyber	2.1	2.0	1.8	1.7	1.4	1.5	1.6
Year 7: Physical	3.8	3.4	2.6	2.6	2.4	2.7	2.7
Year 7: Property	2.9	3.0	2.2	1.7	1.8	2.1	2.4
Year 7: Verbal	3.9	4.3	3.4	3.2	3.5	3.5	3.8
Year 7: Social	3.2	2.9	1.9	1.8	2.0	2.4	2.5
Year 7: Cyber	2.5	2.5	2.1	1.7	1.4	1.6	2.0
Year 8: Physical	3.1	2.5	2.6	2.5	2.3	2.5	2.2
Year 8: Property	2.8	2.3	2.0	1.8	2.1	1.9	1.7
Year 8: Verbal	4.1	4.1	3.3	3.7	3.7	3.5	3.3
Year 8: Social	2.9	2.8	2.0	2.3	2.2	2.1	2.4
Year 8: Cyber	2.0	1.6	1.5	1.8	1.5	1.6	1.5
Year 9 : Physical	2.6	2.5	2.2	1.9	1.8	2.1	2.5
Year 9: Property	2.3	2.3	2.0	1.6	1.5	2.6	1.8
Year 9: Verbal	4.1	3.9	2.6	3.1	2.9	2.9	3.0
Year 9: Social	2.7	2.8	2.3	1.8	1.7	1.9	2.0
Year 9: Cyber	1.8	1.9	1.8	1.4	1.2	1.3	1.3

Frequency Rating Scale: Range from 1 = Rarely (every Term) to 5 = Frequently (every day)

Table Guide: Table 1 illustrates the process of data collection at each point in time. Table 2 shows what bullying students reported to be the most frequent in school.

Whole Sample: Participant Role Allocation

Analysis of self and peer nominated role allocation presents data obtained from all seven survey time points across three years. Participant role allocation each school year is analysed to consider whether there is a significant change over time. The number of self identified and peer nominated participant roles each year is noted in Table 3. It is important to note the proportion of role allocation does not account for repeated measures of the same case occurring in each survey.

64.5% of the whole sample was identified by peer nomination as not involved in bullying at any point over the three years; 17.9% were identified as victims, 10.5% identified as bullies, and a further 7.1% identified as both bullies and victims (for whole sample demographics, please see page 60). As part of year comparisons, a chi square test indicated a significant difference in the number of peer nominations only between the first 2009/2010 and last 2011/2012 survey X^2 $(1, n = 142) = 9.06, p = .003$, Cramer's V =.253 (indicating a small effect with a reduction in the number of nominations recorded over time). A significant difference in the allocation of participant roles each year was evident in the first 2009/2010 and last 2011/2012 survey X^2 $(9, n = 142) = 18.82, p = .027$, Cramer's V =.364 (large effect with fewer role nominations occurring over time). In comparison, 57% of the whole sample self identified as not involved in bullying at any point over the three years; 20% self identified as victims, 12% identified as bullies, and a further 11% identified as both bullies and victims. A significant difference was not evident in the allocation of self identified roles each year.

Table 3: Self Identified (SID) & Peer Nominated (PNOM) Participant Role Allocation

SID & PID Role Allocation	All Years	Academic Year	Academic Year	Academic Year
	2009 - 2012	2009/2010	2010/2011	2011/2012
SID: No Role	521	367	355	359
SID: Victim	182	82	97	45
SID: Bully	111	30	68	37
SID: Bully & Victim	100	14	51	21
PNOM: No Role	626	345	451	441
PNOM: Victim	174	91	82	45
PNOM: Bully	102	61	59	20
PNOM: Bully & Victim	69	20	28	5
		Cumulative		Not Cumulative

Table Guide: Table 3 shows how many students are identified each year of the survey.

Whole Sample: Participant Role & Bullying Behaviour

Analysis of peer nominated participant roles and associated behaviour types was only completed for the first data collection time point during the Spring term of 2009/2010 (Time 1). Peer nominations for the two participant roles of bully and victim, were included with five types of bullying behaviour; physical (hitting, kicking, shoving or punching), property (taking, hiding, or damaging possessions), verbal (cussing, name calling, teasing or spreading nasty lies), social (ignoring, embarrassing or rejecting others), and cyber (using modern technology

to bully others). Further analysis of data collected at other time points was not pursued due to the low response rates recorded.

The participant roles and behaviour types were allocated in accordance with group consensus scoring. The process of coding followed the 25% decision rule to assign roles based on frequencies above the minimum count of 5 nominations (based on average class size of 20). Students were allocated corresponding role behaviour types when the number of nominations equalled or exceeded the same minimum count. This enabled a participant role to have more than one associated behaviour type, or in the case of nominations below the specified minimum count the associated participant role behaviour type was left unallocated (a student would remain identified as a bully, victim, or bully/victim but would not have a behaviour type identified with their role).

In total, 29.3% of the Time 1 sample was identified as involved in bullying, of which 9.4% were identified as bullies, 17.5% identified as victims, and a further 2.4% identified as both bullies and victims. Amongst the year groups; Year 7 account for 13.1% of all participant roles identified, of which 14.2% of students were identified as bullies, 20% identified as victims and 4.5% bully/victims. Year 8 accounts for 8.1% of all participant roles identified, of which 8.2% of students were identified as bullies, 16.4% identified as victims and .7% bully/victims. Year 9 accounts for 8.2% of all participant roles identified, of which 5.8% of students were identified as bullies, 16.1% identified as victims and 1.9% bully/victims. A chi-square test indicated a significant distribution difference amongst participant roles and year groups, X^2 (6, $n = 456$) $=14.636, p = .023$, Cramer's V $= .127$. Cross tabs for distribution of participant roles amongst year groups is noted in Table 4 (please note this peer nominated role data is not cumulative so will differ from the cumulative peer nomination data presented later).

To account for the relatively low numbers reported across the five types of bullying behaviour; Physical, Property, Verbal, Social, Cyber were coded to represent a combination of methods used (single, dual, multiple, none). Classification was made by one method of bullying identified (single), two methods jointly identified (dual), more than two methods equally identified (multiple), or no clear method identified (none). To examine bullying behaviour occurring in school, the analysis will include bullying behaviours associated with participant roles of bully (performing the bullying behaviour) and victim (experiencing the bullying behaviour). The most frequently identified single method of bullying behaviour was Verbal, the most frequently identified dual methods of bullying was Verbal & Physical. Multiple methods incorporated cyberbullying as this rarely occurred in isolation (single) or alongside other bullying behaviours (dual methods) and only emerged in combination with other bullying behaviours.

Associated bullying methods accounted for a total of 73.2% of identified participant roles of bully and victim in WA KS3, with 44.8% of the sample associated with a single method of bullying, 19.4% with dual methods, and 9.0% with multiple methods of bullying. Of which, Year 7 contributed 44.8% of the whole sample, with Year 8 and Year 9 each having 27.6% share. A significant effect was noted in the distribution of bullying methods in WA KS3 school sample, X^2 ($df = 6, n = 134$) $=.14.752, p =.022$, Cramer's V $=.235$. Cross tabs of bullying behaviour (none, single, dual, multi) identified in each year group are presented in Table 5.

Table 4: Frequency of Year Group Role Nominations					
Time 1: Spring 09/10 KS3 Year Group			Participant Roles		
	Victim	Bully	Bully / Victim	No Role	Total
Year 7	31	22	7	95	155
Year 8	24	12	1	109	146
Year 9	25	9	3	118	155

Total	80	43	11	322	456

Table 5: Frequency of Year Group Behaviour Nominations					
Time 1: Spring 09/10 **KS3 Year Group**			**Bullying Behaviours**		
	Single	Dual	Multi	None	**Total**
Year 7	20	15	7	18	**60**
Year 8	15	8	5	9	**37**
Year 9	25	3	0	9	**37**
Total	**60**	**26**	**12**	**36**	**134**

<u>Table Guide:</u> Table 4 shows the number of bullies, victims and bully victims identified using peer nomination in this survey. Table 5 shows how many types of bullying were included when these bullies, victims and bully/victims were nominated.

3.1.2 Peer & Self Report Participant Role Allocation

The school survey involved anonymous peer nominations (requiring students to select others in their class who had been bullied or bullied others at school). Overall, 313 students were nominated at least once or more during the three academic years; 157 as victims, 96 as bullies and a further 60 were identified as a bully and a victim (taking on both roles). In addition, the school survey involved anonymous self identification (requiring students to note how often they had been bullied or bullied others at school). Overall, 380 students self identified on at least one occasion or more during the three academic years; 191 reported they were victims, 104 declared they were bullies, and 85 identified themselves as a bully and a victim (adopting both roles).

The two measures of peer nomination and self identification over the seven data collection time points were analysed using Kappa measure of agreement to identify the most suitable method of reporting. A decision rule for categorical data was applied, whereby participant roles were retained if students were ever nominated as bully or victim within the academic year. In addition, if peer nomination ever changes from bully to victim or vice versa then the role of bully/victim is allocated. This allocation of roles sustained over time is applicable to both self identification and peer nomination.

Kappa measures the consistency, sensitivity, and specificity of two categorical variables. In this instance, students reported as having self identified and/or peer nominated bullying roles. A direct comparison was made between self identified (SID) and peer nominated (PNOM) cases to establish whether the same student was ever reported during the course of the survey, and if they were categorised as a bully or victim. Generally a value of .5 and above is the accepted standard of agreement, whereas .7 is the required outcome for establishing a good agreement (Howell, 2007). Please see Table 6 and 7 for Kappa measures of SID & PNOM each school term and academic year with the percentage of positive (and negative) agreement between the two measures identifying of the same participant role (bully, victim, no role).

A comparison of self identified students (SID) between survey time points presented generally poor agreement. A comparison of peer nominated students (PNOM) between time points initially presented significant results with moderate agreement; this was not sustained after the first survey. A comparison of self identified and peer nominated students (SID & PNOM) between survey time points presented significant results with overall poor agreement. Overall comparison of all PNOM & SID roles provided a Kappa vale of .267 (p <.001) denoting a poor but significant agreement.

Table 6: Kappa Measure of SID & PNOM between time points

Academic Year & School Term	Peer Nominated Role			Self Identified Role		
	All	Victim	Bully	All	Victim	Bully
Time 1 & Time 2: Spring & Summer	.443**	.423**	.513**	.024	.046	-.037
% Identified Role Agreement (+) (-)	(14)(65)	(7)(80)	(5)(87)	(3)(69)	(2)(78)	(0)(93)
Years 2009/2010 & 2010/2011	.080	.055	.032	-.025	-.019	.027
% Identified Role Agreement (+) (-)	(13)(13)	(4)(4)	(2)(2)	(9)(9)	(2)(2)	(1)(1)
Time 3 & Time 4: Autumn & Spring	.037	.041	.082	.052	.117*	-.029
% Identified Role Agreement (+) (-)	(2)(75)	(1)(88)	(1)(90)	(6)(62)	(3)(78)	(0)(86)
Time 5 & Time 6: Spring & Summer	.027	-.018	.057	.007	.016	-.043
% Identified Role Agreement (+) (-)	(2)(78)	(0)(89)	(0)(92)	(4)(63)	(1)(81)	(0)(84)
Years 2010/2011 & 2011/2012	.030	-.045	-.030	.068	-.028	.068
% Identified Role Agreement (+) (-)	(5)(59)	(1)(79)	(0)(84)	(13)(44)	(1)(74)	(3)(76)
Time 7 & Time 8: Autumn & Spring	.011	.036	-.017	-.012	-.028	.066
% Identified Role Agreement (+) (-)	(1)(85)	(0)(90)	(0)(96)	(2)(72)	(0)(87)	(1)(88)

Kappa Value Above .5 = Moderate (+) Positive Agreement & (-) Negative Agreement ** $p < .001$ * $p < .005$

Table 7: Kappa of SID & PNOM within time points

Academic Year & School Term	Both Self & Peer Roles			
	All	Victim	Bully	
School Year 2009/2010	.182**	.207**	.147**	
% Identified Role Agreement (+) (-)	(13)(53)	(6)(72)	(2)(81)	
Time 1: Spring Term 09/10	.300**	.295**	.185**	
% Identified Role Agreement (+) (-)	(11)(63)	(6)(77)	(2)(87)	
Time 2: Summer Term 09/10	-.019	.010	-.053	
% Identified Role Agreement (+) (-)	(3)(68)	(1)(81)	(0)(88)	
School Year 2010/2011	.217**	.212**	.037	
% Identified Role Agreement (+) (-)	(16)(49)	(5)(74)	(1)(80)	

Time 3: Autumn Term 10/11	.212**	.227**	-.022	
% Identified Role Agreement (+) (-)	(7)(70)	(3)(83)	(0)(88)	
Time 4: Spring Term 10/11	.181**	.240**	.146*	
% Identified Role Agreement (+) (-)	(5)(71)	(3)(84)	(1)(89)	
Time 5: Summer Term 10/11	.284**	.228**	.207**	
% Identified Role Agreement (+) (-)	(6)(76)	(2)(89)	(2)(90)	
School Year 2011/2012	.203**	.301**	.057	
% Identified Role Agreement (+) (-)	(7)(67)	(4)(84)	(1)(86)	
Time 6: Autumn Term 11/12	.176**	.302**	.104	
% Identified Role Agreement (+) (-)	(4)(78)	(2)(90)	(1)(89)	
Time 7: Spring Term 11/12	321**	.462**	-.014	
% Identified Role Agreement (+) (-)	(4)(84)	(3)(92)	(0)(95)	
Kappa Above .5 = Moderate (+) Positive & (-) Negative Agreement ** $p < .001$ * $p < .005$				

Table Guide: Tables 6 & 7 show how well the two measures identify the same student.

Nomination Data: Self Identified Role Allocation

During the academic year of 2009/2010, a total of 423 out of 456 students completed anonymous self identification as part of the school survey in the spring term (Time 1). This measure reported 83% students identified themselves not involved in bullying, with 12% Victims, 4% Bullies, and 1% Bully/Victims. In the summer term (Time 2), a total of 387 out of 456 students participated in the survey. This measure reported 85% of students identified themselves as not involved, with 10% Victims, 4% Bullies and 1% Bully/Victims (please see table 8).

In 2010/2011, a total of 442 out of 514 students completed self identification as part of the school survey in the autumn term (Time 3). This measure reported 79% students identified themselves as not involved in bullying, with 12% Victims, with 6% Bullies and 3% Bully/Victims. In the spring term (Time 4), a total of 432 out of 532 students participated in the survey. This measure reported 77% students identified themselves as not involved, with 12% Victims, 8% Bullies and 3% Bully/Victims. In the summer term (Time 5), a total of 413 out of 537 students participated. This measure reported 86% students identified themselves as not involved, with 7% Victims, 4% Bullies and 3% Bully/Victims (see Table 8)

In 2011/2012, a total of 487 out of 523 students completed self identification as part of the school survey in the autumn term (Time 6). This measure reported 84% students identified themselves as not involved in bullying, with 6% Victims, 8% Bullies and 2% Bully/Victims. In the spring term (Time 7), a total of 387 out of 513 students participated in the survey. This measure reported 85% students identified themselves as not involved, with 7% Victims, 5% Bullies and 3% Bully/Victims (see Table 8).

Year Group Rating Bullying Behaviour	Academic Year 2009/2010			Academic Year 2010/2011		Academic Year 2011/2012	
	Time 1 Spring	Time 2 Summer	Time 3 Autumn	Time 4 Spring	Time 5 Summer	Time 6 Autumn	Time 7 Spring
Total Participants	**423**	**387**	**442**	**432**	**413**	**487**	**387**
SID: No Role	349	328	350	334	355	410	330
SID: Victim	50	41	55	51	28	28	29
SID: Bully	18	14	26	34	19	40	18
SID: Bully & Victim	6	4	12	13	11	9	10
SID Victim: Year 7	15	20	25	28	16	10	17
SID Victim: Year 8	18	13	14	8	9	11	8
SID Victim: Year 9	17	8	16	15	3	7	4
SID Bully: Year 7	7	9	11	12	7	11	5
SID Bully: Year 8	9	4	9	12	6	17	8
SID Bully: Year9	2	1	6	10	6	12	5
SID Victim: Male	23	26	24	32	19	13	17
SID Victim: Female	27	15	31	19	9	15	12
SID Bully: Male	13	6	17	17	16	25	11
SID Bully: Female	5	8	9	17	3	15	7

Table 8: Self Identified (SID) Participant Roles and Characteristics (Age & Gender)

<u>Table Guide</u>: Table 8 provides details about the total number, age group and student gender of self identified bullies, victims and bully/victims each year of the survey.

Nomination Data: Peer Nominated Role Allocation

During the academic year of 2009/2010, a total of 456 students were included in the spring term survey (Time 1), of which 433 completed peer nominations. This measure identified 70% of students as having no involvement in bullying, with18% Victims, 10% Bullies and 2% Bully/ Victims. In the summer term (Time 2), a total of 456 students were included in the survey, of which 387 completed peer nominations. This measure identified 80% of students as not involved, with 9% Victims, 8% Bullies and 1% Bully/Victims (please see Table 9).

In 2010/2011, a total of 514 students were included in the autumn term survey (Time 3), of which 470 completed peer nominations. This measure identified 83% of students as having no involvement in bullying, with 7% Victims, 7% Bullies and 3% Bully/Victims. In the spring term (Time 4), a total of 532 students were included in the survey, of which 454 completed peer nominations. This measure identified 88% of students as not involved, with 6% Victims, 5% Bullies and 1% Bully/Victims. In the summer term (Time 5), a total of 537 students were included in the survey, of which 382 completed peer nominations. This measure identified 89% of students as not involved, with 5% Victims, 4% Bullies and 2% Bully/Victims (see table 9).

In 2011/2012, a total of 523 students were included in the autumn term survey (Time 6), of which 413 completed peer nominations. This measure identified 90% of students have no involvement in bullying, with 6% Victims, 3% Bullies and 1% Bully/Victims. In the spring term (Time 7), a total of 513 students were included in the survey, of which 363 completed peer nominations. This measure identified 94% of students as not involved, with 4% Victims, 1% Bullies and 1% Bully/Victims (see Table 9).

Table 9: Peer Nominated (PNOM) Participant Roles and Characteristics (Age & Gender)							
Year Group Rating **Bullying Behaviour**		**Academic Year 2009/2010**		**Academic Year 2010/2011**		**Academic Year 2011/2012**	
	Time1 Spring	Time 2 Summer	Time 3 Autumn	Time 4 Spring	Time 5 Summer	Time 6 Autumn	Time 7 Spring
Total Students	**456**	**456**	**514**	**532**	**537**	**523**	**513**
PNOM: No Role	321	370	427	467	475	477	485
PNOM: Victim	80	42	34	33	29	31	20
PNOM: Bully	46	39	37	24	21	14	5
PNOM: Bully/Victim	9	5	14	8	12	1	3

PNOM Victim: Year 7	31	21	5	10	11	13	11
PNOM Victim: Year 8	24	16	16	14	14	8	3
PNOM Victim: Year9	25	5	13	9	4	10	6
PNOM Bully: Year 7	25	25	11	8	10	6	2
PNOM Bully: Year 8	12	9	17	10	7	3	0
PNOM Bully: Year9	9	5	9	6	4	5	3
PNOM Victim: Male	42	25	22	20	17	18	12
PNOM Victim: Female	38	17	12	13	12	13	8
PNOM Bully: Male	32	26	31	18	16	11	3
PNOM Bully: Female	14	13	6	6	5	3	2

<u>Table Guide</u>: Table 9 provides details about the total number, age group and student gender of peer nominated bullies, victims and bully/victims each year of the survey.

Rating Data: Correlation of Role Ratings & Survey Time Points

Spearman Rank Order Correlation is used to analyse the relationship of peer and self report participant role allocation (between and within self & peer ratings of bully and victim) and time points (between and within each term of 2010/2011 & 2011/2012). The non-parametric alternative to Pearson's Product-Moment Correlation Coefficient was selected as data did not meet initial test assumptions. Spearman's Rho indicates directionality; Cohen values determine the strength of the relationship, and shared variance report the amount of overlap between the two variables. It is important to note that the ratings are associated with existing participant roles (self identified & peer nominated). As part of the survey students were asked to anonymously identify themselves and nominate others as bullies and victims as well as rate how often this had taken place on a scale of 1 to 5 (ranging from 'Rarely' once or twice in the past month, to 'Frequently' almost every day).

The relationship between self report role allocation (as measured by bully & victim ratings) and

survey time points (as indicated by school term) was investigated. Preliminary analysis did not reveal significant correlations between the variables. Similarly, the relationship between peer report role allocation (as measured by bully & victim ratings) and survey time points (as indicated by school term) was investigated. Preliminary analysis did not reveal significant correlations between the variables, with the exception of self rating for the role of victim between Time 6 &Time 7 (Autumn & Spring 2011/2012). A positive correlation indicated high victim self ratings at Time 6 are associated with high victim self ratings at Time 7, further analysis identified the association as having a small effect size, with 3% shared variance. Table 10 presents the correlation matrix of self and peer role rating between time points.

The relationship between role allocation of peer and self (as measured by bully and victim ratings) and survey time points (as indicated by school term) was investigated. Preliminary analysis revealed significant correlations between the two variables (self and peer rating of bully and victim) in the majority of survey time points (with the exception of self & peer bully ratings at Time 7: Spring 2011/2012). A positive correlation recorded at each survey time point indicated an association between high self ratings and high peer ratings for both bully and victim roles. Further analysis identified these associations as having a small to medium effect size, with between 2% and 10% shared variance. Table 11 presents the correlation matrix of both self and peer role rating within time points.

Table 10: Correlation Matrix of Self & Peer Ratings between time points				
Academic Year & School Term	**Peer Role Rating**		**Self Role Rating**	
	Victim	Bully	Victim	Bully
Time 3 & Time 4 (Autumn & Spring 2010/2011)	-.018	.051	.052	-.028
Time 4 & Time 5 (Spring & Summer 2010/2011)	-.016	.075	.052	-.098
Time 5 & Time 6 (Summer 10/11 & Autumn 11/12)	.073	.093	-.012	-.011
Time 6 & Time 7 (Autumn & Spring 2011/2012)	.025	.063	.185**	.043
Effect size .1Small .3 Medium .5 Large		** $p < .001$		

Table 11: Correlation of Self & Peer Ratings within time points		
Academic Year & School Term	**Self & Peer Rating**	
	Victim	Bully
Time 3: Autumn Term 2010/2011	.256**	.130**
Time 4: Spring Term 2010/2011	.253**	.191**
Time 5: Summer Term 2010/2011	.264**	.214**
Time 6: Autumn Term 2011/2012	.309**	.188**
Time 7: Spring Term 2011/2012	.319**	.020
Effect size .1Small .3 Medium .5 Large	** $p < .001$	

<u>Table Guide</u>: Table 10 illustrates the extent to which ratings of students as a bully or a victim correlate at different time points. Table 11 shows the extent to which peer and self ratings for the

role of bully and victim correlate.

3.1.3 Peer & Self Report Role Distribution by Class

Participant roles were identified using a combination of methods. When completing nominations, students were able to select as many or few peers as they liked from the class register as bullies or victims. Students were also asked to identify themselves if applicable as a bully or victim to enable comparison between self identification and peer nomination. A detachable class list with unique numbers replacing student names also reassured participants of anonymity. This also provided a method of retrieving information in the future if a student wished to withdraw participation. Nominations were restricted to the class list, with the understanding that these students spent most time together and would therefore have a better understanding of each other's behaviour or experiences at school with regard to bullying. Students were made aware that the only identifiable information would be: gender, age and class so as to provide general information on the extent of bullying problems reported by students in school.

Analysis of data involves comparison of frequency distributions through application of non-parametric statistical procedures and the conclusions drawn are based on observed frequencies (See Table 12 and Table 13). Contingency table analysis enables cross comparison of bullying roles (Bully, Victim, Bully/Victim, and No Role) with KS3 year group (Year 7, Year 8, Year 9) and KS3 class (between 6 to 8 classes in each KS3 year group). Chi Square test statistics are reported for distribution of participant roles, Cramer's V reports effect size for large contingency tables. Effect size indicates the strength of association between variables, the degree to which is in the range of .01 - .07 considered a small effect, .21-.30 a medium effect, and .35 -.50 a large effect (Howell, 2007).

Nomination Data: Self Identified Role Distribution by Class

The distribution of self identified roles across each academic year presents data obtained from all seven surveys (it is important to note that two surveys were held during the academic year of 2009/2010, whereas three follow up surveys were conducted in the academic Year of

2010/2011, and a further two surveys in 2011/2012). Analysis of self identification amongst school years and tutor groups will provide distribution of participant roles in each year group and class. Participant role allocation within school years and tutor groups will be analysed to consider whether distribution is significant. Cross tabs for distribution of bullying roles in each academic year, school year and tutor group is noted in Table 12. It is also important to note the cohort shift age group each year (for example, Year 7 students participating in 2009/2010 will be part of Year 8 follow up in 2010/2011 and Year 9 in 2011/2012)

In the first 2009/2010 survey 8.5% Year 7, 10% Year 8 & 7.1% Year 9 students self identified as a Bully, Victim or Bully/Victim. A chi square test of Independence indicated there was no significant difference in self identification amongst year groups, X^2 (2, $n = 492$) $=2.39$, $p = .302$, Cramer's V $=.070$. The distribution of the four participant roles (no role, bully, victim, bully/victim) presented a significant difference amongst three year groups (Year 7, Year 8, & Year 9), X^2 (6, $n = 492$) $=14.60$, $p = .024$, Cramer's V $=.172$. The main difference appears to be a higher number of bullies in Year 8 compared with other year groups.

In the second 2010/2011 survey 15.7% Year 7, 14% Year 8 & 9.9% Year 9 students were nominated. The distribution of self identification presented significant difference amongst year groups, X^2 (2, $n = 535$) $=12.05$, $p = .002$, Cramer's V $=.150$. The distribution of the four participant roles presented a significant difference amongst the three year groups, X^2 (6, $n = 535$) $=17.34$, $p = .008$, Cramer's V $=.180$. Overall, the main difference appears to be a higher number of victims and bully/victims in Year 7 compared with other year groups.

In the third 2011/2012 survey 9.1% Year 7, 10.2% Year 8 & 6.2% Year 9 students were nominated. The distribution of self identification presented significant difference amongst year groups, X^2 (2, $n = 482$) $=8.63$, $p = .013$, Cramer's V $=.134$. The distribution of the four participant roles presented a significant difference amongst the three year groups, X^2 (6, $n = 482$) $=21.55$ $p = .001$, Cramer's V $=.211$. Overall, the main difference appears to be more victims in Year 7, more bullies in Year 8 and a higher number of bully/victims in Year 9 compared with other year groups.

Table 12: Frequency of Self Identified Participant Roles								
KS3 School Year & Tutor Group	Academic Year 2009/2010			Academic Year 2010/2011			Academic Year 2011/2012		
	Victim	Bully	Both	Victim	Bully	Both	Victim	Bully	Both
Total	82	30	14	96	67	49	51	51	21
Year 7	26	9	7	40	24	20	26	15	3
Year 8	26	18	5	34	29	12	16	20	13
Year 9	30	3	2	22	14	17	9	16	5
Year 7.1	4	1	2	7	1	5	5	3	1
Year 7.2	6	3	1	9	2	3	2	2	0
Year 7.3	3	1	1	4	3	1	8	4	1
Year 7.4	3	1	0	3	5	2	7	0	0
Year 7.5	7	1	0	5	3	2	2	6	1
Year 7.6	3	2	3	4	6	0	2	0	0
Year 7.7	-	-	-	3	2	6	-	-	-
Year 7.8	-	-	-	5	2	1	-	-	-
Year 8.1	2	1	0	3	3	1	2	1	5
Year 8.2	2	5	1	2	3	1	2	1	1
Year 8.3	5	2	1	3	5	1	3	5	2

Year 8.4	7	2	1	3	4	1	4	2	0
Year 8.5	4	3	1	5	2	0	1	4	1
Year 8.6	6	5	1	5	7	0	2	5	1
Year 8.7	-	-	-	8	2	2	1	0	0
Year 8.8	-	-	-	5	3	6	1	2	3
Year 9.1	6	1	1	0	3	5	0	1	0
Year 9.2	6	0	0	3	2	3	0	3	1
Year 9.3	6	0	0	5	1	0	1	1	0
Year 9.4	4	0	1	2	0	3	0	2	2
Year 9.5	3	2	0	5	1	2	2	2	0
Year 9.6	5	0	0	4	4	0	2	3	2
Year 9.7	-	-	-	1	2	2	2	3	0
Year 9.8	-	-	-	2	1	2	2	1	0
Cumulative Total:	Data Collection x 2			Data Collection x 3			Data Collection x 2		

Table Guide: Table 12 shows how many students in each class and year group identified themselves as bullies, victims and bully/victims each year of the study.

Nomination Data: Peer Nominated Role Distribution by Class

The distribution of peer nominations across each academic year presents data obtained from all seven surveys (two surveys were held during the academic year of 2009/2010, whereas three follow up surveys were conducted in 2010/2011, and a further two surveys in 2011/2012). Analysis of peer nominations amongst school years and tutor groups will provide distribution of participant roles in each year group and class. Participant role allocation within school years and tutor groups will be analysed to consider whether distribution is significant at class level. Cross tabs for distribution of bullying roles in each academic year, school year and tutor group is noted in Table 13. It is also important, once again, to note the cohort shift age group each academic year (Year 7 in 2009/2010 become Year 8 in 2010/2011 & Year 9 in 2011/2012)

In the first 2009/2010 survey 21.9% Year 7, 15.1% Year 8 & 8.7% Year 9 students were nominated as a Bully, Victim or Bully/Victim. A chi square test of independence indicated the distribution of peer nominations presented significant difference amongst year groups, X^2 (2, n = 517) =51.87, p <.001, Cramer's V =.317. The distribution of the four participant roles (no role, bully, victim, bully/victim) presented a significant difference amongst the three year groups (Year 7, Year 8 & Year 9), X^2 (6, n = 517) =56.93, p <.001, Cramer's V =.332. The main difference appears to be a higher number of victims identified through peer nomination, with the highest number of participant roles (bully, victim and bully/victim) in Year 7, and followed by Year 8.

In the second 2010/2011 survey 11.5% Year 7, 20% Year 8 & 13.5% Year 9 students were nominated. The distribution of peer nominations presented significant difference amongst year groups, X^2 (2, n = 576) =32.37, p <.001, Cramer's V =.237. The distribution of the four participant roles presented a significant difference amongst the three year groups, X^2 (6, n = 576) =34.83, p < .001, Cramer's V =.174. The highest number of victims and bullies were nominated in Year 7, followed by Year 8. Year 8 also had the highest number of bully/victims compared with Year 7 and Year 9.

In the third 2011/2012 survey 5.7% Year 7, 11.8% Year 8 & 20.1% Year 9 students were nominated. The distribution of peer nominations presented significant difference amongst year groups, X^2 (2, $n = 527$) =71.66, $p < .001$, Cramer's V =.369. The distribution of the four participant roles presented a significant difference amongst the three year groups, X^2 (6, $n = 527$) =77.57 $p < .001$, Cramer's V =.384. Year 9 has the highest number of participant roles compared with Year 8 and Year 7, and Year 8 compared with Year 7 respectively.

Table 13: Frequency of Peer Nominated Participant Roles

KS3 School Year & Tutor Group	Academic Year 2009/2010			Academic Year 2010/2011			Academic Year 2011/2012		
	Victim	Bully	Both	Victim	Bully	Both	Victim	Bully	Both
Total	116	72	48	121	78	60	96	56	46
Year 7	50	34	29	30	21	15	21	7	2
Year 8	40	26	12	52	32	31	28	20	14
Year 9	26	12	7	39	25	14	47	29	30
Year 7.1	6	3	8	3	5	2	5	2	0
Year 7.2	9	10	5	6	4	3	6	1	0
Year 7.3	11	5	4	9	3	4	6	2	2
Year 7.4	8	2	4	1	2	2	2	1	0
Year 7.5	6	5	2	5	5	2	1	0	0
Year 7.6	10	9	6	2	1	1	1	1	0
Year 7.7	-	-	-	4	1	1	-	-	-
Year 7.8	-	-	-	-	-	-	-	-	-
Year 8.1	2	6	0	7	0	4	3	7	3
Year 8.2	5	4	0	3	5	7	5	3	2
Year 8.3	9	2	1	7	5	2	5	7	4
Year 8.4	5	5	2	4	6	1	1	2	2
Year 8.5	7	4	9	6	8	5	8	0	3
Year 8.6	12	5	0	8	4	9	3	1	0
Year 8.7	-	-	-	9	3	1	2	0	0
Year 8.8	-	-	-	8	1	2	1	0	0
Year 9.1	5	1	0	5	3	3	5	3	4
Year 9.2	4	1	1	2	2	1	9	4	2
Year 9.3	7	6	1	3	4	2	6	5	2
Year 9.4	2	0	0	5	4	2	5	3	5
Year 9.5	0	0	0	8	7	2	10	3	3
Year 9.6	8	4	5	9	1	2	5	4	4
Year 9.7	-	-	-	3	2	2	4	3	9
Year 9.8	-	-	-	4	2	0	3	4	1
Cumulative Total:	Data Collection x 2			Data Collection x 3			Data Collection x 2		

Table Guide: Table 13 shows how many students in each class and year group were nominated by peers as bullies, victims and bully/victims each year of the study.

Rating Data: Correlation of Role Ratings & Class Distribution

Spearman Rank Order Correlation is used to analyse the relationship between participant role ratings of Bully and Victim reported in every class and recorded each term of 2010/2011 and 2011/2012. Every class was analysed separately, each time point was analysed separately, self and peer ratings were also analysed separately (for example; Class 7.1 victim ratings at Time 3 were correlated with Class 7.1 bully ratings at Time 3). To consider whether there is an association between bully and victim ratings within each class, the non-parametric alternative to Pearson's Product-Moment Correlation Coefficient was selected as data did not meet initial test assumptions.

It is important to note the data presented is of role ratings associated with existing participant role data (self identified & peer nominated). As part of the school survey, students were asked to identify bullies or victims in class (including themselves and others) and complete a rating scale to indicate the frequency of activity over the past month (ranging from 1 'Rarely' happening once or twice, to 5 'Frequently' happening almost every day). A peer nominated or self identified student not necessarily have a high participant role rating associated with a role allocation (for example; a nominated bully might have a low bully rating because they do not frequently bully).

The relationship between self reported participant roles (as measured by bully and victim ratings) within each class (as indicated by KS3 Tutor Group) was investigated (see correlation matrix presented in Table 14 & 15). Preliminary analysis revealed significant correlations in a minority of classes (21 out of 120 cases accounting for as much as 30% of class ratings at any one time), indicating the association between self ratings within each class occur in a minority of cases for a short period (lasting one school term).

The relationship between peer reported participant roles (as measured by bully and victim ratings) within each class (as indicated by KS3 Tutor Group) was investigated (see correlation matrix presented in Table 16 & 17). Preliminary analysis revealed significant correlations in a small number of classes (12 out of 51 cases accounting for as much as 40% of ratings at any one time). This evidence suggests a relationship is not significant in the majority of cases presented (missing class data accounted for over 50% of cases for analysis due to students completing peer nominations but failing to provide ratings or having no peer reported bully or victim present in class during the particular period of time).

Table 14: Correlation Matrix of Bully & Victim Self Rating for Academic Year 2010/2011

KS3 Tutor Group			Time 3: Autumn Term			Time 4: Spring Term			Time 5: Summer Term
	n	*r*	*p*	*n*	*r*	*p*	*n*	*r*	*p*
Year 7.1	22	.528	.012*	21	.405	.069	24	.702	.000**
Year 7.2	21	.611	.003**	18	-.027	.915	-	-	-
Year 7.3	17	-.162	.533	9	.661	.052	17	.039	.882
Year 7.4	25	.453	.023*	15	.298	.281	22	.291	.189
Year 7.5	24	.441	.031*	24	.327	.119	22	.368	.092
Year 7.6	23	.190	.386	16	-.379	.148	20	.176	.457
Year 7.7	13	.194	.526	11	-.191	.573	-	-	-
Year 7.8	8	-.309	.457	16	.330	.211	19	.519	.023*
Year 8.1	21	.185	.422	19	-.018	.940	23	.256	.239
Year 8.2	20	.452	.046*	15	-.067	.812	23	.125	.569
Year 8.3	14	-.296	.304	17	.345	.176	11	.431	.185
Year 8.4	21	-.197	.393	14	-.086	.769	-	-	-
Year 8.5	20	-390	.089	18	-.124	.623	16	.894	.000**

Tutor Group	n	r	p	n	r	p	n	r	p
Year 8.6	20	-.059	.804	17	-.159	.542	14	.211	.468
Year 8.7	16	.407	.118	14	-.144	.624	14	.501	.068
Year 8.8	16	.019	.945	14	.268	.355	13	.504	.079
Year 9.1	24	.526	.008**	19	.443	.058	26	.499	.009*
Year 9.2	20	.188	.427	17	-.091	.728	17	.888	.000**
Year 9.3	21	.147	.327	17	.128	.624	19	.307	.201
Year 9.4	22	.185	.410	17	.707	.001**	-	-	-
Year 9.5	17	.416	.097	20	.267	.254	20	.296	.205
Year 9.6	18	.583	.011*	19	-.265	.274	17	-.254	.325
Year 9.7	13	.055	.858	11	.115	.737	10	.728	.017*
Year 9.8	5	-.250	.685	15	.275	.322	-	-	-
Effect size .1 Small .3 Medium .5 Large							** $p < .01$ * $p < .05$		

Table Guide: Table 14 presents the correlation of bully and victim self ratings reported by students in each class, recorded every term in this year of study 2010/2011.

Table 15: Correlation of Bully & Victim Self Rating for Academic Year 2011/2012						
KS3 Tutor Group		**Time 6:** Autumn Term			**Time 7:** Spring Term	
	n	r	p	n	r	p
Year 7.1	25	.578	.002**	23	.201	.336
Year 7.2	27	-.168	.403	18	-.158	.532
Year 7.3	21	.050	.831	23	.326	.129
Year 7.4	21	-.040	.862	19	.561	.013*
Year 7.5	18	-.065	.796	16	.548	.028*
Year 7.6	17	.201	.439	17	.477	.053
Year 7.7	4	.577	.423	-	-	-
Year 7.8	-	-	-	-	-	-
Year 8.1	22	.338	.124	18	.622	.068**
Year 8.2	21	.350	.120	26	.483	.012
Year 8.3	21	-.189	.411	21	.233	.310
Year 8.4	15	-.145	.607	22	.292	.187
Year 8.5	20	.376	.102	13	.542	.056
Year 8.6	17	.307	.230	13	-.027	.931
Year 8.7	4	.943	.057	-	-	-
Year 8.8	11	.346	.297	-	-	-
Year 9.1	13	-.192	.529	-	-	-
Year 9.2	16	.381	.146	14	-.174	.553
Year 9.3	16	.510	.044*	16	.092	.733
Year 9.4	20	.300	.199	16	.570	.021*
Year 9.5	21	.013	.956	17	-.063	.812
Year 9.6	18	.196	.435	17	-.115	.660
Year 9.7	18	-.371	.129	18	-.082	.747

Year 9.8	12	.073	.823	14	.736	.004**
Effect size .1 Small .3 Medium .5 Large						** *p* < .01 * *p* < .05

Table Guide: Table 15 presents the correlation of bully and victim self ratings reported by students in each class, recorded every term in this year of study 2011/2012.

Table 16: Correlation Matrix of Bully & Victim Peer Rating for Academic Year 2010/2011

KS3 Tutor Group	**Time 3:** Autumn Term			**Time 4:** Spring Term			**Time 5:** Summer Term		
	n	*r*	*p*	*n*	*r*	*p*	*n*	*r*	*p*
Year 7.1	25	.662	.000**	24	-.043	.840	26	-.085	.680
Year 7.2	25	.434	.030*	24	-.093	.666	-	-	-
Year 7.3	20	.187	.430	14	.734	.003**	17	-.041	.876
Year 7.4	-	-	-	20	.370	.108	24	.810	.000**
Year 7.5	26	-.058	.780	25	.549	.004**	27	-.100	.621
Year 7.6	-	-	-	20	-.076	.749	-	-	-
Year 7.7	-	-	-	16	.452	.079	-	-	-
Year 7.8	-	-	-	-	-	-	-	-	-
Year 8.1	24	-.106	.622	-	-	-	-	-	-
Year 8.2	20	.153	.520	-	-	-	24	.115	.593
Year 8.3	20	-.114	.633	22	.655	.001**	23	-.066	.766
Year 8.4	-	-	-	-	-	-	-	-	-
Year 8.5	23	.541	.008**	20	-.076	.749	24	.524	.009**
Year 8.6	22	.015	.948	21	-.050	.830	-	-	-
Year 8.7	-	-	-	18	-.086	.736	-	-	-
Year 8.8	-	-	-	17	-.063	.812	-	-	-
Year 9.1	25	-.128	.542	-	-	-	-	-	-
Year 9.2	-	-	-	-	-	-	-	-	-
Year 9.3	-	-	-	23	-.045	.837	-	-	-
Year 9.4	-	-	-	19	-.081	.743	-	-	-
Year 9.5	23	-.208	.340	22	-.069	.761	23	.616	.002**
Year 9.6	-	-	-	-	-	-	24	-.063	.771
Year 9.7	14	-.166	.571	-	-	-	-	-	-
Year 9.8	-	-	-	16	.633	.008**	-	-	-
Effect size .1 Small .3 Medium .5 Large								** *p* < .01 * *p* < .05	

Table Guide: Table 16 presents the correlation of bully and victim peer ratings reported in each class, recorded every term in this year of study 2010/2011.

Table 17: Correlation of Bully & Victim Peer Rating for Academic Year 2011/2012						
KS3 Tutor Group		**Time 6:** Autumn Term			**Time 7:** Spring Term	
	n	*r*	*p*	*n*	*r*	*p*
Year 7.1	28	-.077	.698	-	-	-
Year 7.2	28	-.089	.652	-	-	-
Year 7.3	23	.132	.549	25	-.128	.542
Year 7.4	24	-.043	.840	-	-	-
Year 7.5	-	-	-	-	-	-
Year 7.6	-	-	-	-	-	-
Year 7.7	-	-	-	-	-	-
Year 7.8	-	-	-	-	-	-
Year 8.1	25	-.042	.843	27	.665	.000**
Year 8.2	-	-	-	-	-	-
Year 8.3	22	-.100	.659	22	.605	.003**
Year 8.4	-	-	-	-	-	-
Year 8.5	20	-.053	.826	-	-	-
Year 8.6	-	-	-	-	-	-
Year 8.7	-	-	-	-	-	-
Year 8.8	-	-	-	-	-	-
Year 9.1	-	-	-	-	-	-
Year 9.2	-	-	-	-		-
Year 9.3	-	-	-	-	-	-
Year 9.4	-	-	-	22	-.069	.761
Year 9.5	-	-	-	23	-.119	.588
Year 9.6	21	-.050	.830	-	-	-
Year 9.7	21	-.132	.569	-	-	-
Year 9.8	-	-	-	-	-	-
Effect size .1 Small .3 Medium .5 Large					** *p* < .01 * *p* < .05	

Table Guide: Table 17 presents the correlation of bully and victim peer ratings reported in each class, recorded every term in this year of study 2011/2012.

Summary of Descriptive Statistics

Demographics: Over the three year period of study, the proportion of male and female students remained relatively equal. In addition, the distribution of students across the three school year groups remained relatively similar. The percentage of students stayed almost the same across the allocation of ethnic groupings. Similarly, with regard to students receiving Free School Meals or having English as an Additional language; only the number of students with refugee status reduced over time.

Bullying Behaviour: The average ratings made by all students of bullying behaviour indicated

that Verbal Bullying occurred most frequently, often followed by physical bullying with Cyberbullying occurring least frequently. Social and property bullying appear less frequently than verbal bullying but more frequently than cyberbullying.

Role Allocation: Overall, the total number of students self identified (as a bully, victim or bully/victim) altered somewhat each year with an increase (almost twice as many students identified) in the second year and a decrease (half as many students identified) in the third year. In contrast, the total number of students peer nominated reduced marginally in the second year and considerably in the third year (more than half the number of students nominated compared with the first and second year).

Participant Roles: When analysing participant role allocation every term from each year of the study, the agreement between peer nominated and self identified roles was better than that of the role allocation between time points when considered separately (self identified or peer nominated). This indicates that the two measures at the same point in time are comparable and a proportion of self identified students are also those peer nominated but participant role allocation does not remain the same over time.

Role Distribution: The pattern of change in the number of self identified and peer nominated students is comparatively similar. An increase was noted in the total number of students peer nominated and self identified in the second year (midpoint) of the survey compared with the first and third year of the study. This could be accounted for by the number of measures taken (with three data collection time points in the second year and two in the first and final year). With regard to allocation of participant roles of bully, victim and bully/victim, a general reduction was noted in the number of students across year groups over time and also fewer females than males.

3.1.4 Self Report Participant Role Data

Data collection in 2009/2010 only produced categorical data as measures only relied on self identified roles, not role ratings. Data from 2010/2011 and 2011/2012 provided both categorical and continuous data as measures relied on self identification as well as self identified role ratings. 2010/2011 and 2011/2012 data was transformed from continuous ratings to categorical data to be included in analysis with 2009/2010 data.

In analysis of the defining features and characteristics of self identified roles and predictive validity of associated variables: the participant roles identified in 2009/2010 are included as a pooled resource with identified participant roles in the 2010/2011 and 2011/2012 survey. A decision rule was made to combine datasets by incorporating the different methods used in 2009/2010 (self identification) with 2010/2011 and 2011/2012 (self identified role ratings) to record participant roles.

Analysis of data involves comparison of frequency distributions through application of non-parametric statistical procedures and the conclusions drawn are based on observed frequencies. Contingency table analysis enables cross comparison of bullying roles (Bully, Victim, Bully/Victim, and No Role) with categorical items (Gender, Free School Meals, English as an Additional Language, Refugee status, Special Needs, Gifted & Talented, Siblings, Ethnicity). Chi Square test statistics are reported for distribution of participant roles, Cramer's V reports effect size for large contingency tables. Effect size indicates the strength of association between variables, the degree to which is in the range of .01 - .07 considered a small effect, .21-.30 a medium effect, and.35 -.50 a large effect (Howell, 2007).

Comparison of continuous scale items (Academic Ability, School Attendance, Positive & Negative Report) and participant roles (Bully, Victim, Bully/Victim, No Role) are made using

Kruskall-Wallis and post-hoc Mann-Whitney U Test. Post hoc data analysis including cases of statistical significance ($p < .05$) are reported. Effect size indicates the strength of association between variables, the degree is reported in the range of .1 considered a small effect, .3 a medium effect, and .5 a large effect (Howell, 2007) Predictive validity of selected categorical and continuous variables will be considered using logistic regression to explore the impact of specific items and measures on the likelihood of students self identifying during the school survey. Self Identified Participant role percentage of categorical items and mean average of continuous items can be found in Table 18 and Table 19 respectively.

Table 18: Self Identified (SID) Participant Role Allocation & Categorical Items				
Percentage of Categorical Items	**Not Identified**	**Identified**	**Identified**	**Identified**	**Total School Percentage**
	No Role	Victim	Bully	Bully / Victim	
Free Meal	58.3	60.6	62.0	61.2	56
English Language	89.3	89.7	93.5	92.9	74
Refugee Status	28.1	23.9	27.9	34.0	27
Special Needs	59.1	58.3	63.0	67.3	57
Gifted & Talented	30.2	37.6	27.8	37.9	16
School Sibling	57.5	56.3	63.5	50.7	40
Gender: Male	56.0	47.8	55.9	64.0	45
Gender: Female	44.0	52.2	44.1	36.0	55
Ethnicity: White	17.5	19.8	20.7	20.0	18
Ethnicity: Black	11.5	5.5	12.6	7.0	10
Ethnicity: Asian	16.5	16.5	24.3	11.0	17
Ethnicity: Mixed	1.5	4.9	0	4.0	2
Ethnicity: Other	46.1	47.3	39.6	52.0	45
Ethnicity: No Info	6.9	6.0	2.7	6.0	8

Table Guide: Table 18 shows a number of indicators to illustrate which students self identified as bully, victim, and bully/victim or as having no role ($N = 914$).

Table 19: Self Identified (SID) Participant Role Allocation & Continuous Items				
Mean Average of Continuous Items	**Not Identified**	**Identified**	**Identified**	**Identified**	**Total School Average**
	No Role	Victim	Bully	Bully / Victim	
Academic Ability	2.58	2.70	2.67	2.65	2.57
School Attendance	88.21	89.49	88.65	88.11	88.42
Positive Report	41.25	41.18	37.35	38.71	40.48
Negative Report	27.29	25.58	28.37	25.59	27.73
Attendance & Positive / Negative Report scale 0 to100			Academic Ability scale 1 = Low to 5 = High		

Table Guide: Table 19 provides a number of measures to describe what students self identified as bully, victim, and bully/victim or as having no role ($N = 914$).

Nomination Data: Comparing Roles & Categorical/Continuous Items

Comparative analysis of self identification with categorical items (Gender, Free School Meals, English as an Additional Language, Refugee Status, Special Educational Needs, Gifted &Talented, School Siblings, and Ethnicity) will be made using Chi Square Test of Independence and further analysed to consider whether each distribution is significant amongst role allocation (bully, victim, bully/victim, no role). Please see Table 18 and 19.

Analysis of participant roles did not reveal a significant difference in the distribution of self identified students (not identified and identified incorporating the roles of bully, victim & bully/victim) and the following categorical items: Gender, English as an Additional Language, Special Educational Needs, Gifted & Talented, Refugee Status, and School Siblings. A significant difference was noted in the distribution of self identified participant roles (bully, victim, bully/victim) and Ethnicity only X^2 (15, $n = 914$) =28.35, $p = .019$, Cramer's V =.102; specifically in the role of victim X^2 (5, $n = 914$) =11.72, $p = .039$, Cramer's V =.113.

Analysis of self identified participant roles with continuous items (Academic Ability, School Attendance, Positive Report and Negative Report) will be made using Kruskal-Wallace. There was no significant difference amongst participant roles and continuous scale items. A significant difference was not revealed using a Mann-Whitney U Test of continuous scale items and self identification.

Nomination Data: Predictive Variables for Logistic Regression

The continuous and categorical items highlighted in previous analysis are included in direct logistic regression to assess the relative impact on the likelihood of a student being allocated a participant role through self Identification. The model included twelve independent variables; eight of which were categorical items (Student Gender, Free School Meals, English as an Additional Language, Refugee Status, Special Needs, Gifted &Talented, School Siblings, and Student Ethnicity with five sub groups; White, Black, Asian, Mixed, Other) and four of which were continuous scale items (Academic Ability, School attendance, Positive and Negative Report). Please see Table 20.

The full model containing all predictors was statistically significant X^2 (11, $N = 971$) =32.83, p =.008. The model correctly classified 60.6% of cases and was able to distinguish between students self identifying and not identifying, explaining between 7.9% (Cox & Snell R square) and 10.5% (Nagelkerke R squared) of the variance in self identification. The reported percentage may decrease when applied to a sample other than that of which the model was derived (for example, the allocation of participant roles through peer nomination)

Two continuous variables (School Attendance & Negative Report) and two categorical variables (Ethnicity: Mixed & English as an Additional Language) made a significant contribution to the model, all but one (negative report) increase the probability of self identification. The strongest categorical predictor of a student self identifying (as a bully, victim or bully/victim) was Ethnicity: Mixed having an odds ratio of 7.16 meaning a student with mixed ethnic background is seven times more likely to self identify when controlling for other items in the model. Similarly, English as an Additional Language has an odds ratio of 2.65 meaning a student is more than twice as likely to self identify. Whilst controlling for other items in the model the strongest continuous scale item predictor of a student self identifying was poor attendance which is associated with a greater likelihood of a student self identifying as a bully, victim or bully victim. In addition, a negative school report also makes it *less* likely a student will self identify as a bully, victim or bully/victim.

Table 20: Regression of continuous & categorical items in predicting likelihood of self identification

Variables in Equation						Odds	95.0% C.I for Odds Ratio	
	B	S.E	Wald	p		Ratio	Lower	Upper
Academic Ability	.023	.119	.039	.844		1.024	.811	1.292
School Attendance	.067	.020	11.048	.001		1.070	1.028	1.113
Positive Report	-.010	.009	1.177	.278		.990	.972	1.008
Negative Report	-.014	.006	6.316	.012		.986	.976	.997
Student Gender	.143	.227	.399	.527		1.154	.740	1.801
Ethnicity: White	.341	.718	.225	.635		1.406	.344	5.743
Ethnicity: Black	.057	.748	.006	.940		1.058	.244	4.587
Ethnicity: Asian	.296	.733	.163	.686		1.345	.320	5.658
Ethnicity: Mixed	1.968	1.006	3.830	.050		7.158	.997	51.379
Ethnicity: Other	-.009	.704	.000	.990		.991	.250	3.937
Free School Meal	.060	.220	.073	.787		1.061	.690	1.633
English Language	.976	.412	5.596	.018		2.653	1.182	5.594
Refugee Status	-.219	.291	.565	.452		.804	.454	1.421
Special Needs	.442	.229	3.726	.054		1.556	.993	2.437
Gifted & Talented	.225	.244	.854	.355		1.252	.777	2.019
School Siblings	.023	.221	.011	.917		1.023	.664	1.577

Constant	-6.085	1.960	12.056	.001		.001				

df = 1 (for every row)

<u>Table Guide</u>: Table 20 shows which indicators and measures best describe those students who self identify as bullies and victims.

Rating Data: Comparing Self Rating & Survey Time Points

When further analysing the continuity of participant roles obtained through self identification, data obtained from the 2009/2010 survey are not included as part of the pooled resource with participant roles identified in 2010/2011 and 2011/2012 survey due to the different methods of measurement used (categorical in 2009/2010 and continuous in 2010/2011 & 2011/2012). A decision rule to combine the 2010/2011 and 2011/2012 datasets was made in light of differing time periods specified in the survey (whereby students were either asked to think about bullying incidents occurring in school over the past term in 2010/2011, this time period was specified as the past month in 2011/2012). The relative impact of specifying time frames in measurement has been addressed in previous research (Solberg & Olweus, 2003).

Data collection as part of 2010/2011 and 2011/2012 survey relied on the same scale measuring student responses throughout the five school terms spanning two academic years. As part of the survey students were asked to identify those involved in school incidents as bullies or victims (including themselves and others) and complete a rating scale for frequency of bullying and victimisation over the past month (see appendix 1.2). Students were asked to anonymously identify themselves and nominate others as bullies and victims as well as rate how often this had taken place on a scale of 1 to 5 (ranging from 'Rarely' once or twice in the past month, to 'Frequently' almost every day). Continuous scale ratings of self identified roles (including bully and victim) enabled analysis of change over time. Analysis relied on associated self ratings of self identification data obtained from the surveys conducted in 2010/2011 and 2011/2012. Please see Table 8 on page 90 for a summary of the descriptive data of self identification used as part of analysis comparing self rating and survey time points

A Wilcoxon Signed Ranks Test was applied to self ratings of bully and victim participant roles, this enabled paired comparison between each time point to identify when change occurs and the direction of this change. Both bully and victim ratings were analysed each term across two academic years (Autumn, Spring & Summer 2010/2011 and Autumn & Spring 2011/2012) and a significant change appeared at a distinct time point for victim ratings only: Time 4 Spring 2010/2011 and Time 5 Summer 2010/2011. Little change noted between time points of one school term, and change over time measured by one academic year (Time 3 & Time 7) was only noted in victim self ratings. Table 21 presents data for self ratings of bully and victim reported with effect size (Howell, 2007).

Table 21: Wilcoxon Signed Ranks Test of difference between self ratings						
Survey Time Point Pairings					**Wilcoxon Test Statistic**	
	Scale	*n*	*z*		*p*	*r*
Time 3: Autumn 2010 Time 4: Spring 2010	Victim	313	-0.45		.650	.01
Time 4: Spring 2010 Time 5: Summer 2010	Victim	295	-2.01		.045*	.07
Time 5: Summer 2010 Time 6: Autumn 2011	Victim	194	-0.43		.669	.01
Time 6: Autumn 2011 Time 7: Spring 2011	Victim	295	-1.10		.271	.04
Time 3: Autumn 2010 Time 7: Spring 2011	Victim	191	-2.369		.018*	.08
Time 3: Autumn 2010 Time 4: Spring 2010	Bully	313	-0.11		.911	.00
Time 4: Spring 2010 Time 5: Summer 2010	Bully	295	-0.30		.762	.01
Time 5: Summer 2010 Time 6: Autumn 2011	Bully	194	-0.76		.444	.03
Time 6: Autumn 2011 Time 7: Spring 2011	Bully	295	-1.06		.289	.04
Time 3: Autumn 2010 Time 7: Spring 2011	Bully	191	-.174		.862	.00
Effect size .1 Small .3 Medium .5 Large						* $p < .05$

Table Guide: Table 21 illustrates the degree to which students change self rating as a bully or a victim (as a whole, in a given direction) between different time points.

3.1.5 Peer Report Participant Role Data

Data collection in 2009/2010 only produced categorical data as measures only relied on peer nominations not role ratings. Data from 2010/2011 and 2011/2012 provided both categorical and continuous data as measures relied on peer nominations as well as peer group role ratings. 2010/2011 and 2011/2012 data was transformed from continuous ratings to categorical data to be included in analysis with 2009/2010 data. In analysis of the defining features and characteristics of peer nominated roles and predictive validity of associated variables: the participant roles identified in 2009/2010 are included as a pooled resource with identified participant roles in the 2010/2011 and 2011/2012 survey. A decision rule was made to combine datasets by incorporating the different methods used in 2009/2010 (peer nomination) with 2010/2011 and 2011/2012 (peer rating) to record participant roles.

Analysis of data involves comparison of frequency distributions through application of non-parametric statistical procedures and the conclusions drawn are based on observed frequencies. Contingency table analysis enables cross comparison of bullying roles (Bully, Victim, Bully/ Victim, and No Role) with categorical items (Gender, Free School Meals, English as an Additional Language, Refugee status, Special Needs, Gifted & Talented, Siblings, Ethnicity). Chi Square test statistics are reported for distribution of participant roles, Cramer's V reports effect size for large contingency tables. Effect size indicates the strength of association between variables, the degree to which is in the range of .01 - .07 considered a small effect, .21-.30 a medium effect, and .35 -.50 a large effect (Howell, 2007).

Comparison of continuous scale items (Academic Ability, School Attendance, Positive & Negative Report) and participant roles (Bully, Victim, Bully/Victim, No Role) are made using Kruskall-Wallis and post-hoc Mann-Whitney U Test. Post hoc data analysis including cases of statistical significance ($p < .05$) are reported. Effect size indicates the strength of association between variables, the degree is reported in the range of .1 considered a small effect, .3 a medium effect, and .5 a large effect (Howell, 2007). Predictive validity of selected categorical and continuous variables will be considered using logistic regression to explore the impact of specific items and measures on the likelihood of students being peer nominated during the school survey. Peer Nominated Participant role percentage of categorical items and mean average of continuous items can be found in Table 22 and 23 respectively.

Table 22: Peer Nominated (PNOM) Participant Role Allocation & Categorical Items					
Percentage of Categorical Items	**Not Nominated**	**Nominated**	**Nominated**	**Nominated**	**Total School Percentage**
	No Role	Victim	Bully	Bully / Victim	
Free Meal	54.5	68.5	66.3	69.2	56
English Language	90.7	91.1	87.8	89.2	74
Refugee Status	25.8	29.1	34.3	23.2	27
Special Needs	56.1	68.5	71.4	72.3	57
Gifted & Talented	26.3	40.8	50.0	50.0	16
School Sibling	54.4	58.6	60.6	79.1	40
Gender: Male	53.5	53.4	65.7	60.9	45
Gender: Female	46.5	46.6	34.3	39.1	55
Ethnicity: White	16.5	23.0	20.6	18.8	18
Ethnicity: Black	9.3	8.0	12.7	10.1	10

Ethnicity: Asian	16.1	17.8	17.6	14.5	17
Ethnicity: Mixed	1.8	3.4	1.0	5.8	2
Ethnicity: Other	46.8	42.5	43.1	43.5	45
Ethnicity: No Info	9.6	5.2	4.9	7.2	8

<u>Table Guide</u>: Table 22 shows a number of indicators to illustrate which students were peer nominated as bully, victim, and bully/victim or as having no role. Tabled values show what percentage of those having a particular role display the characteristic named in the first column of the given row.

Table 23: Peer Nominated (PNOM) Participant Role Allocation & Continuous Items				
Mean Average of Continuous Items	**Not Nominated**	**Nominated**	**Nominated**	**Nominated**	**Total School Average**
	No Role	Victim	Bully	Bully / Victim	
Academic Ability	2.51	2.67	2.73	2.67	2.57
School Attendance	88.49	89.03	86.53	89.21	88.42
Positive Report	41.27	41.11	37.42	37.21	40.48
Negative Report	27.53	25.94	29.57	31.15	27.73
Attendance & Positive / Negative Report scale 0 to100			Academic Ability scale 1 = Low to 5 = High		

<u>Table Guide</u>: Table 23 provides a number of measures to describe what students were peer nominated as bully, victim, and bully/victim or as having no role.

Nomination Data: Comparing Participant Roles & Categorical Items

Comparative analysis of peer nomination with categorical items (Gender, Free School Meals, English as an Additional Language, Refugee Status, Special Educational Needs, Gifted &Talented, School Siblings, and Ethnicity) will be made using Chi Square Test of Independence and further analysed to consider whether each distribution is significant amongst role allocation (bully, victim, bully/victim, no role).
Please see Table 22.

A chi square test of independence did not reveal a significant difference in the distribution of peer nominated students (not nominated & nominated incorporating role of bully, victim, bully victim) and the following categorical items: Gender, English as an Additional Language, Refugee Status, and Ethnicity.

A significant difference was noted in the distribution of peer nominated students (not nominated & nominated) and the following categorical items: Free Meals X^2 (1, n = 909) =15.85, $p < .001$, Cramer's V =.132; Special Needs X^2 (1, n = 907) =17.38, p =<.001, Cramer's V =.138; Gifted &Talented X^2 (1, n = 490) =15.86, $p < .001$, Cramer's V =.180; Siblings X^2 (1, n = 696) =4.73, $p = .030$, Cramer's V =.082.

A significant difference was also noted in the distribution of participant roles (bully, victim, bully/victim) and the same categorical items: Free Meals X^2 (3, n = 909) =16.02, $p = .001$, Cramer's V =.133; Special Needs X^2 (3, n = 907) =17.78, $p < .001$, Cramer's V =.140; Gifted & Talented X^2 (3, n = 490) =17.15, $p = .001$, Cramer's V =.187; Siblings X^2 (3, n = 696)

=10.31, p = .016, Cramer's V =.122.

In further analysis of individual participant roles (specifically that of bully and victim), a significant difference was also noted in the distribution of all peer nominated victims and non victims (incorporating no role, bully and bully/victim,) for categorical items: Free Meals X^2 (1, n = 909) =6.99, p = .008, Cramer's V =.088; Special Needs X^2 (1, n = 907) =4.58, p = .032, Cramer's V =.071; as well as the distribution of bully and non bully roles (incorporating no role, victim and Bully/victim) for categorical items: Special Needs X^2 (1, n = 907) =4.85, p = .028, Cramer's V =.073; Gifted & Talented X^2 (1, n = 490) =6.79, p = .008, Cramer's V =.119; similarly a significant difference was noted in the distribution of bully/victim and non bully/victim roles (incorporating no role, victim and Bully) for one item of Siblings X^2 (1, n = 696) =8.97, p = .003, Cramer's V =.114.

Nomination Data: Comparing Participant Roles & Continuous Scales

Analysis of peer nominated roles (bully, victim, bully/victim, no role) with continuous items (Academic Ability, School Attendance, Positive Report and Negative Report) will be made using Kruskal-Wallace to consider whether a difference is present amongst participant roles. Post hoc Mann-Whitney U Test will indicate the directionality of results between participant roles (Please see Table 23).

A statistically significant difference was revealed using a Kruskal-Wallace Test of Ability levels across the four participant roles (bully, n = 102; victim, n = 174; bully/victim, n = 69; no role, n = 626) X^2 (3, n = 971) =8.52, p = .036. Participant roles of bully, victim and bully/victim recorded a higher ability level (Md = 3.00) than no role (Md = 2.50). A post hoc Mann-Whitney U Test revealed a significant difference in Ability between peer nominated (Md = 3.00, n =345) and not nominated groups (Md = 2.50, n =626), U =96232, z =-2.86, p =.004, r =.09. A significant difference did not extend to participant role pairings when applying a Bonferonni adjustment to the alpha level.

A statistically significant difference was revealed using a Kruskal-Wallace Test of Positive Report levels across the four participant roles (bully, n = 93; victim, n = 153; bully/victim, n = 61; no role, n = 486) X^2 (3, n = 793) =11.13, p = .011. The role of victim recorded the highest positive report (Md = 410.72) than other participant roles; no role (Md = 409.56), bully (Md = 345.89), and bully/victim (Md = 340.44) respectively. A post hoc Mann-Whitney U Test did not reveal a significant difference in Positive Reports between peer nominated (Md = 40.00, n =307) and not nominated groups (Md = 40.00, n =486), U =68497, z =-2.01, p =.044, r =.07 when applying a Bonferonni adjustment to the alpha level.

Nomination Data: Predictive Variables for Logistic Regression

The continuous and categorical items highlighted in previous analysis are included in direct logistic regression to assess the relative impact on the likelihood of a student being allocated a participant role through peer nomination. The model included twelve independent variables; eight of which were categorical items (Student Gender, Free School Meals, English as an Additional Language, Refugee Status, Special Needs, Gifted &Talented, School Siblings, and Student Ethnicity with five sub groups; White, Black, Asian, Mixed, Other) and four of which were continuous scale items (Academic Ability, School attendance, Positive and Negative Report).

The full model containing all predictors was statistically significant X^2 (11, $N = 971$) $=41.19$, $p =.001$. The model correctly classified 70.4% of cases and was able to distinguish between students being nominated and not nominated, explaining between 9.2% (Cox & Snell R square) and 13.2% (Nagelkerke R squared) of the variance in peer nominations. The reported percentage may decrease when applied to a sample other than that of which the model was derived (for example, the allocation of participant roles through self identification)

One continuous variable (Academic Ability) and one categorical variable (Gifted & Talented) made a significant contribution to the model, both of which are associated with a greater probability of peer nomination. The strongest predictors of a student being peer nominated (as a bully, victim or bully/victim) was academic ability and gifted and talented status, both having an odds ratio of 1.6 whilst controlling for other items in the model (one and a half times more likely to be peer nominated), as shown in Table 24.

Table 24: Regression of continuous & categorical items in predicting likelihood of peer nomination										
Variables in Equation							Odds		95.0% C.I for Odds Ratio	
	B	S.E	Wald	p		Ratio		Lower		Upper
Academic Ability	.471	.126	13.984	.000		1.602		1.251		2.050
School Attendance	.003	.018	.021	.885		1.003		.968		1.038
Positive Report	.000	.010	.000	.996		1.000		.980		1.020
Negative Report	-.005	.006	.882	.348		.995		.983		2.499
Student Gender	-.232	.244	.9041	.342		.793		.491		1.280
Ethnicity : White	1.787	1.104	2.618	.106		5.969		.685		51.988

Ethnicity : Black	1.344	1.128	1.419	.234		3.834		.420		35.001
Ethnicity : Asian	1.478	1.118	1.749	.186		4.385		.490		39.204
Ethnicity : Mixed	1.984	1.252	2.510	.113		7.273		.625		84.676
Ethnicity : Other	1.286	1.099	1.371	.242		3.619		.420		31.180
Free School Meal	.449	.238	.3562	.059		.157		.983		2.499
English Language	-.026	.409	.004	.950		.975		.438		2.170
Refugee Status	-.007	.318	.000	.982		.993		.533		1.851
Special Needs	.243	.246	.075	.323		1.275		.787		2.063
Gifted & Talented	.512	.248	4.239	.039		1.668		1.025		2.714
School Siblings	-.073	.237	.096	.756		.929		.584		1.478
Constant	-4.079	1.989	4.205	.040		.017				
df = 1 (for every row)										

Table Guide: Table 24 shows which indicators and measures best describe those students who are nominated by peers as bullies and victims.

Rating Data: Comparing Peer Rating & Survey Time Points

When further analysing the continuity of participant roles obtained through peer nomination, data obtained from the 2009/2010 survey are not included as part of the pooled resource with participant roles identified in 2010/2011 and 2011/2012 survey due to the different methods of measurement used (categorical in 2009/2010 and continuous in 2010/2011 & 2011/2012). A decision rule to combine the 2010/2011 and 2011/2012 datasets was made in light of differing time periods specified in the survey (whereby students were either asked to think about bullying incidents occurring in school over the past term in 2010/2011, this time period was specified as the past month in 2011/2012). The relative impact of specifying time frames in measurement has been addressed in previous research (Solberg & Olweus, 2003).

Data collection as part of 2010/2011 and 2011/2012 survey relied on the same scale measuring student responses throughout the six school terms spanning two academic years. As part of the survey students were asked to identify those involved in school incidents as bullies or victims (including themselves and others) and complete a rating scale for frequency of bullying and victimisation over the past month (see appendix 1.2). Students were asked to

anonymously identify themselves and nominate others as bullies and victims as well as rate how often this had taken place on a scale of 1 to 5 (ranging from 'Rarely' once or twice in the past month, to 'Frequently' almost every day). Continuous scale ratings of self identified roles (including bully and victim) enabled analysis of change over time. Analysis relied on associated peer ratings of peer nomination data obtained from the surveys conducted in 2010/2011 and 2011/2012. Please see Table 9 on page 92 for a summary of the descriptive data of peer nomination used as part of analysis comparing peer rating and survey time points

A Wilcoxon Signed Ranks Test was applied to the peer ratings of bully and victim participant roles, this enabled paired comparison between each time point to identify when change occurs and the direction of this change. Both bully and victim ratings were analysed each term across two academic years (Autumn, Spring & Summer 2010/211 and Autumn & Spring 2011/2012) and a significant change appeared in distinct time points: Time 5 Summer 2010/2011 & Time 6 Autumn 2011/2012; Time 6 Autumn 2011/2012 & Time 7 Spring 2011/2012 (Victim ratings only). Despite little change noted between time points of one school term, change over time measured by one academic year (Time 3 & Time 7) was noted in both bully and victim peer group ratings. Table 25 presents data for peer ratings of bully and victim reported with effect size (Howell, 2007).

Table 25: Wilcoxon Signed Ranks Test of difference between peer ratings					**Wilcoxon Test Statistic**	
Survey Time Point Pairings						
	Scale	*N*	*z*		*p*	*r*
Time 3: Autumn 2010 Time 4: Spring 2010	Victim	442	-0.12		.905	.00
Time 4: Spring 2010 Time 5: Summer 2010	Victim	478	-0.02		.983	.00
Time 5: Summer 2010 Time 6: Autumn 2011	Victim	306	-2.49		.013**	.08
Time 6: Autumn 2011 Time 7: Spring 2011	Victim	446	-2.42		.016**	.08
Time 3: Autumn 2010 Time 7: Spring 2011	Victim	277	-3.132		.002**	.10
Time 3: Autumn 2010 Time 4: Spring 2010	Bully	442	-1.51		.131	.05
Time 4: Spring 2010 Time 5: Summer 2010	Bully	478	-0.11		.909	.03
Time 5: Summer 2010 Time 6: Autumn 2011	Bully	306	-3.32		.001**	.10

Time 6: Autumn 2011 Time 7: Spring 2011	Bully	446	-1.93		.053		.06
Time 3: Autumn 2010 Time 7: Spring 2011	Bully	277	-4.908		.000**		.01
Effect size .1 Small .3 Medium .5 Large							** $p < .005$

Table Guide: Table 25 illustrates the degree to which students change ratings of peers as a bully or a victim between different time points.

Summary of Participant Role Data

Self Identified Roles: The only significant difference noted in the allocation of identified roles and categorical items was between that of victims and ethnicity, with more victims identified as having a mixed ethnic background. A difference was not identified in the allocation of participant roles and continuous variables. Regression of all categorical items and continuous variables considered together revealed mixed ethnicity and school attendance as positive predictors (whereby a mixed ethnic background and school attendance is associated with the greater probability of a student self identifying as a bully, victim or bully/victim) along with negative school report as a negative predictor (the presence of negative reports makes self identification less likely).

Self Identified Rating: During the two year period of including rating scales as part of participant role allocation, a small but significant reduction in victim frequency ratings indicated the role of bully was slightly more enduring than that of victim. Overall, there was agreement recorded in self ratings of students identifying themselves as a bully but a difference with a small effect size noted in self ratings of students identifying as a victim between the start of the survey in 2010/2011 and the final survey in 2011/2012.

Peer Nominated Roles: With regard to categorical items a significant difference noted in the allocation of nominated roles and Free School Meals, Gifted & Talented, Special Educational Needs and Siblings; with more victims having Special Needs and receiving Free Meals, bullies also having Special Needs and Gifted & Talented status, more bully/victims were associated with having School Siblings. A significant difference was revealed in the allocation of participant roles and continuous variables of Academic Ability & Positive School Report, whereby victims had higher recorded attendance rates and positive school reports than other participant roles of bully, bully/victim and no role. Regression of all categorical items and continuous variables considered together highlight Gifted & Talented and Academic Ability as positive predictors (whereby such variables are associated with a greater probability of being peer nominated).

Peer Group Rating: During the two year period of including rating scales as part of participant role allocation, a small but significant reduction in ratings for the role of bully and victim was noted, indicating this change occurred at the end of one school year and start of the next school

year. Overall, there was a difference with a small effect size recorded in self ratings of students identifying themselves as a victim and bully at the start of the survey in 2010/2011 and the final survey in 2011/2012.

3.2 Student Worksheets

As part of a wider study surveying school bullying behaviour, tutor groups participated in sessions themed on the topics outlined in this study. Lesson plans outlined the standardised procedures used in every class-based intervention to ensure consistency. Students engaged in collaborative learning during data collection sessions, worksheets were given as extension activities in each lesson. The design enabled a comparison of student perspectives and a global perception.

Legal Aspects of Bullying & Cyberbullying: This study attempted to examine student perspectives on issues relating to cyberbullying. The materials encouraged students to share views on the legalities, rights, responsibilities and sanctions affecting young people in educational settings.

A total of 197 out of 456 students at Key Stage Three of the National Curriculum participated by attending school on the day of the survey taking place and were also part of a class randomly selected to take part in this additional activity - of which: 78 were in Year Seven (Y7 average age 11.5), 61 in Year Eight (Y8 age 12.5), and 58 in Year Nine (Y9 age 13.5); all attending the same school during the academic year of 2009/2010. Overall, 13 out of 18 tutor groups took part in themed sessions (five from Y7, four from Y8, four from Y9). All worksheets were partially attempted, but only fully completed materials were retained for further analysis.

Coping Strategies & School Interventions: This study considers perceived effectiveness reported by the general student population. Comparative analysis is made between ratings of coping and intervention items as well as item ratings for traditional bullying and cyberbullying incidents. Evidence is also examined for change in perception based on participant roles (students identified as a bully, victim, or as having no role).

A total of 407 out of a possible 456 students, attending school on the day of the study taking place during the academic year of 2010/2011, participated in the overall study by completing either one of two worksheets on coping strategies or school interventions. 217 students evaluated coping strategies for traditional bullying (n = 81), cyberbullying (n = 69), or both (n = 67). This included 59 Year Seven (Y7 average age 11.5), 73 Year Eight (Y8 age 12.5), and 85 Year Nine (Y9 age 13.5), of which 118 were male and 99 were female. Additionally, 190 students evaluated school interventions of traditional bullying (n =66), cyberbullying (n = 60) or both (n = 64). This included 63 Year 7, 61 Year 8, and 66 Year 9 students, of which 95 were male and 95 were female.

Treatment & Analysis of Information

As part of initial investigation, qualitative information was gained for explorative analysis of bullying and cyberbullying in the school setting. Follow up work was continued throughout the study to monitor change over time.

Information gained from worksheets completed in addition to the school survey. Students were asked to share knowledge and understanding on legal aspects of traditional bullying and cyberbullying as well as perceived effectiveness of coping strategies and school interventions. This helped students to record their views in a structured manner to report overall attitudes held by the general school population.

To set the scene, a brief overview of a worksheet themed on healthy schools measures provides a general understanding of student responsiveness and general attitudes held toward the school

and bullying. Three indicators of healthy schools relevant to bullying are; (1) the school identifies and supports vulnerable students, (2) provides access to confidential support and advice for students in crisis, and (3) the school has a bullying policy owned by the whole school community. The minimum criteria include: students report feeling safe (i) and supported in school (ii), students know how to get help (iii), the help available is easy to access (iv), students know and understand the school bullying policy (v). In the first year of data collection, students participating in the school bullying survey were also required to complete this worksheet to provide a global perception.

Students participating in the second survey of 2009/2010 (Time Point 2) were asked to complete this additional worksheet of healthy measure indicators. Of the 374 student respondents across Key Stage 3, the percentage indicating a positive response were: 65% feel safe (i) and 50% feel supported in school (ii), 66% know how to get help in school (iii) and 49% think help is easy to access (iv), and 54% are aware of the school bullying policy (provided in school diaries) and understand it (v). This paints a worrying picture of a school with a student population holding a poor perception of existing anti-bullying initiatives; this information was gathered at the end of the academic year so students were familiar with the school, and interestingly no gender or age differences were evident in the responses. This information is presented so as to establish the general attitudes held by students toward the school, it is important to note this measure was collected in the first year and may not reflect the current student opinion of the school toward the elements of the study.

3.2.1 Legal Aspects of Bullying & Cyberbullying

Worksheets were adapted from support materials created for Anti-Bullying Week and Safer Internet Day (2009). Five themed worksheets were designed to measure student viewpoint of cybercrimes, legal remedies, school sanctions, children's rights and safeguarding responsibilities. Random sampling was made amongst mixed ability classes with the same set of materials used across every year group but a different worksheet allocated to each class. The themes related to aspects of cyberbullying, details for which are outlined below:

Cybercrime: Students were informed of existing laws which protect young people from bullying behaviour and asked to think about what types of new laws would need to be created to stop cyberbullying. This was measured by students deciding whether ten cyberbullying activities should be cybercrimes (see Table 26).

Legal Remedies: Responses to ten questions recorded the ability to identify whether a statement was true or false based on application of knowledge about the law in relation to cyberbullying. The statements were adapted from aspects of the law applicable to cyberbullying, five of which were correct and five were incorrect (see Table 27).

School Sanctions: Information regarding existing school sanctions was provided to demonstrate understanding, students were asked to propose alternative solutions to bullying problems in school (with particular reference to cyberbullying) by suggesting five disciplinary procedures of increasing severity (see Table 28).

Children's Rights: To establish an appreciation of children's rights, students were asked to create their own bill or rights for cyberbullying by selecting statements from a list provided (children's internet 'bill of rights') or contribute their own suggestions (see Table 29).

Responsibilities: To demonstrate an understanding of safeguarding role responsibilities, students were asked to select a type of cyberbullying (texting, imaging, messenger, email or internet) and identify those responsible for protecting them from harm (see Table 30).

Legal Aspects: Descriptive Statistics

Due to the qualitative nature of materials design, only descriptive statistics are provided for the percentage of actual responses recording Cybercrimes and Legal Remedies. Content analysis of materials enabled proportions of coded responses to be reported for School Sanctions, Children's Rights and Responsibilities.

Cybercrime: Table 26 presents data collected from 40 (20 Y7 & 20 Y8) student responses to particular cyberbullying activities as potential cybercrimes. Overall, the response was positive; with 85% agreeing that hacking or misusing a computer account should be against the law, followed by 75% considering the same of creating hurtful websites or making cruel comments online, as well as 67% for both taking a picture or film of someone without permission and pretending to be someone else online just to cause upset, and 65% regard sending a harmful computer virus or passing on a nasty text message as unlawful. The proportions become lower when students were asked to consider whether the following actions should be considered as an offence: prank calls (60%), sending offensive messages online (55%), making hurtful comments on instant messenger (50%), and signing an online petition against others (47%).

Legal Remedies: Table 27 presents data from 63 (21 Y7, 21 Y8 & 21 Y9) completed student quiz on cyberbullying and the law. The overall correct response rate was 51% (with Y7 at 55%, Y8 at 51% and Y9 at 47%). Students were most able to identify true statements: the publication of offensive material (76%), school powers to confiscate mobiles and illegality of computer hacking (67%). Students were also able to identify the false statement criminalising nasty guestbook postings as incorrect (62%). Students were not as able to correctly identify the true statement regarding head teachers power to regulate behaviour outside of school grounds (49%) and sending messages that cause annoyance, inconvenience and anxiety as an offence (41%). Lower response rates were recorded for incorrect statements: forwarding messenger conversations without permission (48%) pretending to be someone else online (44%), school powers to search a mobile (43%), and the requirement for consent to post pictures online as false (29%).

School Sanctions: Table 28 presents data from 30 (10 Y7, 10 Y8 & 10 Y9) student responses to school sanctions and disciplinary procedures. The informal approach was noted most frequently (chosen by 25% of respondents), a more formal approach was also a popular choice (13%), along with punishment in the form of exclusion (11%), informing the family (10%), and imposing sanctions (9%). Intermediary approaches including investigation (7%), verbal warnings and pastoral support were not selected as popular methods (both at 6.5%). The least popular methods included alternative approaches (4%) and also some of the more severe options, such as: permanent exclusion (6%) and police involvement (2%).

Children's Rights: Table 29 presents data collected from 30 (10 Y7, 10 Y8 & 10 Y9) student responses to cyberbullying rights. Overall, 61.5% were selected and 38.5% were new suggestions. The proportion of existing options included: the right to feel safe and to keep information secret were both selected by 14% of respondents, this was followed by the right to not be bullied or bothered by others, selected 9.5%. Only 4% selected the right to have others show respect online, 1% selected the right not to complete forms provided online, and the right not to feel guilty when 'bad stuff' shows up online was not selected in any instance. As regards prescribed *rights*, the proportion of new suggestions by students included: the right not to have MSN or email accounts hacked into (identified by 8%), 6.5% did not wish to receive rude or abusive messages when using technology, 3.5% did not want mobile phones hacked by Bluetooth devices, and 2.5% did not want to receive viruses when using technology. The largest proportion (accounting for 18%) were of new suggestions covering three themes; invasion of privacy, restriction of personal freedom, fear and intimidation.

Responsibilities: Table 30 presents data collected from 34 (17 Y7 & 17 Y9) student identified roles responsible for safeguarding against cyberbullying. Students themselves (peer group and the individual) were considered most responsible for protecting other students by 47% of respondents, followed by Family and School (22% & 14% respectively). When asked to consider other alternatives, the suggestions included service providers and the police (identified by 16% of cases in total). Overall, half of the examples given referred to bullying incidents using mobile phones and half provided examples of computer based bullying.

Table 26: Cybercrime

Item	Activities Selected as Cybercrimes by Students	Total %
1	Taking a picture image or film someone without permission.	67
2	Hack into or misuse a computer account that is not yours.	85
3	Intentionally send a harmful or damaging computer virus.	65
4	Pretend to be someone else online and cause upset.	67
5	Make anonymous, silent, threatening or prank phone calls.	60
6	Send or forward rude and offensive messages online.	55
7	Send or pass on nasty text messages or picture images.	65
8	Make or copy in hurtful comments on instant messenger.	50
9	Join conversation, register or vote online against someone.	47
10	Create a hateful website or make cruel comments public.	75

Table 27: Legal Remedies

Item	Legal Statements Correctly Identified by Students	Total %
1	Publish, circulate, project or transmit offensive material (True).	76
2	Vote on a nasty online poll or post mean things on a guestbook (False).	62

3	Forward a messenger conversation or e-mail without permission (False).	48
4	School has powers to regulate student behaviour outside school (True).	49
5	Pretend to be someone else or refuse to say who you are online (False).	44
6	Send messages causing annoyance, inconvenience & anxiety (True).	41
7	The school can confiscate mobiles used cyberbullying incidents (True).	67
8	Post information about someone online without their consent (False).	29
9	Hack into or misuse a computer account that is not yours (True).	67
10	Teachers cannot search for information stored on mobile phone (False).	43

Table 28: School Sanctions		
Item	**Disciplinary Procedures Selected by Students**	**Total %**
1	Interview (informal chat, discussion with all parties).	37
2	Investigate (evidence gathered, witness statements).	11
3	Initial Warning (verbal reprimand).	10
4	Formal Warning (letter sent home).	20
5	Parental Involvement (school & family meeting).	15
6	Support (counselling, anger management, mentoring).	10
7	Sanction (school report, detention, removal of privileges).	13
8	Exclusion (temporary fixed term suspension).	16
9	Expulsion (permanent removal from school).	9
10	Police Involvement (problem dealt with out of school).	3
11	Other (Befriending, Mediation, Peer Support, Bully Court).	6

Table 29: Children's Rights		
Item	**Bill of Rights Statements Selected by Students**	**Total %**
1	The right to feel safe and to be safe on the internet.	14
2	The right to explore learn and enjoy the internet.	3.5
3	The right to keep all personal information secret.	14
4	The right to not be bothered or bullied by others.	9.5
5	The right to ignore messages from unknown people.	4.5
6	The right to not fill out question forms on the internet.	1
7	The right to ask for help from a parent or adult.	5.5
8	The right to report anyone acting suspiciously.	5.5
9	The right to not feel guilty if bad stuff shows up.	0
10	The right to have people show respect on the internet.	4

Table 30: Responsibilities		
Item	**Safeguarding Activities Selected by Students**	**Total %**
1	Friends / Students are responsible for helping each other online.	47
2	Children are responsible for keeping adults / family informed.	22
3	Schools / Teachers are responsible for governing behaviour.	14
4	Internet / Service providers are responsible for protecting users.	8
5	Police are responsible for making safety checks in cyberspace.	8
A	Save evidence to protect against text messaging cyberbullying.	50
B	Keep information private to protect against imaging cyberbullying.	
C	Think before forwarding to protect against messenger cyberbullying.	50
D	Stay cautious in cyberspace to protect against email cyberbullying.	
E	Inform friends and family to protect against internet cyberbullying.	
Numbered items represent responsibilities and letters represent safeguarding activities selected by students.		
Groups are subdivided to represent the typical pattern in student response (items selected together).		

Tables 26 to 30 show the proportion of students selecting different responses to a set of questions. Each table represents a separate set of questions presented to independent groups of students.

Legal Aspects: Summary

Overall, the general findings were similar throughout the year groups and this was maintained in each of the themes. Some notable points of interest identified through content analysis of work produced from activity sheets are outlined below:

Cybercrime: For the materials concerning types of cyberbullying regarded as unlawful activities, the shared proportion of positive responses between Year 7 and Year 8 was relatively equal within most answers. As the level of agreement towards items reduced so did the level of similarity between group responses. The lower proportion of agreement for making a law against prank calls and online voting was reported by Year 8. Overall, Year 8 responded less positively to the majority of items but marginally so.

Legal Remedies: Students were generally better at correctly identifying the statements that were true than selecting the ones that were actually false. Overall, responses indicated a slight decline in understanding across year groups. The majority of students able to identify statement 2 as false and statement 7 as true were in Year 7 and a third of students able to identify statement 1 and 9 as true were in Year 8.

School Sanctions: There was little difference between existing school policy and what students recommended when given a choice to select alternative approaches. The proposals were generally more lenient, providing opportunities for bullying to stop, prior to sanctions being put in place. A similar theme emerged, of a more permissive informal approach in the first instance, with persistent bullying resulting in more family involvement as opposed to requiring increasingly harsher punishment.

Children's Rights: There was a notable difference between year groups when making new suggestions for cyberbullying rights. Year 7 rights related to hacking, receiving viruses or abuse when using technology, along with frequent reference to being free from fear and intimidation, Year 8 referred most often to relaxing internet restrictions and Year 9 specified rights to freedom of expression and free reign on the internet.

Responsibilities: There was little difference in responses between year groups with regard to identifying roles of responsibility in protecting students from cyberbullying. Half of students consider young people themselves to be responsible for protecting against the occurrence of cyberbullying. The exception was in identifying family as responsible for safeguarding; Year 9 considered the family best placed to protect them but only in the case of cyberbullying with mobile phones and not in the instance of internet based bullying, whereas Year 7 considered the

opposite most appropriate.
3.2.2 Coping Strategies & School Interventions

Coping Skills or School Intervention worksheets were assigned to students to complete item ratings; each class was allocated materials on a random basis by the practitioner supporting the teacher in class. Worksheets were designed to measure student perception of different coping strategies and school interventions. Students were asked to rate the effectiveness of the different approaches in managing the incidence of traditional bullying and cyberbullying. Each worksheet had 20 items presented in 5 smaller sets of 4 items to denote a particular style of approach. Each item was rated using a five point scale ranging from the value of 1 (very unhelpful) to 5 (very helpful). Details of the worksheets are outlined below:

Coping Strategies: The five sets of four coping items reflect existing literature (Kristensen & Smith, 2003; Naylor et al., 2001; Price & Dalgleish, 2010). One approach entitled *Seeking Help & Advice* includes the following items: Asking for help from family members (Family), telling parents or carers (Parents), talking to teaching staff at school (Teachers), or contacting formal body of support (Helpline); *Independent Approach*: Take an active approach by trying to stop it happening (Prevent), asking the bully to stop (Confront), hitting back at the bully (Retaliate), or threatening to tell (Threaten); *Evading Problems*: Take a passive approach by staying away from school (Truant) or the bullying (Avoid), ignoring or putting up with it (Tolerate), or trying to forget about it (Denial); *Internalising Problems*: Taking things out on yourself by getting upset or crying (Distress), worry or stress (Anxious), self pity or self blame (Depressed), withdrawing from others (Detached); *Externalising Problems*: Taking things out on others by bullying (Reactive), getting angry (Aggressive), swearing or cursing out loud (Verbal), shouting or yelling to let off steam (Vocal).

School Interventions: The five sets of four intervention items also reflect existing literature (Mishna et al., 2009; Samara & Smith, 2008) and follow the existing school procedures outlined. The set of interventions entitled *Informal Approach* includes the following items: Pupil meeting held, incident investigated, evidence collected, formal warning issued; *Support Approach*: Support Group, Shared Concern, behaviour support, counselling or anger management; *School Sanctions*: Phone call home, family meeting, placed on report, parents attend lessons in school; *Disciplinary Action*: Loss of personal time through detention after school or during the weekend, internal exclusion, and permanent suspension; *Curricular Approach:* Class work activities, circle time, peer support, themed school assemblies.

Coping Strategies: Descriptive Statistics

Non-parametric techniques have been considered as an appropriate level of analysis for categorical data, because after transformation of variables from discrete categories to continuous scale measurement, both samples violated test assumptions for normality and homogeneity of variance. Analyses of item ratings were conducted using Wilcoxon Signed Ranks Test, comparisons between item ratings and participant role type (identified as victim, bully, no role) by Kruskall-Wallis and post-hoc Mann-Whitney U Test. Comparing item ratings with specific bullying roles (bully and victim) was limited due to a small sample size, with 80% of students not involved in bullying. Data analysis included every item in each sample, but only those cases of statistical significance ($p < .05$) are reported. Effect size indicates the strength of association between variables, the degree is reported in the range of .1 considered a small effect, .3 a medium effect, and .5 a large effect (Howell, 2007).

Scale Reliability: Reporting individual item ratings was based on analysis reaching the acceptable standard of .7 for scale reliability. When analysed in groups of 4 items under the 5 themed responses of different coping skills and school interventions, Cronbach alphas did not reach the standard required for scale reliability. For ratings of 20 coping strategies considered individually, Cronbach alphas (across the individual strategies) were recorded as .80 for items relating to traditional bullying and .73 for items relating to cyberbullying. For ratings of 20 school interventions Cronbach alphas were recorded as .90 for items relating to traditional bullying and .84 for items relating to cyberbullying. These values estimate internal consistency of items measuring the same construct.

Comparing Coping Strategies & School Intervention Item Responses: Mean total ratings of all 20 items from coping strategies and school interventions samples were ranked in sequential order. This provided an indication of student perspective about the most and least helpful approaches in managing traditional bullying and cyberbullying incidents. Overall, 90% of coping strategies item ratings were of relatively equal value and 80% of school intervention items were also of similar value.

Coping Strategies: The ranked mean item ratings for both traditional bullying and cyberbullying formed the same pattern. Overall, the highest item ratings were from *Seeking Help & Advice*, followed by *Independent Approach, Evading Problems,* and the lowest item ratings from *Externalising Problems* and *Internalising Problems*. The order in which the twenty items were presented matched exactly for traditional bullying and cyberbullying in the first six cases: the support of relatives was perceived as the most helpful method of coping (Parents & Family), followed by taking an active approach by making attempts to stop the bullying from happening (Prevent), informing the school (Teachers) and contacting support service (Helpline). Interestingly, taking a passive approach by avoiding the bully was considered the next most helpful coping strategy in both instances (Avoid). This data suggests students consider the same coping strategies to be most helpful in both traditional bullying and cyberbullying involving school relationships; analysing paired item responses will determine whether these ratings are comparable.

School Interventions: The ranked mean item ratings for both traditional bullying and cyberbullying formed a similar pattern. The total highest item ratings were from School *Sanctions* and *Disciplinary Action*, followed by *Informal Approach* and *Support Approach,* with the lowest item ratings from *Curricular Approach*. The order in which the twenty items were rated differed somewhat for traditional bullying and cyberbullying: the item Suspension, then Family Meeting were perceived to be the most helpful interventions in both traditional bullying and cyberbullying; followed by Parents in School for traditional bullying; and Collecting Evidence for cyberbullying. This data suggests students consider some of the same school interventions to be comparatively helpful in managing traditional bullying and cyberbullying incidents.

Comparing Traditional Bullying & Cyberbullying Item Responses: Analysis of coping strategies and school interventions items were completed separately, with mean average ratings of coping strategies items presented in Table 31 and school interventions items in Table 32. Analysis of Item pairings revealed a significant difference in ratings of coping strategies for traditional bullying and cyberbullying incidents in the following items from *Seeking Help & Advice*: Family ($z = -3.542$, $p <.001$, $r =.222$) and Teacher ($z = -2.949$, $p =.003$, $r =.194$). This indicates student coping items Family and Teacher have higher average ratings for traditional bullying than cyberbullying, with a small effect size reported in both instances. Analysis of item pairings revealed a significant difference in ratings of school interventions for traditional bullying and cyberbullying in items from each of the following *Support Approach, School Sanctions, Disciplinary Action*: Behaviour Support ($z = -3.459$, $p =.001$, $r =.479$); Family Meeting ($z = -2.676$, $p =.007$, $r =.374$); Parental Presence ($z = -2.431$, $p =.015$, $r =.362$); and Suspension ($z = -2.626$, $p =.009$, $r =.383$). This test indicates intervention items have higher average ratings for traditional bullying than cyberbullying, with a medium effect size reported in both instances.

Comparing Participant Role Item Responses: As a result of a school survey involving anonymous self identification (requiring students to note how often they had been bullied or bullied others at school in the past term), 172 students evaluating coping strategies were not involved in bullying, 17 declared that they were bullies and 28 reported that they were victims. Respectively, 153 students evaluating school interventions were not involved in bullying, 9 declared that they were bullies and 28 reported that they were victims. Comparisons of participant roles were made between students identified as bullies, victims and those with no role. Mean average role ratings of coping items are presented in Table 31 and intervention items in Table 32. A significant difference was revealed in a number of item ratings for coping strategies between participant role types for traditional bullying (this did not extend to cyberbullying). The data presented in table

33 indicate the lowest mean ranked ratings were from those with no role identified when compared with bullies and victims. A significant difference was revealed in a number of item ratings for School Interventions between participant role types for cyberbullying (this did not extend to traditional bullying). The data presented in table 34 indicate the lowest mean ranked ratings were from victims when compared with bullies and those with no role.

Table 31: Mean Item ratings of Coping Strategies

Coping Strategy	Traditional Bullying				Cyberbullying			
	Total **(N=130)**	No Role (N=106)	Victim (N=19)	Bully (N=5)	**Total** **(N=124)**	No Role (N=102)	Victim (N=17)	Bully (N=5)
Seeking Help & Advice								
Family	**3.77****	3.76	3.86	3.63	**3.37****	3.33	3.64	3.33
Parents	**3.80**	3.83	3.86	3.38	**3.65**	3.60	4.00	3.67
Teachers	**3.23***	3.17	3.45	3.50	**3.21***	3.16	3.57	3.17
Helpline	**3.12**	3.03	3.71	2.71	**3.17**	3.13	3.36	3.40
Independent Approach								
Prevent	**3.34**	3.37	3.15	3.40	**3.26**	3.35	2.57	3.29
Confront	**2.88**	2.91	2.53	3.22	**2.97**	3.01	2.36	3.38
Retaliate	**2.90**	2.86	2.63	3.89	**2.78**	2.75	2.30	3.75
Threaten	**2.96**	2.85	2.88	4.38	**2.82**	2.74	3.00	3.80
Evading Problems								
Tolerate	**2.70**	2.55	3.25	3.00	**2.46**	2.49	2.64	1.50
Denial	**2.75**	2.63	3.33	2.67	**2.56**	2.49	2.92	2.67
Truant	**2.10**	1.90	2.65	3.00	**2.28**	2.21	2.40	3.33
Avoid	**3.01**	2.81	3.53	3.89	**3.08**	3.05	3.43	2.50
Internalising Problems								
Distressed	**2.36**	2.07	3.40	3.20	**1.91**	1.92	2.00	1.00

Anxious	**2.25**	2.11	2.71	2.80	**1.81**	1.82	1.91	1.33
Depressed	**2.14**	2.08	2.38	2.20	**1.80**	1.79	1.80	2.00
Detached	**2.16**	1.96	2.88	2.40	**1.97**	1.91	2.38	2.00
Externalising Problems								
Aggressive	**2.55**	2.51	2.11	4.29	**2.44**	2.40	2.22	3.33
Verbal	**2.35**	2.23	2.60	3.29	**2.36**	2.24	2.45	3.57
Vocal	**2.87**	2.71	3.53	3.14	**2.57**	2.53	2.36	3.43
Reactive	**2.16**	2.12	2.33	2.17	**2.18**	2.26	1.55	2.50

Rating Scale: Range from 1 (Very Unhelpful) to 5 (Very Helpful)

** $p < .001$ * $p < .005$ indicate a significant difference between the same item rating for bullying and cyberbullying

Table Guide: Table 31 shows coping strategy items ratings which illustrate the extent to which students perceive them to be helpful in response to bullying and cyberbullying scenarios. The ratings provided by self identified bullies and victims are also given.

Table 32: Mean Item ratings of School Interventions								
		Traditional Bullying				Cyberbullying		
School Interventions	**Total** **(N=130)**	No Role (N=106)	Victim (N=19)	Bully (N=5)	**Total** **(N=124)**	No Role (N=102)	Victim (N=17)	Bully (N=5)
Informal Approach								
Pupil Meeting	**2.70**	2.17	2.76	2.00	**2.67**	2.61	2.62	3.80
Investigation	**2.99**	3.05	2.67	3.25	**3.03**	2.94	3.67	2.60
Evidence	**3.05**	3.11	2.75	2.75	**3.19**	3.26	3.00	2.60
Warning	**2.76**	2.68	3.28	2.00	**2.69**	2.71	2.80	2.00
Support Approach								
Support Group	**2.64**	2.67	2.56	2.67	**2.35**	2.28	2.64	2.40
Shared Concern	**2.73**	2.64	3.06	3.33	**2.63**	2.51	3.07	3.20
Behaviour	**3.24****	3.29	2.75	4.33	**3.03****	3.07	2.73	3.20
Counselling	**3.21**	3.15	3.39	4.00	**2.99**	2.95	3.13	3.20
School Sanctions								
Phone Call	**3.02**	2.95	3.29	3.25	**2.83**	2.81	2.38	4.20
Family Meeting	**3.30***	3.22	3.78	3.25	**3.19***	3.20	2.82	4.40

School Report	**2.87**	2.85	3.00	3.00	**2.76**	2.85	2.00	3.20
Parent in School	**3.30***	3.34	3.12	3.20	**3.09***	3.06	2.93	4.25
Disciplinary Action								
Detention	**2.64**	2.53	3.28	2.40	**2.68**	2.77	2.20	2.80
Saturday School	**2.67**	2.62	2.89	2.75	**2.70**	2.72	2.42	3.25
Exclusion	**3.08**	3.08	3.05	3.33	**3.05**	3.04	2.85	4.00
Suspension	**3.71***	3.80	3.35	3.50	**3.54***	3.55	3.50	3.50
Curricular Approach								
Class Work	**2.58**	2.58	2.69	2.00	**2.43**	2.48	2.25	2.20
Circle Time	**2.77**	2.74	2.87	3.00	**2.61**	2.67	2.27	2.80
Peer Support	**2.82**	2.87	2.44	3.67	**2.82**	2.84	2.79	2.60
Assembly	**2.41**	2.43	2.43	2.00	**2.58**	2.59	2.67	2.20

Rating Scale: Range from 1 (Very Unhelpful) to 5 (Very Helpful)

** $p < .001$ * $p < .005$ indicate a significant difference between the same item rating for bullying and cyberbullying

Table Guide: Table 32 shows school intervention items ratings which illustrate the extent to which students perceive them to be helpful in response to bullying and cyberbullying. The ratings provided by self identified bullies and victims are also given.

Table 33: Role Comparisons of Traditional Bullying Coping Strategy Item Ratings							
		Kruskall-Wallace				Mann-Whitney	
Coping Strategy	x^2	p Value	Role Pairings		U Test	Z Value	p Value	r Value
Independent Approach								
Threaten	8.62	.013	Bully	Victim	21.00	-2.702	.007	.55
			Bully	No Role	145.5	-2.865	.004	.28
Evading Problems								
Truant	6.74	.034	Victim	No Role	417.5	-2.199	.034	.23
Avoid	7.87	.020	Victim	No Role	596	-2.070	.038	.19
			Bully	No Role	232	-2.130	.033	.21
Internalising Problems								
Distressed	12.48	.002	Victim	No Role	229.5	-3.484	.000	.38
Detached	6.76	.034	Victim	No Role	354	-2.570	.010	.28
Externalising Problems								

Aggressive	9.48	.009	Bully	Victim	14.50	-3.024	.002	.60
			Bully	No Role	113.5	-2.808	.005	.29

Note: The highest ranked item rating is presented first in role pairings (for descriptive please see page 131).

Table 34: Role Comparisons of Cyberbullying School Intervention Item Ratings

	Kruskall-Wallace				Mann-Whitney			
School Interventions	x^2	p Value	Role Pairings	U Test	Z value	p Value	r Value
School Sanctions								
Phone Call	7.85	.020	Bully	Victim	8	-2.469	.014	.58
			Bully	No Role	72	-2.466	.014	.26
Family Meeting	9.51	.009	Bully	Victim	12	-2.461	.014	.52
			Bully	No Role	70.5	-2.644	.008	.27
School Report	6.49	.039	No Role	Victim	277.5	-2.371	.18	.24

Note: The highest ranked item rating is presented first in role pairings (for descriptive please see page 131).

<u>Table Guide</u>: Tables 33 & 34 shows the difference in ratings of self identified bullies, victims and students with no role involvement. Table 33 represents perceived helpfulness of coping strategies in response to bullying scenarios. Table 34 represents perceived helpfulness of school interventions in response to cyberbullying incidents.

Coping Strategies: Summary

Both sets of data (coping skills and school interventions) yielded significant difference in item ratings on a number of comparison points (traditional bullying and cyberbullying, participant role type responses). In total 8 items for traditional bullying were significant in data analyses of coping strategies. With regard to analysis of school interventions, 7 items were significant for cyberbullying incidents. Item ratings in both samples revealed little change when comparing traditional bullying with cyberbullying, analysis presented more similarities than differences within samples. Overall, 90% of all item ratings for traditional bullying and cyberbullying were of similar value.

<u>Coping Strategies</u>: When asked to consider helpful strategies for traditional bullying and cyberbullying, students reported highest item ratings for seeking help and advice from adults and lowest for internalising problems by directing negative emotions towards oneself. Item ratings for cyberbullying were moderately lower than the traditional bullying counterpart, the difference being only markedly so in two of the highest ranked item ratings. There was a notable difference in students having experienced bullying and those with no role when rating coping methods involving internalising and evasive responses. Victims considered truanting from school or avoiding the bully, becoming distressed and crying, or detached and withdrawing from others as more effective than those not involved in bullying, but only moderately so. In a comparison between bully and victim reports of effectiveness, bullies rated the independent coping method of threaten and reactive aggressive approach as more effective in responding to traditional bullying than victims themselves. This suggests that shouting out at the bully or threatening to tell on them may well create more harassment from the bully but also offer the potential to eliminate the abuse.

<u>School Interventions</u>: When asked to consider helpful interventions for traditional bullying and

cyberbullying, students reported highest item ratings for school sanctions and disciplinary action and lowest for the curricular approach. Item ratings for cyberbullying were lower when compared with traditional bullying counterparts, the difference markedly so for some of the highest ranked item ratings. There was a notable difference in rating interventions involving sanctions when comparing bully and victim reports of effectiveness; bullies rated the sanctions involving a phone call home or parents attending a school meeting as more effective in responding to cyberbullying than victims themselves. This indicates that schools contacting home and involving the parents in a formal meeting when cyberbullying incidents arise could potentially act as a deterrent if the standardised approach was altered specifically for cyberbullying and students alerted to this change.

3.3 Quality Circles

In total, 82 Key Stage Three students aged between 11 and 14 participated across all studies. The 14 QC groups comprised of 57 male and 25 female students, with 43 from year 7, 32 year 8, and 7 year 9 students. QC groups were held at three time points in the four year study of academic years 2008/2009, 2009/2010, & 2011/2012. Student participants were selected by the school to join one QC group in one year and a new group of participants were selected to form new QC groups the following year. Tutor groups highlighted by the school survey as having a number of nominated bullies and victims were approached and teachers asked to nominate students who would be best placed to help solve bullying problems (in school or in class).

The group size ranged between 4 and 8 students from the same year group or class. The duration of the work ranged from one or two school terms (over a period of 3 to 6 months) and completing at the end of the academic year in the summer term. Each year of QC work varied in content (project themes and procedures) but the purpose of the work was to engage students in positive, solution focused approach to anti-bullying work, and a minimum of 10 sessions were held to complete key aspects of QC work.

As part of final project evaluation each year, students were asked to provide individual anonymous feedback on their personal experience of participating in QC (please see Appendix 4.2 for evaluation forms). Student responses to key questions are provided below and details of the full survey can be found in appendix 4.3. Approximately 65% of evaluations forms were partially or fully completed, with 54 out of 82 students in attendance on the day of QC evaluation. Of which, 40 considered the QC project to have achieved its aims (8 disagreed and 6 did not respond), and 47 believed QC work was a good use of learning time (1 disagreed and 6 did not respond). With regard to QC as a useful approach in investigating bullying, 40 students agreed, 6 disagreed and 8 did not respond. In addition, 30 students agreed QC was also a useful way to investigate cyberbullying (10 disagreed and 14 did not respond). Students were asked to give reasons for their responses and additional comments were also asked for to check understanding of the purpose of QC work and to help improve future approach to work. A summary of student feedback for each year is also provided in appendix 4.3

Treatment and Analysis of QC Work

The three QC studies are presented separately, with information provided about the groups of participants (group name and group size, age and gender of group members) and the QC project themes; addressing bullying and cyberbullying each year along with anti-social behaviour problems in school (2008/2009); relational problems in class (2009/2010), and alternative methods of investigation (2011/2012).

A summary of three project proposals from each group is presented, followed by small case studies of individual QC groups with details of final project ideas. Overall findings gained from QC work which summarise bullying and cyberbullying problems in school as described by students through discussion and group work activities. A comparison is made between groups across the studies to consider change over time.

Group work with students involved group discussions held each year of study to explore representative viewpoints in more detail and help students to elaborate more on bullying and cyberbullying problems in school. Although some focus groups were conducted as part of quality circles work, for ease of reading information gained from each activity will be presented separately.

Focus group discussions were based on information sharing and transcripts helped share the student voice anonymously. Qualitative information obtained during focus group discussions was treated to thematic coding. The information demonstrates how the data gained from the school survey with regard to bullying behaviour is reflected in the comments made by students. The knowledge gained will assist with interpretation of results and the general themes reported set the scene for discussion and further considerations in conclusion.

The information provided through the QC results section is descriptive and of relevance to the study at a practical level. The QC group work and focus group discussions are qualitative and explorative in nature. Thematic analysis enables the information gained to be presented in a structured and meaningful manner. A sample of QC project work and example of a focus group transcript form each year of study can be found in the appendices (Appendix 5 and 6 respectively).

3.3.1 QC Year 2008/2009

In the first year of 2008/2009, a total of 32 students from Year Seven (Y7: n=5, mean age 11.5), Year Eight (Y8: n=20, mean age 12.5) and Year Nine (Y9: n=7, mean age 13.5) participated in QC work. There were 6 QC groups, each selected a name to define the group identity; one Y7 QC called 'WAC' had five students (one female, four male) from three different classes. Each of the four Y8 QC Groups had students from the same class; *Purple HAZL* (four males), *Yungah Goonz* (five males), *Brite Starz* (four males), and *Anonymous Speakers* (three female, four male). One Y9 QC called '*Special MNAM International People'* had seven students (two female, five male) from three separate classes. An overview of project work is provided, including detailed information about each QC addressed in the case studies, along with a summary of each QC group project proposals.

The anti-bullying ideas generated by group work and solutions to cyberbullying in the form of project proposals were similar in approach. With the exception of the student email support team suggested by one Y8 group, QC ideas for bullying (such as the information booklet, teacher training, educational film, and student questionnaire) and cyberbullying (such as the mail box, bully club, student survey and undercover report) appeared to be interchangeable. It was difficult to differentiate between ideas for the themed projects and the groups struggled to adopt a new approach. It would appear the need for creating new ideas for preventing the emerging problem of cyberbullying is not considered necessary, students were able to articulate the reasoning behind relying on similar solutions is that bullying, cyberbullying and anti-social behaviour are all relational problems relevant to school life.

Overall findings about general bullying in the academy based on information reported by QC groups is that of verbal bullying in the form of cussing. Cyberbullying appears to take the form of activities enabled through use of Bluetooth as a convenient method of sharing inappropriate picture or video images. Another opportunistic activity accessed through Bluetooth is the hacking of mobile phone devices; it is also common for school computer email accounts to be hacked into. The general attitude amongst the student population was one of amusement prior to the situation escalating out of control and a serious incident taking place. This form of behaviour appears to provide a link between traditional bullying and cyberbullying, whereby relational problems occurring inside school are maintained by using technology outside of school and incidents initially occurring online often emerge on return to school.

QC 2008/2009: Project Proposals

Each group was directed to produce three project proposals for consideration and then collect votes for the most popular idea from other students and teachers. The Anti-Bullying theme was introduced to identify solutions for general bullying or cyberbullying, and an additional project to combat anti-social behaviour. In total four cyberbullying projects and two ideas on anti-social behaviour and bullying were introduced. Quality Circle project proposals and final approved ideas are provided below.

- Y7: WAC identified three project ideas; create a private room for victims, bullies and parents (to solve general bullying problems), design a mail box for students to report problems (to combat cyberbullying), and organise a new lunch time queue system in the canteen (to help prevent anti-social behaviour). The final selected proposal was the solution for cyberbullying; to design a bully mailbox.
- Y8: Anonymous Speakers identified three project ideas; create a verbal bullying dictionary (bullying), run a bully club helping victims and bullies (cyberbullying), and design a hat to identify bullies (anti-social behaviour). The final proposal was for general bullying; a dictionary of cussing words.
- Y8: Purple HAZL identified three project ideas; teach the teachers about the meaning of verbal bullying words (bullying), set up IT support for students to pass on emails (cyberbullying), and run a student investigation team for bullying incidents (anti-social behaviour). The final selected proposal was for cyberbullying; to set up a student support email account.
- Y8: Yungah Goonz produced one project idea on cyberbullying (a student survey on prank calling).
- Y8: Brite Starz presented a proposal addressing anti-social behaviour (a friendship themed film club).
- Y9: Special MNAM International People identified three project ideas; make an educational film (bullying), conduct an undercover report (cyberbullying), and design a hall monitor rota (anti-social behaviour). The final selected proposal was for cyberbullying to compile a student report.

Collectively, QC groups suggested the school consider introducing the following ideas; security spot checks, bag searches and handheld metal detectors, classrooms scanned to detect activated Bluetooth devices, a free phone number for offensive text messages to be passed on, themed school assemblies and lessons run by students, lunchtime and after school activities for bullies and victims to attend together, safe places for vulnerable students and private areas for distressed students.

QC 2008/2009: Case Studies

WAC: The youngest group initially presented challenging behaviour but quickly gained enthusiasm and engaged in self-directed learning. As part of the discussion about general bullying issues, the group considered physical fighting to be the most common form, this was thought to happen most

often at lunch because the system in place causes long wait times resulting in aggressive pushing and shoving. During the discussion about cyberbullying problems, students revealed mobile phones are used most often to send threatening messages and hurt emotions. The reasons were believed to be different for prank calls ('wind people up, to be funny or cause psychological damage'), text messages ('don't want to fight but want to get at the person', 'bit scared and don't want to get in trouble'), and Video Imaging ('humiliate the person to show that they are weak and prove it to other people').

When deciding on the final project proposal, students made preparations for changing the lunch line and were very excited to put this idea into place with detailed plans drawn up. After completing the school opinion poll they began to work on the idea with the most votes; a room with privacy for distressed students to compose themselves. As the structure of the programme only permitted a set number of sessions to complete work, this limited the potential for these ideas to be realised and instead the students changed the agreed project for the more manageable option of designing bully boxes. Each student created one mail box made available for everybody in the academy to report problems and concerns anonymously and confidentially.

Anonymous Speakers: The largest group from the same class required continuous autocratic leadership, direction and motivation. QC interactions were marked by constant bickering and competition for power, thus hampering progress in completing final project work. As part of a group discussion about general bullying issues, verbal bullying was believed to be most common 'because teachers don't understand the slang words so students can get away with cussing each other' which was considered to be caused by 'the different nationalities in London all inside the school building' and 'the uniform makes everyone wear the same clothes so people look at other things like appearance'. During the group discussion about cyberbullying problems, students revealed text messaging and picture imaging happens most often because it is cheap or free depending on the mobile phone contract. Text messages are sent at break times when students can move around the school and get reception, pictures are often taken when students are unaware and images sent to cause ridicule.

When deciding on the final project proposal, the group collected most votes for the bully club and even gained support from teachers willing to volunteer time to run this with students. The QC group believed this idea was being piloted already in school and felt that addressing verbal bullying would deal with the matter of greatest concern in the school community. The group members worked in pairs to take on parts of the anti- bullying booklet and produced different sections including; a glossary of terms used in cussing, two stories about prejudice based bullying, a case study report about victims of bullying in the academy, and information about verbal bullying in school from peer group surveys detailing responses from over 60 students.

Purple HAZL: These students developed a co-operative approach to working together, despite the suspension of one member; they adjusted and overcame the temporary disruption. The group also responded well to facilitation and required little motivation to complete work independently. As part of the discussion about general bullying issues, students identified the main problem was verbal bullying, such as stirring and gossiping, and cussing. The group believe students do this to prevent boredom, to have fun and be entertained. This happens when the teacher is not in the class but will still occur if learning support or supply teachers are present, and when outside for free time. It can 'get serious and out of control' a lot of the time when onlookers are 'bigging up' the situation and this can also lead to physical fights.

During the group discussion about cyberbullying problems, students considered email to be the most popular method used mostly for gossiping, hacking, cussing, sending nasty pictures, rude web links or viruses. This can be for fun, to start fights by 'mixing things up', to annoy or embarrass someone, and for retaliation 'if the student is scared of the person because they are bigger or older and they can't be caught'. The student email support team was selected in response to the reported need of the general student population. The QC group began investigating the problem by interviewing the IT department to discover that no abusive filter exists and no designated member of staff monitored student emails for inappropriate content. The group set up an anonymous inbox whereby students could forward emails to this designated account for peer review and reporting to senior staff.

Brite Starz: A group consisting of strong independent characters from the same class, these students responded best to practitioner guidance instead of leadership. The students agreed to participate but declined to engage in many of the activities and instead selected one solution for top down analysis. Students declined to participate in the recorded group discussion activity about general bullying issues and cyberbullying problems. Instead students reported concerns about knife crime and the pressure to join gangs. They believed this was a problem because young people are bored so they hang around outside and get involved in the wrong friendship groups. They then feel under pressure to get respect by fighting other gangs and they carry knives to feel safe and protect themselves from other gang members. Students designed a survey to find out more about why people carry knives and decided that the way to reduce knife crime is to get people off the streets, away from the gangs and encourage friendships by holding free time activities. The film club was invented to educate young people on negative impact of crime and encourage positive relationships. The group produced posters advertising the lunchtime film club for students. The films selected were appropriate for the age group and were screened during lunchtime.

Yungah Goonz: A well-established friendship group from the same class, self motivating and readily engaged in task completion without the explicit direction of the practitioner. These students required little guidance after group commitment to participation was initially challenged. As part of group discussion about general bullying issues, physical bullying was thought to be the most common activity resulting from confrontation and the need to gain respect. Interestingly verbal bullying also seemed to act as a catalyst, whereby a cussing match that began as 'something funny' then 'goes too far and gets personal'. This can happen in the playground (especially in the lunch line), classroom and areas in the school building (e.g. staircase, corridors, or toilets) and even if broken up will continue at a later date for students to save face.

The discussion about cyberbullying revealed a more common activity was sending picture images and videos from mobiles via MSN. This can be used for entertainment (spread across social groups to ridicule and laugh at a victim), for 'talking up' 'hyping' and saving face, or to scare and frighten someone. Sending images via MSN gets noticed more than text messages and also attaches credit to the sender 'people get respect for knowing the sender and this stops other people getting rude to them'. When deciding on the final project proposal, students opted to conduct a student survey on prank calling. The group developed a questionnaire about prank calling which they handed out to 30 students. A third of respondents said they had been prank called in the past and the typical reported response to this was anger, a third also admitted to prank calling someone for fun because they were bored. The main source of information for obtaining a number to prank call was through social networking sites, mutual friends, or hacking into personal details held on school records.

Special MNAM International People: The oldest group and the largest number from different classes, this presented problems during formation but the maturity of group members prevailed. Timetabling also disrupted QC meetings on a regular basis, yet project work was partially completed despite this setback. As part of the discussion about general bullying issues, verbal bullying was revealed as the main problem. Cussing occurs because 'students are bored and have nothing better to do', 'they want to show off and be funny', 'they are angry or have problems at home' and 'want to make themselves feel better by taking it out on other people'.

During the group discussion about cyberbullying, MSN Instant Messenger was considered to be the most popular way of 'stirring up trouble' by copying people into gossip conversations to spread nasty lies or rumours 'students want to start trouble because they are bored and want excitement, they might be scared to do it face to face and chose this bullying method because it is faster'. When deciding on the final project proposal, the group collected most votes for the undercover report on bullying. Questions were developed for student interviews voice recoded to protect anonymity. The interviews were to be typed up and presented in an undercover report style information leaflet to help educate everyone in school about the problems of cyberbullying. Unfortunately, the group was unable to fully complete this project in the time available.

QC 2008/2009: Summary

With regard to general bullying, the overwhelming response noted was of verbal bullying. Students casually rely on aggressive and offensive language to communicate with each other. 'Cussing matches' are a regular occurrence with insulting remarks most commonly relating to cultural heritage or physical appearance. This event is generally tolerated by the students and not necessarily considered as bullying; the teachers are typically unaware of this due to the range of slang words being used. This activity is often initiated as an attempt to introduce humour but will frequently escalate and other methods of bullying become evident such as physical (to conclude) or cyber forms (to prolong the argument). Cussing is not necessarily considered a form of bullying but instead as a platform for promoting other forms of bullying and therefore identified as a problem for the students.

The greatest cause for concern with regard to cyberbullying was hacking into and misusing personal computer accounts or mobile phone records. The popularity of instant messaging picture images is the cost free communication available through Bluetooth on mobile phones. A growing problem was reported whereby hacking devices activate mobile phone handsets to cause unnecessary distress to others or disruption to learning in class with the owner powerless to prevent this. The general attitude towards cyberbullying is light-hearted and taken with good humour by the recipients; this method of harassment is not necessarily regarded as bullying by students. Abusive emails are frequently sent via the school computer system; students consider this to be more of a nuisance rather than bullying. 'Prank calling' is perceived as an amusing activity to prevent boredom and the recipients react with anger rather than fear. Sending videos and picture images are of huge entertainment value during the school day; participation in this activity is rife and few consider themselves victims.

The anti-bullying ideas generated by group work and solutions to cyberbullying in the form of project proposals were similar in approach. With the exception of the student email support team suggested by one Y8 group, QC ideas for bullying (such as the information booklet, teacher training, educational film, and student questionnaire) and cyberbullying (such as the mail box, bully club, student survey and undercover report) appeared to be interchangeable. It was difficult to differentiate between ideas for the themed projects and the groups struggled to adopt a new approach. It would appear the need for creating new ideas for preventing the emerging problem of cyberbullying is not considered necessary, students were able to articulate the reasoning behind relying on similar solutions is that bullying, cyberbullying and anti-social behaviour are all relational problems relevant to school life.

3.3.2 QC Year 2009/2010

The purpose of the quality circles work was for each group to explore the underlying cause of problems occurring in their class and to take positive action in improving standards of behaviour in school. A total of 30 students took part in the 5 QC groups (18 from Y7 and 12 from Y8, with 20 males and 10 females).The five QC groups of 6 students each were identified by their corresponding class name: 7A (4 males & 2 females), 7D (4 males & 2 females), 7E (5 males & 1 female) from Year 7, and 8D (3 males & 3 females) and 8E (4 males & 2 females) form Year 8. Each group was asked to identify three solutions and relate this specifically to students in their class and to consult classmates on potential project ideas.

In comparison with previous work, specifying problems and stipulating solutions did not produce distinctive project plans. There remained little difference between proposals for bullying and cyberbullying with an almost interchangeable quality between the two ideas. Interestingly, giving free choice produced solutions which remained very diverse and rich in content. This supports the ethos of encouraging explorative analysis in permitting participants to fully explore ideas and solutions, perhaps even uncovering previously undiscovered problems. Restricting the scope of the problem and directing the focus of attention does not necessarily perfect the quality of QC project proposals and may in fact diminish the essence of QC work.

Students were able to recognise bullying can occur as a result of classroom based tensions, intergroup relations in class also offer potential in resolving bullying. The most common remained verbal bullying, coupled with physical bullying in younger years and cyberbullying in older years. The relationship between these forms were interlinked by the progressive nature of this behaviour, initially staring as low level teasing, giving rise to verbal bullying, resulting in cyberbullying and escalating to physical bullying. Aspects of cyberbullying have changed considerably over a relatively small period, confirming the phenomenological nature of cyberbullying (hacking was most popular the first year, replaced by picture imaging the following year). With regard to bullying, similar fads were also revealed in slang words used for verbal bullying and methods through which physical bullying occurs.

QC 2009/2010: Project Proposals

After considering bullying and cyberbullying issues in school and specific problems in class, the project ideas for managing problems in each class are as summarised:

- 7A project ideas; design student reward cards for good behaviour (to solve school bullying problems), create a bullying & cyberbullying board game (to combat cyberbullying), and provide 'anti cussing' earmuffs for students (to manage class based problems).
- 7D project ideas; establish a bully free area or 'hot seat' in the classroom (to solve school bullying problems), produce a parent information leaflet & home internet timetable (to combat cyberbullying), and design a questionnaire on classroom behaviour problems to raise awareness (to manage class based problems).
- 7E project ideas; design a bullying timetable to record event details (to solve school bullying problems), create a classroom bulletin board / individual webpage (to combat cyberbullying), and establish a learning agreement for students & teachers (to manage class based problems).
- 8D project ideas; create year group positive & negative behaviour charts (to solve school bullying problems), Design anti-bullying posters & information leaflets (to combat cyberbullying), and establish individualised classroom behaviour contracts (to manage class based problems).
- 8E project ideas; create new classroom procedures for teachers (to solve school bullying problems), share recommended responses to online hyping (to combat cyberbullying), and provide behaviour advice slips to classmates (to manage class based problems).

Collectively, students suggested a variety of interesting alternatives to approaching bullying problems in school: A safe zone should be created in the classroom allowing students to remove themselves from an escalating situation and continue working away from the problem; students and teachers should agree individual classroom contracts, designed by each class and revisited every term; teachers should allow an opportunity for free talk at the start of each lesson when students acknowledge they are agitated and recognise a need to have a settling down period; the class should hold circle time to reflect at the end of the day to address

ongoing issues as a group and also to talk about positives; the school should showcase good behaviour in the school newsletter where students can be commended; a bullying timetable should be included in the school diary to note where, when and what type of incident occurred each week for the student and teacher to review together.

QC 2009/2010: Case Studies

Every group had the opportunity to implement their project in class with the agreed support of the peer group and approval of the teacher. The purpose was not to achieve a measurable impact but to help students further understand what could be done to make a change in the group, and what future actions were required to achieve a positive outcome. The range of proposals for managing problems was similar in content and themes across groups; this could have been due to ongoing issues in school generally reported as the same. The problems addressed in each class were not unique, as similar relational issues were arising throughout the school.

7A: The group initially required reassurance in their search for a solution, once students understood the knowledge they already possessed was considered to be of use to others, especially adults, this helped with formulating ideas in making suggestions to help parents support children with bullying in school and cyberbullying at home. As part of a final project plan the group prepared information for parents about cyberbullying and to share knowledge about bullying problems in the class. They also designed an online access timetable to monitor computer use at home and help protect against cyberbullying (whereby the bully and victim would agree to use home computers at different times).

7D: This group was self motivated and readily engaged in group led activities, requiring minimal facilitation. This was the only group to complete each stage of development and fully complete the project planning and development. Unfortunately they were unable to complete project delivery which required support from a teacher who was absent on the day. As part of a final project plan the group designed an observation sheet for the teacher to monitor good behaviour, a series of treat cards were designed for the teacher to hand out during the last week of term and plans were set in place to offer the rewards to students in the class.

7E: The group spent a lot of time in the planning and development stages so did not make progress with the final project plan. The attention to detail was matched by a commitment to the anti bullying work and students took the matter very seriously. Each idea was being addressed by individuals and the intricacies were focused on to the extent where the pressure of time required a new idea to be implemented at the last minute. As part of a final project plan the group decided to prepare and introduction to their own class and make recommendations to share with the new teacher working with them next year. This information outlined the characteristics of the class and how best to manage the group.

8D: This group of students required continued guidance and required assistance on exploring the problems in their own class, and as a result they experienced difficulty in generating solutions and attempted to apply ideas produced by other groups. Once they began to realise they were accepted as the experts they embraced this and began to explore the problems in the class at the final project planning stage. As part of a final project plan the group decided to produce anti bullying posters for their own class to expose the problems within the group to the whole class. The posters were each designed to raise awareness about the types of bullying and reasons for the behaviour in class.

8E: The group engaged well with the anti bullying work and were passionate about improving the problems in the class. They believed it was a lack of respect and forgetting how to treat each other nicely that caused a lot of problems. Students considered a lesson plan including a

'guess who' game to focus on how people are similar, real life scenario role plays and a football themed activity to each design the parts to form one piece. As part of a final project plan and under the pressure of time, the group produced advice slips to hand out to students in class as a reminder of how to act towards each other to help prevent bullying behaviour from occurring (be thoughtful, leave your problems at the door, don't get involved).

QC 2009/2010: Summary

With regard to general bullying problems in school, physical bullying had taken on the form of older students pushing or shoving younger students about. The matter of 'fake fighting' was much debated amongst students as to whether it was bullying; it was generally acknowledged that this trend could be taken advantage of by bullies, saying that they were 'only play fighting'. Verbal bullying was reported as a major cause for concern in both year groups. The types of slang words used to insult other students differed somewhat from the previous year. Students noted insulting comments in the classroom often began as teasing but then became increasingly hostile, whereby 'cussing matches' would suddenly become serious; this was identified as where a link between physical and verbal bullying emerged.

The type of cyberbullying activity favoured was dependent on the type of mobile handset used, whereby BlackBerry (BBM: BlackBerry Messenger replacing Bluetooth as a free method of instant communication) would be misused in a different manner to iPhone (Ping Chat replacing Bluetooth and greater reliance on the internet, Instant Messenger, and social networking websites). Students thought that the incidences of cyberbullying had increased since the previous year. Prank calling was commonplace with students, and considered as light-hearted entertainment. The recipient would not report feeling victimised, but rather annoyed, which would result in some form of retaliation, often with a mutual friend making a return prank call. Students took full responsibility for protecting their own contact details, and accepted an element of culpability when permitting others to access personal information resulted in trust being abused (especially when leaving a webpage open to full public access, or if a stranger was accepted as a friend on Facebook).

Students acknowledged that collecting 'friends' in the virtual world and accepting such invitations without question can make them vulnerable and also impact on bullying problems in school as cyberbullying such as cussing online may include the school wide audience and students will be faced with continued teasing when returning to school. In addition, deliberately hurtful fake websites and web pages promoting hateful campaigns against peers and teachers were perceived by students as amusing rather than harmful, and most would readily sign up to a nasty voting poll for fun (the creator is not considered as a bully but certainly believed to

be the person who should be punished if discovered, not those registered). Another term, 'munching', involved taking a snapshot image of a computer screen (usually an unpleasant Instant Messenger conversation) and sending others the copy of the screenshot for the purpose of creating an argument or 'hyping' up a situation.

3.3.3 QC Year 2011/2012

In the final year of QC work students were asked to consider practical solutions for bullying and cyberbullying and different ways of investigating problems in school and in class. A total of 20 students took part in the 3 QC groups (all from year 7 with 11 males and 9 females). The three QC groups were identified by a group name decided by the student members of each QC: SNMCSR (acronym of 'say no more coz students rule') compromised 5 males and 1 female; The Bully Squad comprised 2 females and 4 males; The Donz comprised 6 females and 2 males. Each group was asked to identify three solutions and relate this to problems both inside school and outside school and to consult students as well as staff on potential project ideas.

In comparison with previous work, directing QC project ideas did not encourage creativity or inspire new ideas. In most cases the solutions provided for bullying and cyberbullying were not distinct. Indeed, restricting the scope of project work may hinder development of ideas and impact on the quality of QC work produced but it is also noted group motivation and progress also flounder without focus and direction. Allowing for a longer period of time to complete the QC process helped ease the pressure to produce work in a strict time frame and a more comfortable pace of work was permitted, whereas in the past the workload became overwhelming for groups falling behind and trying to catch up which threatened the essence of QC work.

The nature of bullying and cyberbullying problems and the cause of such behaviour had not changed since the first year of study (with verbal bullying as the most common problem). The type of bullying activities reported by students continues to alter each year (with regard to the typical words used to insult others). Similarly, cyberbullying activities change with the most popular technology used at the time (BlackBerry messenger the most preferred method of communication as more students use this technology compared with other mobile handsets such as iPhones). Students are still hostile towards the idea of 'snitching' and those choosing to tell a teacher about bullying are considered 'snakes' betraying students. There is still a strong held belief that students should handle the problem themselves, most often with a physical fight inciting other peers to get involved. The underlying cause of relational problems remains the manner in which students talk to and treat one another; students consider boredom and popularity to be the reason why cussing begins, especially so in class.

QC 2011/2012: Project Proposals

QC groups produced three ideas for themed projects on bullying, cyberbullying, and a new approach to investigating bullying and cyberbullying in school as an alternative method to the school bullying survey used in the study. The ideas developed by each group are summarised below:

- The Donz project ideas; design a gift for teachers to give to victims (to solve school bullying problems), write a letter to key figures such as politicians and presidents and ask for helpful advice (to help combat cyberbullying), and create a school web page to report bullying problems anonymously (as an alternative method of investigating bullying in school).

- SNMCSR project ideas; run a social session for bullies and victims to attend together (to solve school bullying problems), add web links to the school website for students to access help online (to help combat cyberbullying), and form a student group called 'the

listeners' who secretly report problems to teachers (as an alternative method of investigation).

- The Bully Squad project ideas; talk to new students at the school about bullying and how to get help (to solve school bullying problems), Design 'screen munch' training for teachers and students (to help combat cyberbullying), form a student group called 'the spies' to monitor bullies and victims in school (as an alternative method of investigation).

In addition, some interesting suggestions were made by students but not taken forward as the group had to agree on only three ideas to collect votes for the final project proposal. Anti-bullying ideas included; separate playgrounds and break times for Year 7 students, individual desks for students to work in private, relaxing music to be played in the building to calm students down, a designated peace corner in school, a pen pal scheme for bullies or victims. Ideas to tackle cyberbullying included; teachers set up 'professional' Facebook accounts for students to contact them, design a phone cover with advice and helpline numbers included, an 'evidence' box for students to post a 'screen munch'. With regard to new ideas for investigation, an online survey was suggested as well as a bullying tally chart in the form of posters in school put up daily for students to note down incidents. Both options were recognised by students as having flaws with implementation, few suggestions were made other than designing new questionnaires which helped students identify problems in conducting surveys.

QC 2011/2012: Case Studies

All three groups were of a similar ability level and shared core subjects (English, Maths, Science, Humanities, & Sport) and attended option subjects together in the same class. Students were familiar with each other and well rehearsed in working together, this was helpful in group formation but also a hindrance as roles and behaviours were well established. It was important to ensure the views and ideas were truly representative of the whole group and encourage all students to make a contribution.

The Donz: This group had a lot of disagreements over the final three project ideas and required prompting for the next stage of completing when carrying out the project. The students required individual attention, if left unguided they would create distraction but once directed with a clear task they set about completing the work without issue. As part of a final project plan the group create a gift for teachers to give to victims to help make them feel better and remind them they are not alone, the grand scale of the gift ideas had to be reduced because of the constraints of time and budget. Students decided to design a school calendar of teacher quotes (along with a picture of the teacher) and school badges with slogans ('we are here for you', 'dont be afraid to talk').

SNMCSR: The group of students worked consistently each session and completed each task without complaint. This was evident in the progress made despite missing sessions due to school timetabling. Students worked well individually and then came together as a group to share their ideas, there was some in-group tension but students did not allow this to distract from the task at hand. The final project idea selected was to run a social session with bullies and victims with the aim of encouraging friendship and better communication. The group designed a 30 minute lesson plan with each individual taking responsibility for producing a script for one section of the introduction, information, role play, two activities, and the conclusion. The students were invited to run this session with primary students due to attend school the following year.

The Bully Squad: This group was difficult to engage as they distracted one another, encouraging students to complete work was effortful and progress was slow. Once the group had a project idea agreed, the pace of work increased along with the interest in activities, the students became motivated by their shared goal of showing the school how

good they could be once they realised their work would be noticed. The final project idea was to talk to new students joining the school and the group were very excited to be allowed to support vulnerable Year 6 students visiting the school, they recognised they were investing in a future role of responsibility the following year.

QC 2011/2012: Summary

Across the three groups, verbal bullying is still considered the biggest problem, physical bullying from older year groups also remains of concern to Y7 students when in the playground and at break times. With regard to property bullying, students attach partial blame on victims, especially if an expensive item is brought into school and snatched. Bullying amongst peers occurs most often in class and is in the form of nasty comments, name calling, and cussing. Students made a differentiation between verbal bullying in class and social bullying outside the classroom setting, whereby those teased in class are then simply ignored and left out of the group. Students also noted the cause of bullying behaviour changes over time, when there is more bullying at the start of the school year because students are not used to each other but once they become accustomed by the second term, those who are different and don't fit in get bullied or students who were friends at the start then fall out and become enemies.

Cyberbullying continues to occur with students, prank calling remains a problem and is 'off the mark' but still described as simply 'annoying' although students are able to distinguish between a comical and serious side to prank calling with 'hurtful intentions'. BlackBerry messenger is a popular method of communication and used most often in cyberbullying, this is considered as very much the same as verbal bullying as the recipient doesn't know whether to interpret the message as a joke or mean and nasty and more likely to escalate. Cyberbullying via social networks has a wide audience and can be serious because 'everyone talks about it the next day' even though the incident has passed. Tumbler, Twitter, Habbo, and 'munching' were mentioned but not used very much because students 'can't be bothered'. Bebo, MSN, Facebook also referred to but they are 'so dead'. Cyberbullying via text, email, picture message still occurs but an element of this activity being private now makes it seem more sinister

Cyberbullying is not necessarily considered to be a school issue, it was reported that 'teachers should educate on the risks' but 'not get involved' or stop students from using the internet, unless students are 'under the age limit' and using Facebook for example. Student views on some of the new anti-bullying approaches adopted by the school received mixed reviews, although some believe students should take the role of teachers in managing behaviour, it was also highlighted teachers are vulnerable themselves especially when dealing with physical bullying and being unable to intervene or restrain bullies. The oldest students and youngest teachers were considered best placed to offer help as 'they understand better'. School counsellors were also thought to offer a good source of support as 'they are trained to listen and give advice' 'they have had training and know what to do' and 'they don't take sides'.

3.4 Focus Groups

In setting the scene for future discussion of the results to place the data obtained from survey in a real life context, a total of twenty focus groups were held over four years from 2009 to 2012. Five small groups were invited to participate in a recorded discussion during the spring term of each academic year (2008/2009, 2009/2010, 2010/2011, & 2011/2012). Approximately four to six students were selected for each focus group by class teachers to share knowledge about bullying and offer solutions.

Over a period of four years, a total of 113 Key Stage 3 students participated in the group discussions, comprising 73 males and 40 females including 20 groups with 6 from Y7, 8 from Y8, and 6 from Y9. In the first year of discussions held in 2008/2009 academic year; the 5 groups included 1 from Y7, 3 from Y8, and 1 from Y9. The second year of 2009/2010 the 5

groups included 3 from Y7 and 2 from Y8. The third year of 2010/2011 the 5 groups included 1 from Y7, 1 from Y8, & 3 from Y9. The final fourth year of 2011/2012 the 5 groups included 1 from Y7, 2 from Y8 & 2 from Y9.

Thematic analysis of all transcripts (average duration 20 minutes each) was completed using NVIVO (a social science computer package supporting qualitative research). The process involved reviewing content in detail and drawing out notable comments made by QC groups. The content was combined to provide a rich source of information to explore themes (Banister, Burman, Parker, Taylor, & Tindall, 1994).

The notable comments highlighted in discussion transcripts were examined with reference to the overarching themes categorised as bullying and cyberbullying; emerging subthemes were coded to provide further meaning: Background information (causes, types, location, involvement); student perception of causal factors (power, escalation, responses, consequences); school and student response (interventions, effective, ineffective); suggested solutions (school, parents, technology, other).

Individual student comments noted in group discussion were amassed for analysis; over 750 items ('quotes') were categorised using the thematic codes (listed overleaf). The contributions made by each student group in every school year were examined to ensure an equal proportion of comments were selected from each group. The source of information was unevenly distributed with 75% of comments referring to bullying and 25% making reference to cyberbullying. It is important to note that students did not spontaneously mention cyberbullying; groups were asked about general bullying problems in school and then specifically asked about cyberbullying.

Treatment and Analysis: Thematic Codes

Themed quotes selected from discussion transcripts illustrate how bullying problems develop and aspects of bullying take on different forms. The quotes are identified by school year group (Year 7: Y7; Year 8: Y8; Year 9: Y9) and academic year (2008/2009: 08/09; 2009/2010: 09/10; 2010/2011: 10/11; 2011/2012: 11/12). A substantial volume of material is provided in quotation, this demonstrates how the student voice is echoed and helps establish a body of qualitative information for further consideration of student views on bullying and cyberbullying as well as suggested problems and solutions.

1. 1 School Bullying: Nature & Extent
1.1.1 Examples	Types: Physical, Property, Social, Verbal
1.1.2 Location	Classroom, playground & outside after school
1.1.3 Implicated	Age group, gender & other schools involved

1.2 School Bullying: Cause & Effect
1.2.1 Incidence	How problems emerge & escalate
1.2.2 Impact	Consequences of school bullying
1.2.3 Response	Managing school bullying problems

1.3 School Bullying: Suggestions & Solutions
1.3.1 School	Sanctions & Interventions
1.3.2 Students	Interpersonal & peer support
1.3.3 Other	Parents, Police, & Government

2.1 Cyberbullying: Nature & Extent
2.1.1 Examples	Mobile, Messenger, Email, Image, Web
2.1.2 Location	Classroom based, inside & outside school
2.1.3 Implicated	Age group, gender & other schools involved

2.2 Cyberbullying: **Cause & Effect**
      2.2.1 Incidence   How cyberbullying occurs & escalates
      2.2.2 Impact   Consequences of cyberbullying
      2.2.3 Response   Managing cyberbullying problems

2.3 Cyberbullying: **Suggestions &Solutions**
      2.3.1 School   Sanctions & Interventions
      2.3.2 Students   Self & peers taking responsibility
      2.3.3 Other   Parents, Police & Technology

Transcript Analysis: Bullying

Students were asked to provide examples of school bullying and consider what can be done to tackle the problem. The types of bullying mentioned over the four year period included different methods, some of which occurred more often and appeared to have a typical pattern: problems which begin in class with peers involve verbal bullying and once outside of the classroom setting this can continue but include physical bullying or social bullying. Reports of physical and property bullying were recorded by the youngest students victimised by older students outside of the classroom setting, in the playground, corridors or outside school.

Verbal: The most frequently reported problem in school and online, verbal bullying in the form of 'cussing' can either occur in class and continue online, or online 'hyping' can be brought up again at school. Most commonly, the detrimental words used will refer to student background, culture, religion, family, accent, and physical appearance. This is tolerated to an extent, incidents usually erupt and students become upset when the taunting is continuous (including nasty comments about ethnicity) or intense and personally offensive (involving hurtful comments about family).

Physical: General pushing and shoving occurs on the corridors, this can also involve 'rushing' (lots of students grab one and rough them up) and play fighting which in itself may not be considered as bullying but can escalate. The more serious incidents which involve an audience occur in the playground or outside of school in the local parks.

Property: Threats of physical violence or cyberbullying are used to extort money or other possessions, items may also be taken and not returned. The most popular items are student ID cards (for free school meals), mobile phones, and locker keys.

Social: During break times and lunch time, those who are verbally bulled in class will be socially excluded or physically bullied. Spreading gossip or embarrassing others will occur often through use of technology. Additionally, those who refuse to retaliate verbally or physically will also be subject to ridicule from those trying to instigate a fight.

Cyber: Cyberbullying plays a part in aspects of traditional bullying; physical acts can be photographed or videoed which can encourage the problem to escalate; personal property such as mobile phones contact lists can be taken and misused, the forum of social bullying has moved online, and verbal bullying is aided by use of technology.

1.1.1 Examples: Verbal, Physical, Property, Social
- *Say like someone's sitting there and you don't like them and you want to irritate them, just like, say like call things out but you're really indirectly embarrassing to that person* (Y9 11/12)
- *Because it's funny and they think people are gonna laugh when they cuss them and it is actually quite funny, it's offensive when it's to me but when it's to someone else I find it really funny* (Y9 10/11)
- *Some people take it as a joke but depending on the context because like when people say they cuss their mum and then someone takes it serious* (Y7 11/12)

- *I get angry when people involve my family and stuff like that* (Y7 10/11)
- *It's not just WA students specific that invent the new words, like slang it just comes along, it never came in the English dictionary, slang is something that moves along* (Y8 11/12)
- *There's nothing wrong with slang, it's the way you use it, if you're using it to hurt someone else then it's not ok* (Y8 11/12)

Verbal Bullying
- *A lot of people get cussed for their colour, where they're from, their features and their appearance* (Y9 10/11)
- *If you're from a poorer country, then another country like they'll be like 'oh you're dirty, your country's dirty' something like that* (Y8 08/09)
- *There is a lot of bullying towards children from different countries* (Y9 10/11)
- *They make fun of our language and they just say it to us* (Y8 08/09)
- *They'll ask us 'how do you say this in your language' then they'll go to someone else, from the same country and then they'll say it* (Y8 08/09)
- *They say it in a weird way, a funny* way (Y8 08/09)
- *Accent bullying* (Y7 11/12)

'Cussing'
- *People cuss each other for no reason* (Y7 09/10)
- *They don't really care about what they say they just want to say it* (Y7 10/11)
- *Loads of people swear at people and there's a lot of slang going on* (Y7 09/10)
- *They got particular names for particular people* (Y8 08/09)
- *Talking about people's families* (Y9 08/09)
- *People cusses people's religions and all that* (Y9 08/09)
- *Physical appearance, say someone's short and someone's tall* (Y8 08/09)
- *Sometimes they cuss people that have glasses and call them geeks* (Y7 11/12)

Physical Bullying
- *The bullies they don't fight the people that are stronger than them they just fight the people that's the weakest* (Y8 11/12)
- *Say some kids bigger and stronger than some other kid. He'll try and scare him like 'give me this and I'll look after you'* (Y8 08/09)
- *Walking into them on purpose* (Y9 11/12)
- *Pulling their chair out* (Y9 11/12)
- *When people poke you with a pen* (Y7 09/10)
- *When someone pushes you to the ground* (Y9 10/11)

'Rushing'
- *They are always saying 'oh lets go rush the year 7s' but I don't think that's right cos some of them are like little kids, they're all like little kids* (Y8 11/12)
- *They'll pick on one little kid they say 'oh we're gonna rush this guy'* (Y9 11/12)
- *Once they pushed me and were like 'do you want to fight now?' and I felt really angry that they did that to me because they were just more trouble* (Y7 10/11)
- *If they are strong or something then they will stand up to you and fight, if not then cry or something* (Y9 11/12)

Property Bullying
- *People steal their pens and that* (Y9 11/12)
- *People steal ID cards* (Y9 11/12)
- *They stole my [lunch] card* (Y7 11/12)
- *People can also like snatch the phone off you* (Y7 11/12)
- *Lots of people had their phone stolen in school* (Y7 11/12)
- *They jack your locker key....you can't get your stuff out* (Y7 11/12)

Social Bullying
- *In class is verbal bullying and outside class is social, so what happens is that the victim of bullying, they're no longer bullied verbally, what happens is that they're socially bullied so they're left out and you see them all alone* (Y8 11/12)
- *I think in the first two terms there was more social bullying than verbal bullying or physical bullying but then as we went through the year the physical and verbal bullying*

increased because we got to know the people and create enemies that we don't want to talk to or talk to but in a nasty way (Y8 11/12)

1.1.2 Location: Classroom, playground, outside school
- *Stays verbal and then at playtime it goes to, it gets serious and it goes to physical, and then after school sometimes, it goes into cyber and MSN* (Y7 09/10)
- *Most incidents, they'll happen in school* (Y7 08/09)
- *Physical bullying on the way to school* (Y9 11/12)
- *Sometimes on the bus it's like verbal* (Y9 11/12)
- *Mostly verbal on the buses* (Y9 10/11)
- *Physical yeah but that's on the outside* (Y7 09/10)
- *We usually have fights, but in secret places not usually around school* (Y7 10/11)
- *Places like parks and that so people can go* (Y9 11/12)
- *Near the skate park I think* (Y7 11/12)

Break Times
- *Especially at lunch and break* (Y8 08/09)
- *Waiting in line because we're so bored and restless, we start arguments* (Y7 08/09)
- *Changing classes but also at break time going to the canteen* (Y9 10/11)
- *When we change at fourth lesson it's really hectic as well* (Y9 10/11)
- *On the corridors going to your lessons* (Y9 11/12)
- *Physical at playtime* (Y7 09/10)
- *Mostly in the playground* (Y9 11/12)
- *It always happens in the corners* (Y7 08/09)
- *They go in a little corner and, and they go start having fights* (Y7 11/12)
- *In the quiet areas, like, where you won't expect the fight to be* (Y7 11/12)
- *Next to the football pitch, there's a corner and there's so many boys that hang around* (Y7 11/12)

Classroom
- *If there's any problems at lunch time we just carry on when we come into the class* (Y8 09/10)
- *Most of the time the verbal, it's just in class* (Y7 09/10)
- *Something happens in class* (Y7 10/11)
- *It starts off in the class and then it comes outside* (Y7 09/10)
- *I think one reason that bullying often kicks off is because of the classes* (Y8 11/12)
- *I think in the classroom because everyone's sitting down, like they talk and make a joke and that's where it all starts* (Y9 10/11)
- *In class yeah there's a cuss fight, then later when you go outside there is a real fight* (Y7 09/10)

1.1.3 Implicated: Age group, gender & other schools involved
- *This is how it starts, year 7's bully the same age if they find the weak one, then when they go to year 8 they bully the younger year 7's* (Y8 11/12)
- *Year 9's picking on younger* [students] (Y9 11/12)
- *Year 7's learn to be more aggressive by year 9's and stuff* (Y7 11/12)
- *The same year bullying each other* (Y9 11/12)
- *Year 7 bullying Year 7 and sometimes year 8 bullying year 7, because they're short and younger* (Y7 09/10)
- *It's only year 7 and year 8, it's never year 9, 10 or 11* (Y9 11/12)
- *Year 9, 10 and 11 they're more mature innit, they're grown up so they don't do nothing* (Y7 09/10)

Fighting
- *Two people have an argument and then they go and get people involved… and it becomes a fight* (Y7 10/11)
- *They get their friends and tell them 'can you back me up'…'because this person has done this or this boys done that' and they say 'ok I'll back you up'* (Y7 10/11)
- *Sometimes people fight because of their reputation* (Y7 09/10)

- *I need to fight back or people are gonna think I'm a loser* (Y9 11/12)

School Links
- *A lot of incidents happen because of what school you're in* (Y7 08/09)
- *Recently one school had a fight with another school, the reason they do this is because it's like 'oh my school's better, my school's gonna beat you up'* (Y7 08/09)
- *There's a lot of people from each school that get hurt* (Y7 08/09)
- *That's the only thing these are good for* [points to own uniform Logo] (Y9 08/09)
- *If another schools about to come and fight...you have to stick together* (Y8 08/09)

Community Links
- *Is not just about school, it's about where you live* (Y7 08/09)
- *That's why some people are scared of the popular ones because they're scared when the go outside school in this particular area* (Y9 10/11)
- *Someone who is very popular and knows lots of people older than them* (Y7 09/10)
- *These people are popular in school because they know those hood rats, and if somebody tries it ...they catch them outside school and beat them up* (Y9 10/11)
- *Sometimes bullying gets involved with family, some people have relatives in the school and ... they get their relatives involved and start a big family fight* (Y7 09/10)

School Bullying: Problems Identified

The reasons given for school bullying problems were similar, despite the different types of bullying behaviour discussed. A typical pattern forms with peer relational bullying, verbal bullying occurs as a result of teasing and cussing for fun because students are bored in class which can become upsetting, when incidents escalate and move out of class this will be in the form of social bullying (when those actively disliked in class are ignored out of class) or physical bullying (encouraged and enjoyed by students bored at lunchtime). Bullying also occurs at the expense of weaker or less able students; social and verbal bullying of new students (excluding them and mocking them), or physical and property bullying of the youngest, smallest and most timid students. It is not clear whether the fighting is bullying, students report a pressure to fight from others and this is viewed as bullying and intimidation, especially as refusing to fight will cause further taunting and possible exclusion by peers. In addition, fighting which is filmed or photographed can result in further humiliation and continued social rejection.

1.2.1 Incidence: How problems emerge & escalate
- *Some bullies bully people for attention or because they're jealous* (Y7 10/11)
- *Because they want recognition, they want fame* (Y9 11/12)
- *Because someone tries to joke but they are not in the mood* (Y8 09/10)
- *Because we're bored, three lessons at an hour and twenty minutes of each lesson just learning, learning and no talking, how can we cope with that?* (Y8 09/10)
- *We're tired and stressed, tired and stressed and don't want to learn, we just want to have fun then were gonna start cussing because we think it's fun and because they're laughing they're gonna have fun* (Y8 09/10)

- *The lower sets aren't pushed enough, so like they feel like they can't achieve so they start messing about and bullying is one of the elements that come into that* (Y8 11/12)
- *I think mainly the reason why they bully afterwards is because they were year 7 and they got bullied and now they want to take it out on others* (Y7 10/11)
- *Year 7 the most bullying happened in the early terms...we all had our own ways but then as we went and progressed through the year we got accustomed to everybody ..there was like a general pattern of people's personalities and then the anomalies, the people that didn't match that pattern, they were the ones that tend to get bullied and still do* (Y8 11/12)

Verbal Bullying
- *Usually two people, they start cussing each other, it starts with one person cussing another person then their friend wants to get involved and it gets more, the other person gets his friend and it gets into a big argument and they start cussing each other* (Y7

09/10)

- *When two people start cussing each other, their friends start cussing the one person so it's like three on one. That's how most of the bullying starts* (Y8 09/10)
- *if someone said something to you and you don't say anything they are gonna make fun of you for that reason and you're going to get more bullied* (Y8 11/12)
- *If someone's cussing, I can't ignore I have to let my anger out* (Y9 10/11)
- *I think, the problem in our class is people joking with each other but not realising we're getting upset, like for instance when people cuss each other, yeah they keep laughing but the other person gets so upset they cuss them even worser, it looks like a joke around but it's not really a joke. I think when one person gets cussed, even though they're laughing I don't think they're finding it funny cos if they did they wouldn't really react that way they do* (Y9 10/11)

Interlinking Features

- *It starts off as verbal and ends up physical most of the time* (Y8 10/11)
- *Physical always just starts but verbal starts with the name calling and then it goes up to, leads to physical bullying* (Y7 10/11)
- *A lot of verbal bullying it just gets serious and it starts to build up more tension and then eventually the physical part comes in* (Y8 11/12)
- *If it keeps going on it will get worse and worse because if one person gets bullied some people think it's funny and they do say the same things to them and it goes out of hand and turns into physical* (Y7 09/10)
- *Bullying in the academy there is a lot of fighting…first people, play fight and then later it turns into real fighting* (Y7 09/10)
- *Say they're play fighting yeah, I know inside them they feel aggressive and they actually want to impress upon them…* (Y9 11/12)

Physical Bullying

- *Some people do it because they want to act all hard and that* (Y7 09/10)
- *Some people encourage it* (Y7 09/10)
- *Yeah cos they want to see you fighting and that* (Y7 09/10)
- *They just want to see you get angry because they like it* (Y7 09/10)

- *If people say that he's strong, and when they want to fight him and he says no, then everyone says 'oh you're weak, why you lying' so then they fight the person because they want to have a reputation of all bad and that* (Y7 09/10)
- *The usually say 'one-on-one after school now' and if the person says no then they cuss them for the rest of their lives saying 'you're scared'* (Y7 09/10)

- *I think it gets worse outside because people have been keeping those emotions in for an hour and twenty minutes* [in class] *they just want to get them out* (Y8 11/12)
- *You can't exactly lash out* [in class] *so when you get outside you can kind of like pick up on a fight because people are like 'me and you get into a fight after school' they pick a location and everyone comes around that place and you just watch it for the sake of it because it's like interesting to see people getting hurt* (Y8 11/12)

1.2.2 Impact: Consequences of school bullying

- *If you are with someone and you start a fight with them it's going to happen for a long time because you are going to be with them for a long time* (Y7 09/10)
- *That's not fair because it's disturbing their learning and when they get older they're going to be frightened* (Y7 09/10)
- *When new students come yeah and they see a fight going on, they're gonna think 'what sort of school is this'* (Y7 10/11)
- *See bullying on your record I don't think no one is gonna want to hire* (Y8 11/12)
- *When we're older, if we go university and start saying it then you might get kicked out and stuff, that's why I want to get out of it* (Y8 08/09)

Bully

- *People just think it's normal to bully and normal to get excluded, but it's not because they just don't know how bad they're hurting other people and they mock things, like they think it's a joke and it's not a joke, they don't understand when it's a joke and when it goes too far* (Y8 11/12)
- *People bully people like because 'oh we think it's funny' but it's only funny for like an hour and then like, maybe some people don't say it, but sometimes like, if I bully somebody like, I'll feel guilty after. It wasn't necessary or anything and it's not funny forever. It gets dry* (Y7 08/09)
- *I'm gonna admit that sometimes …I do like verbal* [bully] *but afterwards I think about it, I feel guilty that I shouldn't* (Y8 11/12)

Victim
- *They should stop verbal bullying because it's hurts people's feelings* (Y8 09/10)
- *Some people go home crying and it gets too much* (Y8 09/10)
- *If you get bullied it changes who you are…you try to change who you are so you can fit in* (Y8 11/12)
- *A lot of people in year 7 who weren't aggressive and they were nice people to talk to, they were getting bullied because they were quiet and something like that, now if you look at them in year 8 they are aggressive and unpleasant people to be around* (Y8 11/12)

'Nurture Group'
- *They know they won't react back …they won't be able to they cuss them* (Y9 10/11)
- *They think they're easy targets* (Y9 10/11)
- *If they are around other people and they cuss somebody that they know won't react … and there's people around they'll get more attention* (Y9 10/11)
- *I feel that the people in the lower sets aren't exactly confident or fluent in English so if they get sworn at they don't exactly know what it means so they can't do anything about it. I think what they tend to do is sort of hide back in their shell, they don't do anything. I think that's why people who aren't fluent in English aren't as outgoing as people who are* (Y8 11/12)

- **Response: Managing school bullying problems**
- *Outside of school it's more dangerous like because there's no teachers to stop it…. inside the school we got teachers to sort of like go to* (Y8 08/09)
- *If the teacher is watching then they're not gonna bully because they know that the teacher is gonna get them into trouble* (Y7 09/10)
- *I think it's unfair that teachers can't do as much as they'd like to do about the argument* (Y8 11/12)
- *If ever someone says something I would just say tell them to stop and leave me alone and then go tell a teacher* (Y8 11/12)
- *You don't really feel like you want to go and tell the teachers because you don't really want to confide your feelings to them, you'd like to talk to your friends more than the teachers* (Y7 10/11)
- *When you make friends you don't know them properly, but you know them more than the teachers so you can like tell them stuff and you can trust them more to help you out, but like some friends help them by fighting* (Y7 10/11)

Intervention
- *There's not enough teachers outside in the middle of the playground so bullying can happen. I saw something, and someone was getting bullied and there was no teachers around to help him* (Y8 08/09)
- *Sometimes the teachers don't really help because some like for example, if you see someone like get bullied if you tell them they just get involved and you'll be in trouble a lot more* (Y7 11/12)
- *Talking really helps but then there's those teachers yeah that nag you when you're talking to them like 'yeah so what happened, are you ok?' you tell them and they just nag*

you about it, it's annoying (Y9 10/11)

- *When a teacher comes and says like 'what's going on?'..... when the student says 'oh nothing's happening' they just leave it alone and say 'oh alright nothing's happening' they walk on* (Y8 08/09)
- *They should ask the students 'was this serious? Are you two joking? If you are then it's not a nice joke so stop it now' and give them a warning* (Y9 08/09)
- *If one teacher doesn't do anything about it then I don't think they're gonna want to tell anyone and then obviously the other person is gonna do whatever they're doing worse* (Y8 11/12)

'Snitching'
- *Sometimes people that get bullied are too scared to tell like teachers* (Y7 08/09)
- *We tell, then it's us next who's gonna get bullied* (Y7 08/09)
- *Children that get bullied right they don't like to telling people...because they're gonna get bullied more* (Y7 09/10)
- *Like when someone gets bullied and the victim tells the teacher, someone tells the bully that they told the teacher* (Y7 09/10)
- *When they tell the teacher they say 'bully snitch'* (Y7 09/10)
- *Some people yeah they like say yeah 'don't snitch' cos everyone hates them if they go tell the teachers about it, that's why people get worried and don't tell* (Y7 10/11)
- *It goes around the school that if you snitch on someone, it makes you really unpopular so you shouldn't snitch in the school* (Y7 10/11)
- *When the bullies get punished they get angry at the person who snitched on them and want to get revenge so it gets worse* (Y7 10/11)
- *Even if it's the people who wouldn't mind snitching, is really rare for people to go tell and adult about it* (Y9 10/11)
- *Your mum might go to his mum and that might make it worse* (Y8 08/09)

School bullying: Solutions Suggested

Interesting and varied ideas were provided for tackling school bullying problems, many of which have been introduced in the school. Some supportive examples include; a lunch club for vulnerable students, transition support for new students, Student 'peer mediators' to help resolve disputes. Sanctions which have been introduced include: school 'community service' helping catering staff with lunch service, 'supervision' room where students are sent out of class to continue work in silence, student 'behaviour monitors' to help tackle bullying at break time and lunchtime. One barriers identified was the reluctance of students 'snitch' and tell teachers about bullying problems, it is encouraging that some solutions include students in tackling the problem themselves. The overlap in ideas recorded and current practice would suggest the school takes steps to introduce actions similar to those considered as suitable by students.

1.3.1 School: Sanctions & Interventions
- *Well they should look and question more people about what's going on. See if something's actually happening or if nothing's happening. Question all the students that are near the area* (Y8 08/09)
- *I think they should go out yeah, out of their classrooms and walk around. Cos there is so many people that like 'oh because there is no teachers around' yeah, they think they can do whatever they want to do ...I think to stop it yeah more teachers should, when they have free time, just walk around* (Y9 08/09)
- *We see things happening and no one comes* (Y8 11/12)
- *There should be at least six teachers outside* (Y8 11/12)
- *Spread out like, three by the stairs and three in the main playground* (Y8 11/12)
- *There should be a teacher at the back of the room that observes the class* (Y8 08/09)

Teacher Training
- *The teachers don't recognise it* [verbal bullying] *cos like it's slang* (Y9 08/09)
- *The teachers should know about slang and that, because where like cussing and they doing nothing* (Y8 09/10)
- *Teaching them the slang so if someone is swearing at a boy about their religion then they*

would know what to do and what they are saying (Y7 09/10)
- *Students should kinda take the role of teachers because teachers obviously aren't going to understand niche language coming in like 'wet' 'moist' and all those kind of stuff* (Y8 11/12)

Class Intervention
- *There's a specific class or a couple of classes having problems with making comments and that, maybe they should come speak to them to learn how to get along with each other, you know, to see the issues within in the class, not individuals* (Y9 10/11)
- *They don't need to know what class has got the problems; I think they should do it in every class. I don't think any class is like, perfect, like everyone gets along with each other. Everyone has at least two or three people that are enemies* (Y9 10/11)
- *They should get moved to a different class, the victims, or the bullies get moved to another class, or get excluded* (Y7 09/10)
- *Get all the victims in one class, like in the same year, all the victims in one separated class and all the bullies in one separate class and talk about it; why are they doing this, why they should stop and the victims, how they can get help, how it's gonna stop and how they are gonna get a better life* (Y7 09/10)

Curricular Activities
- *They can do like maybe, an anti bullying day or something* (Y7 08/09)
- *Every week an assembly about bullying* (Y9 11/12)
- *They should have people come into the school that were bullies and tell them, or were victims and what's the consequences that could happen* (Y8 11/12)
- *You could do some activities like drama, like a bullying drama, to help us ...see how we solve it, talk about it and learn about it* (Y7 09/10)
- *Watch a movie about bullying* (Y7 09/10)
- *Make movies about it and stuff and you know so you can show the consequences of bullying and like what it could do, it could come back to you* (Y7 08/09)

Pastoral Support
- *Some teachers are too quick and they just give out detentions and sometimes you just need to talk to them* (Y7 10/11)
- *Bring LSU* [Learning Support Unit] *back cos they helped us...they listened to us and they was younger, we could go to them and talk how we talk* (Y8 11/12)
- *Someone to listen and give advice, not someone who talks a lot* (Y9 10/11)
- *Counsellors are trained to listen and give you the best advice* (Y8 11/12)
- *They should put the two students that have an argument or fight, put them in a room so that they can sort things out by speaking to each other and then not get them both in trouble* (Y9 11/12)
- *Like the bullies they should talk to them by themselves and if they understand they might change* (Y8 11/12)

School Sanctions
- *I think we should be like punished more so that we know this school isn't a joke and that we come here to learn* (Y8 11/12)
- *Not like...'oh you never come back to this school'...but like a punishment* (Y8 08/09)
- *Detention where you have to complete a certain amount of work and you can't leave without doing it. Most people that go to detention, basically it's a room and you sit in silence so ... they just sit there and go* (Y9 10/11)
- *I think they enjoy getting in trouble, they enjoy the punishment* (Y7 10/11)
- *Exclusion's not doing anything because obviously they're coming back and doing the same thing* (Y8 11/12)

'Community Service'
- *The teachers like they don't really deal with it, they think that dealing with them is putting them on community service because they believe that helps them, they don't even know if it's going to affect them or not* (Y7 10/11)
- *You need something to tire you out, to make you tired* (Y9 10/11)
- *They should scrape like chewing gum from under the table, I think that would teach them*

a lesson (Y9 10/11)
- *Pick up paper* (Y9 10/11)
- *I think hoovering* (Y9 10/11)

1.3.2 Students: Interpersonal & peer support
- *I think everyone should be like together, like good friends all together* (Y8 08/09)
- *We just have to start getting along. That's it* (Y8 09/10)
- *We can't gang up if we start getting along* (Y8 09/10)
- *If we all work together on something then we'll all be alright* (Y8 09/10)
- *Bring them all together, like we used to do in primary school, circle time* (Y8 09/10)
- *Bullying club* (Y7 09/10)
- *Not everyone wants to be friends* (Y8 09/10)

Student Leadership
- *I think they should carry on the peer mediators* (Y9 11/12)
- *Teachers let us do it by ourselves, so no one gets in trouble* (Y9 11/12)
- *I think they should stop the behaviour monitors* (Y9 11/12)
- *Some of them act like teachers, like adults, just cos they're older* (Y8 11/12)

Peer Mentoring
- *I think some people look up to them older people who are really known in the school. So they're thinking if this person's really known, and some people want to be known and they're not, they are thinking 'if this person doesn't bully to be is really well known, I don't need to either'* (Y9 10/11)
- *if we had the olders then they would stop us little ones... what they do, their actions, include us, we will learn from them so if they stop people bullying, we can help ourselves* (Y7 09/10)

Student Intervention
- *Usually I just tell them to leave because I know they don't know how to defend themselves, they can't express themselves and stuff like that, so I really, I go in and try to defend them. But really, if it's someone I know, that's got a strong personality, somebody that and can cope by himself, I just say 'get on with it' what can I do? Nothing* (Y7 10/11)
- *If it's two on one I get involved but if it's one on one I stay out of it* (Y8 09/10)
- *I would probably try to stop it myself but if they come to me. I'd just tell them 'how would it feel if they get bullied'* (Y8 08/09)

1.3.3 Other: Parents, Police & Government
- *There's not enough security ... that's why people feel insecure in school* (Y8 08/09)
- *Security guards yeah, they can have one corner of the school* (Y7 08/09)
- *That's why you need police because they truly stop fights and problems* (Y7 11/12)
- *She [police officer] could go round the classrooms and teach* (Y8 08/09)
- *Make a police path to the bus stop so we can walk with the police* (Y7 08/09)
- *A school bus for naughty people and a school bus for good people* (Y7 08/09)
- *Maybe like call their parents in class* (Y7 09/10)
- *It's going to be embarrassing for them* (Y7 09/10)
- *They should make the cameras work* (Y8 08/09)
- *Put a camera in the classroom* (Y7 09/10)
- *There should be CCTV coverage* (Y7 10/11)
- *Make a rule yeah, if you're getting bullied just don't come school* (Y9 10/11)
- *That is against the law, the law is to come to school every day* (Y9 10/11)
- *People could go on the computer and they fill out like, the school make a survey so the teachers can keep track on what is happening* (Y7 09/10).

Transcript Analysis: Cyberbullying

Students were asked to provide examples of cyberbullying and consider what the school can do to tackle the problem. The types of cyberbullying mentioned over the four year period included different methods and platforms but with similar intentions; to embarrass, upset, annoy the recipient for personal amusement or to entertain others. It is evident that cyberbullying occurs predominantly through mobile phone handsets which enable problems to arise anywhere at any time both inside and outside school.

<u>Mobile phones</u>: Handsets were first used to send nasty text messages (mostly picture images) and often via wireless Bluetooth (a free method of sending messages to others in the nearby vicinity). The introduction of Bluetooth also created the additional problem of hacking into phones but this problem was short lived with new online handsets allowing access to the internet as well as BlackBerry Smartphones and iPhones.

<u>Messenger</u>: initially mention of instant messenger was online via MSN, this was eventually accessed on mobile handsets, but as technology continued to change the additional communication tools now include BlackBerry Messenger and Ping Chat.

<u>Email</u>: Mention of email problems were not as frequent as other methods of cyberbullying, hacking into accounts, sending viruses and screen shots of private MSN conversations were issues raised in the first few discussion groups. The immediacy of communicating through other means has made emails less popular.

<u>Picture imaging</u>: initially video images taken on mobile phones and uploaded on YouTube, then silly pictures 'slipping' sent via Bluetooth text, then as mobile handsets changed the pictures were manipulated and distorted. Images are now stored saved up for future use (old pictures are also more embarrassing).

<u>Internet</u>: A number of social networking sites have been noted in discussion, many of which are popular for a short period; A few students mentioned Bebo, High Five, Habbo, Tumbler (few mention use of Twitter). Most commonly, YouTube was first mentioned, followed by MSN, this was then replaced by Facebook, which in turn, is losing popularity with the use of BBM in school.

2.1.1 Examples: Mobile, Messenger, Email, Image, Web
- *Sometimes l think it can be from cyber to verbal then physical* (Y7 09/10)
- *People are going around saying 'why are you cussing me over the internet'* (Y7 09/10)
- *Like before it used to be verbal bullying and physical bullying but now there's more cyberbullying* (Y9 10/11)
- *Before in class it used to be like everyone switching at each other, cussing each other, getting rude about their countries, their culture, their parents and everything, but now it's just like pictures of people and that* (Y9 10/11)
- *There's more cyberbullying going on now than there was* (Y9 10/11)
- *think more people bully on the internet than they do normally because they can say something that they wouldn't normally say* (Y8 11/12)

Mobile: Prank Calling
- *That is funny though, that is funny, prank calling. I do it!* (Y8 08/09)
- *People call each other up for the fun of it, they kinda make fun and put on a funny accent like it's funny and stuff but it's actually not it s really annoying* (Y8 11/12)
- *It depends how you do it...there's the comical side of prank calls which do it as a joke and you're meant to laugh but then there's the side to prank calls which is serious and you're doing it to anger with hurtful intentions* (Y8 11/12)

Mobile: Bluetooth

- *Text messages you have to pay for... Bluetooth is free* (Y8 08/09)
- *If you've got Bluetooth, you can hack somebody's phone* (Y8 08/09)
- *You can waste people's credit, it's cool* (Y8 08/09)
- *It is bullying because when you're getting your phone confiscated and you're not getting it back for one whole day and then they keep on doing it again and then that's when its considered bullying* (Y7 08/09)

Messenger: MSN & BBM
- *No one texts anymore because everyone's got a BlackBerry now, or the majority of people so it's all like through BBM and Facebook* (Y9 10/11)
- *People used to be on MSN yeah then everyone figured out what Facebook was, everyone wants to join Facebook and no one really goes on MSN anymore* (Y9 11/12)
- *If you're making fun of them then obviously you want other people to know and if you're texting then you don't really reach them* (Y9 11/12)

Email: Hacking
- *in this school, because we have our Academy email, there's a lot of children who hack on to people's accounts and write a load of rubbish to the school* (Y7 08/09)
- *They'll try and hack your email and when they do they'll get rude to everyone on your email... it will start off in school and they'll say 'why you getting rude to me'* (Y8 08/09)
- *I've heard that happen before where ... they've been beaten up because they haven't said sorry because it wasn't them that done it, somebody else hacked into their account* (Y8 08/09)

Picture Imaging:
- *Imaging is like pictures and stuff, they'll be like 'give me something and I'll delete this photo, if you don't I'll show everyone this'* (Y8 08/09)
- *When you don't give them something they'll go to other people like 'I'll send you this video, it's so funny' ... and everyone in the school will know* (Y8 08/09)
- *We'll take a picture and sometimes we may keep it but because they take a picture of you* (Y8 10/11)

Websites:
- *They'll make a website about you and email people in school and stuff and go like 'I've got embarrassing photos on this website'...and then they'll be like 'give me this' or 'do this for me and I won't tell no one about it'* (Y8 08/09)
- *I was in the toilets and they were taking a video of him....and put it on YouTube. It's not nice* (Y8 08/09)
- *Sometimes people film someone getting beaten up and then, and then they put it on YouTube* (Y7 08/09)

2.1.2 Location: Classroom based, inside & outside school
- *It happens on computers and phones but I think it's the majority on phones because everything that was in a computer is on phones now* (Y9 10/11)
- *The majority of people in our year have like a blackberry and it has things like Facebook and BBM and stuff on it, so people obviously take pictures of people in school and upload it on their phones while they're inside or outside of school* (Y9 10/11)
- *people talk about it the next day* (Y9 11/12)
- *someone might say something and then a whole discussion will go out* (Y9 11/12)

2.1.3 Implicated: Age group, gender & other schools involved
- *There's year 8 and year 9 that are used to cyber stuff* (Y7 10/11)
- *It's mainly girls like they are rude to each other* (Y9 11/12)
- *I have these friends on Facebook, I don't know none of them* (Y8 09/10)
- *If somebody requests you, you're going to accept most requests* (Y9 10/11)
- *Some people have people on Facebook they don't even know. They add them randomly* (Y9 10/11)

- *They just want more friends, they go to people 'I've got more friends than you'* (Y9 10/11)

BlackBerry Messenger
- *People that aren't in the school are the ones that are involved...you might have them on your BB and they can see that as well that you're cussing somebody* (Y9 11/12)
- *They are all are cussing to everyone on their contacts about someone else* (Y9 11/12)
- *Everyone that you have on your BBM can see that and they think 'oh my god that person is cussing that person'* (Y9 11/12)

Cyberbullying: Problems Identified

During discussion of the causal factors involved in cyberbullying, the reasons given for the instigation and continuation of events were similar to that of general bullying problems; either sinister or silly actions escalate, often with the help of others encouraging the behaviour (especially so with cyberbullying). As with verbal bullying, the influence of the wider group and the need for an audience is important, if not more so, for cyberbullying occur (evident in the choice of public forums used to cyberbully).

Similar to the question of play fighting (which can lead to further tension), it remains unclear as to whether prank calling is cyberbullying. However, it remains a popular outlet for frustrations at school. One cause for concern raised during the initial group discussions was students accessing the online school database to obtain the contact details of other students for the purpose of prank calling. Connetix is used to mark student registers and record positive and negative behaviour so this database on staff computers in class which students were able to access if a teacher was distracted, this link to personal information has now been disabled and placed on a separate system.

2.2.1 Incidence: How cyberbullying occurs & escalates
- *Sometimes it's to embarrass them* (Y9 10/11)
- *sometimes it's a joke but then it's gets serious at the end* (Y9 10/11)
- *Sometimes people get bored and just do it* (Y9 10/11)
- *It all starts with, they're best friends and then something goes wrong between them and then after they're like enemies and then cos they were friends before, they took pictures of funny things ....and they can post it on different Facebook* (Y7 11/12)

'Hyping'
- *Some people who are all screen hype they won't hype face to face* (Y9 10/11)
- *It gets so rude online, but then in real life they won't even look at you* (Y8 10/11)
- *When you go to their face 'yeah what are you saying on Facebook' they be like 'oh nothing'* (Y8 10/11)

- *if someone's saying something online then you can say 'yeah carry on, carry on or you sign out because I'll catch you in school'* (Y8 10/11)
- *If you're going to say something on Facebook, say it to our face* (Y8 10/11)
- *They feel like as soon as they're at home they're protected, like the computer screen is protecting them…. so they think 'oh right now I'm protected, I'm gonna say what I want to say but then in real life I'm just gonna act like it weren't me'* (Y8 10/11)

2.2.2 Impact: Consequences of cyberbullying
- *With Facebook you are just directly on that person's wall and every one of their friends can see that* (Y9 11/12)
- *If for example you are on BBM and you update something, everyone can see on your contact list and then other people will be talking about it …it just gets bigger and bigger* (Y9 11/12)
- *I really think that BBM is worse because when you are having a cuss (face to face) fight you can see someone and see their expression, on BBM you won't know how they are saying it* (Y8 11/12)

'Slipping'
- *It almost happened to me ('slipping') but I clocked it and I was like 'delete it'* (Y8 08/09)
- *Most people don't care about slipping pictures. People have slipping pictures of me and I don't care* (Y9 10/11)
- *If she's laughing about it then of course I won't delete it…. If she's getting serious and saying 'seriously please take it off because I don't want no one to see it' then of course I'll take it off* (Y8 10/11)
- *I felt like a bit upset because I thought they were taking my picture for fun but when they actually showed me the picture on Facebook, I just felt, you know just horrible* (Y7 10/11)

2.2.3 Response: Managing cyberbullying problems
- *Some parents, their kids are too advanced for them, some parents have too much trust in their kids and kids can take advantage of that as in lying to their parents and their parents just believe them* (Y9 10/11)
- *If teachers find out it might get so much more serious. Even if they didn't tell the school and the school find out, from there it just gradually gets so much worse* (Y8 10/11)
- *If they see that someone's getting bullied online, why do they have to get involved? It's got nothing to do with them. It's not like it's happening in their premises. Whatever happens outside school should stay outside school* (Y8 10/11)
- *I don't think the school shouldn't get involved in cyberbullying cos cyberbullying like is just not for the school* (Y8 11/12)
- *I think it's the school's responsibility that students are safe on the internet…so if students try to bully other students that come from the school as well I think it's the school's sort of duty to make it stop (*Y8 11/12)

School Sanctions
- *You can only bring a phone that's ten pounds no more, that's a new rule in school….It's not realistic. No one is gonna do that* (Y9 10/11)
- *I got in trouble for you know like messing about with the school's email… they gave me a warning and they gave me a parental meeting* (Y9 11/12)
- *She went and told the teacher, and the teacher made us search our phones* (Y9 10/11)
- *I remember one time students were organising a fight over Facebook and teacher found out about it and students go in a lot of trouble* (Y9 10/11)

Online 'Friends'
- *On his MSN, he only adds his friends, but they can give it to other people* (Y8 08/09)
- *I've got a private one for safe friends* (Y8 08/09)
- *Do I know this person, are they dangerous?*(Y9 10/11)
- *Ask your friends 'do you know this person?'* (Y9 10/11)
- *Before you add them you can look at their picture and see who they are* (Y9 10/11)
- *If someone's added me and they've got mutual friends…I would accept them but if I don't know them I would leave it there or ignore them* (Y9 10/11)

- *Do you remember in year 7 when we had a hundred contacts* (Y9 11/12)
- *And now everyone has like twenty contacts* (Y9 11/12)
- *When you get older you realise whose like is important to you* (Y9 11/12)

Online 'Tagging'
- *It did happen to me last year someone took a picture of me slipping...they put it on Facebook and I asked them to take it off but they didn't. I thought to myself, to be honest, there's no point. Because they tagged me, I untagged myself so no one would know it's me* (Y9 10/11)
- *I remember one time I took a picture of my friend, an everyone said 'oh that's nice' and then someone tagged on my one 'butters' I think it was as a joke but I untagged myself, l looked at the previous comments and wrote 'who tagged butters'* (Y9 10/11)

Cyberbullying: Solutions Suggested

A range of ideas were provided for tackling cyberbullying problems, such as teachers, parents and children taking action, in addition to the police and internet service providers. Some suggestions present worrying concerns about the actions young people consider reasonable: such as the idea of a teacher or police pretending to be a child and setting up a fake account to join student social networks; parents checking mobile phones or computer account when their children are asleep. Students also acknowledge that young people themselves should take steps to protect themselves and perhaps more vigilant online activity can reduce the risk of cyberbullying.

2.3.1 School: Sanctions & Interventions
- *They should be able to see everyone's email and a certain language on there or something like that, they should be able to shut down the person's email* (Y8 08/09)
- *Ban them for a few weeks so they actually learn 'oh no, maybe I shouldn't do that because I'm using the computer for work'* (Y7 08/09)
- *Get the teacher to check everyone's email every day to see if anything is happening, then ... the next day you just go and speak to that person* (Y7 09/10).

Social Networking
- *A teacher should pretend they are a child* [online] *and everyone will include them* (Y9 10/11)
- *They should also do some protection on Facebook for little children* (Y8 11/12)
- *I think that teachers should educate us about the risks of signing up to Facebook so early but they shouldn't force us not to go on it* (Y8 11/12)
- *I don't think they should get involved because the Facebook has an age limit ... but if they are younger then obviously get involved* (Y8 11/12)

Mobile Phones
- *They should make it like when you come in the room the phones should be switched off automatically* (Y8 08/09)
- *Or they should just give you like a school phone* (Y8 08/09)
- *I say they should give you a cheap phone, a cheap as phone. And you should only have two contacts* (Y8 08/09)

2.3.2 Students: Self & peers taking responsibility
- *Getting bullied on the email should go to the teacher and they'll have a meeting with their parents* (Y8 08/09)

- *Children should take responsibility and report it, if they really want something done the child could tell the parent and the parent could tell the school* (Y9 10/11)

- *I think the victim, yeah it's the bullies fault, but the victim is also at fault, because you shouldn't be putting pictures of you, or at least put it on private, or just have your friends on Facebook. If you don't do that and put your pictures on private and accept everyone then you should expect it* (Y9 10/11)

- *You could like block them so if they send you a bad email you can go to their email and select block so they can't send you any more scary messages* (Y7 11/12)
- *You can delete them from BBM so they don't stay, yeah like so if you're not friends with that person then don't have to have them* (Y9 11/12)

2.3.3 Other: Parents, Police & Technology
- *If I went and hacked someone's account then they should block my account and that will teach me a lesson, and if I try to make a new one they shouldn't let me because they already know my name and my email address and stuff* (Y8 09/10)
- *There's things like, I think the school done this before where they got someone's account blocked by calling up Facebook but that doesn't stop them from making a new one so I don't think there's a real outcome to that* (Y9 10/11)

- *like Facebook, you could like make a fake, I don't know, like a spy....like a place they can check any comments people write on MSN* (Y7 09/10)
- *the police give the school a program so you can see everyone's comments on Facebook or MSN cos the police have that information* (Y7 09/10)
- *if people are going to misuse Facebook maybe the police could take further action* (Y9 10/11)

- *Get a parent to always check the email to see if anything's happening, if there is then they should disable* (Y7 09/10)
- *When your parents are at home yeah, when you're sleeping your parents should take the phone and check to see what's on it* (Y7 09/10)
- *Tell parents to check history so they don't do nothing* (Y9 10/11)

Focus Groups: Summary

The points of concern raised were reflected in each group discussion, with verbal bullying the overriding problem, coupled with physical bullying in younger years and cyberbullying mentioned by the older year groups. The general issues regarding bullying in school were similar in content to discussions held during the previous years. The issue of verbal, physical and cyber bullying present similar relational problems which also seem to interact and contribute to incidents escalating. Cussing and teasing appear in class and may extend outside of the classroom, continued harassment online can lead to physical bullying when returning to school. This shifting pattern including multiple bullying behaviours and a 'no snitching' code of silence amongst students further complicates attempts made to remedy problems in school.

Those most at risk of bullying were the youngest year groups, and in particular those students in the 'nurture' group who were newly arrived in the country and had little understanding of what was being said, made them easy targets for verbal bullying. With the help of teaching support, students in this group were able to express that they felt unhappy and were aware they were being bullied by the actions of others.

The younger student groups were able to recognise that the cultures, customs and practices generally accepted within the school community are deemed inappropriate outside of this setting. By contrast, the year 8 students seemed

unable to comprehend how aggressive actions and comments could be taken seriously outside of school; attempts to challenge hostile behaviour or prejudice were met with either genuine surprise or ridicule. The year 7 students were able to recall previous experiences in primary school and expressed resentment at joining a secondary school with relational problems that impact on their enjoyment of education. This offered promise for younger student groups taking the lead on implementing and sustaining institutional change.

The older students were more involved with technology and aware of cyberbullying; new strategies had been independently developed by students themselves to manage incidents without enflaming the problem. For example, receiving an unpleasant comment when using Instant Messenger or social networking sites, a simple solution was to send a neutral response or make a diffusing comment ('Laugh Out Loud' 'whatever' 'that's so old'); this served to prevent problems continuing or becoming increasingly hostile. It was encouraging to find a method of approach that had been informally devised and mutually agreed as useful amongst students themselves.

Summary of Student Worksheets and QC Work

Legal Aspects of Bullying & Cyberbullying: Students do not readily accept the sanctions in place to prevent cyberbullying, but when asked to consider alternatives, they provide similar suggestions to existing approaches used by the school. Students are aware of their rights, yet they take responsibility for the occurrence of cyberbullying, considering their role in prevention as more prominent than that of adults. Whilst acknowledging they are themselves best placed to safeguard against cyberbullying, students do not present a sufficient level of understanding on how to act appropriately within the constraints of the law.

Coping Strategies & School Interventions: Reviewed together, perceived views of coping strategies and school interventions provide an overall impression of the student population in this school community. A small proportion of the sample reported to be victims or bullies, therefore the majority of coping strategies and school interventions is made by those not involved. Students appear to favour help-seeking in response to bullying and consider punishment as preferable in managing bullying. When making a direct comparison, the same approach for coping skills and school interventions are considered more effective in managing traditional bullying than cyberbullying.

Quality Circles & Focus Groups: The QC approach allows explorative analysis of emerging themes reported by students themselves, providing a favourable source of information. The information amassed as part of group discussions and project activities, although largely anecdotal and subjective, also demonstrated the use of QC as an effective method of enquiry. The initial group discussion periods were especially informative in terms of understanding changes in traditional bullying and cyberbullying activities and general attitudes held by students towards the problem.

When considering the impact of this work in school, QC projects remained small, manageable, and achievable ideas focused on specific problems. The constraints of time and finance did not permit large scale projects, and this obviously reduced the possibility of establishing tangible measures of change as a result. The influence of QC on the general school climate was evident in the positive response from teachers and peers, whereby the feedback from staff and students regarding the impact of the QC approach on the school community was encouraging. This work and the ideas generated were well received and raised the profile of the students considerably.

4. Discussion

Before presenting an overview of the four year case study, the discussion will first summarise the quantitative evidence obtained from the school survey and worksheets and qualitative information gained from quality circles work and focus group discussions. Each section will be presented separately and results compared with previous research reports cited in the literature review. The results will be collated to enable a global picture of the school problems to be made meaningful through application of theory, also referred to in the literature review. This pooled source of information and evidence will be tested against the experimental research hypothesis to enable informed conclusions to be drawn and allow for a review of this case study research. The nature and extent of bullying reported in national data (Green et al., 2010) will be used to make comparisons with the school survey data.

To consider whether the results obtained can be generalised and conclusions also be relevant to other schools, it is first necessary to review the school demographics. The school data and national statistics can be compared to identify the sample as a unique yet generally representative of a school cohort in the local community, against a wider backdrop of the geographical area. The following information will be used to decide if the case study findings can be applied outside of the immediate school setting: Free School Meals (FSM), English as a Second Language (ESL), Special Educational Needs (SEN), and Ethnicity. Student gender and age are evenly distributed as this is controlled by school's intake requirements. Comparative data was only available for the academic year of 2010/2011. National Statistics for students with Refugee Status, Special Educational Needs and Gifted & Talented status was also unobtainable.

The School Census (2010/2011) for Local Authority (LA), Inner London (IL), London (L), and England (E) are reported in parenthesis along with the case study school data.
- FSM: 56%   (LA: 40%; IL: 36%; L: 23%; E: 14%)
- ESL: 74%   (LA: 64%: IL: 48%; L: 37%; E: 12%)
- Ethnicity White: 18%   (LA: 28%; IL: 31%; L: 44%; E: 80%)
- Ethnicity Black: 10%   (LA: 22%; IL: 30%; L: 21%; E: 5%)
- Ethnicity Asian: 17%   (LA: 15%; IL: 21%; L: 20%; E: 9%)
- Ethnicity Mixed: 2%   (LA: 9%; IL: 9%; L: 8%; E: 4%)
- Other Ethnicity: 45%   (LA: 24%; IL: 7%; L: 5%; E: 1%)
- Unclassified: 8%   (LA: 2%; IL: 2%; L: 2%; E: 1%)

In addition 27% students are recorded as having refugee status, although official statists were not available on the proportion of students with refugee status in UK education, this high proportion is indicative of the local area in which the school is located. The local authority has a considerably high number of migrant residents with refugee status which is undoubtedly reflected in the local secondary schools intake. There is a high level need with regard to student learning and support which is indicative of academy schools. Similarly, five of the ten secondary schools in the borough also have academy status which is increasing in the upcoming academic year of 2012/2013. This is also noted in the proportion of students having English as a Second Language and receiving Free School Meals being above national average but with a steady increase moving towards inner London and local authority figures. It is therefore reasonable to consider WA as representative of schools in the local area.

With regard to student ethnic background, a large proportion of the national average is White, whereas the students in this category at WA are classified as White European (over half Kurdish & Kosovo). The number of students classified as Black and Asian (almost half Bangladeshi) at WA is almost twice the national average. Interestingly, the number of students with a mixed ethnic background is slightly lower than the national average. Again it is evident that the figures across London and in the local authority are generally more representative of ethnic minority groups than the national average. The most concerning difference is in the

number of students with a background classified as 'other' (over half Arab), this extreme proportion accounts for almost half the school population, partly due to the predetermined categories is applicable to all schools (School Census 2011/2012), although this is not noted in other locality data. Aside from these concerns, it is possible to make a fair comparison with other schools in the London area but cautions comparison with UK Schools in general.

The numbers of siblings recorded in the school (and extended family such as cousins which are not measured in this study) may account for the equally high proportions reported for refugee status, English as Second Language, Free School Meals. This would support knowledge of the local area populated by first generation families with refugee status and in receipt of social welfare. Indeed, the ethnic mix of the school is representative of the immediate area; the borough has a socioeconomic divide (the south locality is the most affluent with top performing schools and the north has the poorest performing schools and a larger proportion of housing estates) with schools representing different groups due to the social housing placements of new arrivals.

Similarly, the high number of students with English as a Second Language skews the number students with reported learning needs, which has an impact on School Action status. The three levels of need provide additional funds for each student to gain access to additional learning support, whereas the number of students with a statement of Special Educational Needs is relatively low (the most in need support with learning difficulties), the number of students with School Action Plus and School Action is extremely high and accounting for over half of the school population (requiring emotional, behaviour, literacy, or numeracy support). Consideration of these two variables as separate measures must be made with caution and drawing any conclusions must take this overlap of information into account.

It is not possible to make an informed judgement on the number of Gifted and Talented students without comparative data which was not available. It is important to note this factor may unduly influence the results as the survey required students to complete a series of questionnaires and it could be suggested that the more academically able students had the capacity to fully complete the survey whereas those in lower sets experienced difficulty with completing the task. The average ability level across the dataset is slightly higher than average as the lower ability groups did not participate on every occasion; this was based on the ability of students to fully complete the survey. However, all students participated in themed sessions as part of the school curriculum and materials were adapted to meet the learning needs of the group. With regard to other continuous variables the average positive and negative record met the school requirements; it is expected that students have more positive reports than negative reports (a minimum standard is to have an equal number of both positive and negative reports). The average attendance of 88.42% is above the national minimum standard of 85% but the school has an attainment target of 95% for all students.

The data presented for school demographics establishes the WA student population as unique to the school setting. The Local Authority data also appears to be set apart from other schools in England but resembles more the other schools within London.
The evidence cited previously, albeit varied, suggests these measures can all act as indicators of school bullying and victimisation. Namely, inner-city schools serving students from disadvantaged backgrounds with learning difficulties would have more problems (Norwich & Kelly, 2002; Olweus, 1993, 1994; Whitney & Smith, 1993). The ethnicity of a school and of bullying is associated but the variation in ethnic grouping makes evidence inconsistent (Hanish & Guerra, 2000; Strohmeier, Spiel, & Gradinger, 2008). If a school setting is considered an influential factor of bullying behaviour then subsequent findings from this study will not be applicable UK wide.
4.1 School Survey

The school bullying survey required students to self identify and peer nominate the participant

role of bully or victim (those with no nominations were given 'no role' status and those with sufficient bully and victim nominations were assigned the role of 'bully/victim'); bully and victim participant roles were also given a frequency rating by students peer nominating or self identifying. Overall, data for self and peer report are presented separately; a comparative analysis of peer and self report between time points was not significant (one exception in report data was due to high response in the first survey and one exception in rating data was due to low response in the last survey). Previous comparative research has produced mixed findings (Branson & Cornell, 2009; Cole et al., 2006; Leff, Power, & Goldstein, 2004). Comparative analysis of self and peer reports within time points produced significant results, but Kappa values indicated poor consistency. Correlational analysis of self and peer ratings within time points were significant but Cohen values indicated a weak relationship.

The cumulative proportion of students (ever) peer nominated was 35.5%, of which 17.9% were victims, 10.5% bullies, and 7.1% bully/victims. The proportion of students (ever) self identified was 43%, of which 20% were victims, 12% bullies, and 11% bully/victims. Role allocation was then grouped by year and tested using Chi Square. A significant difference with a large effect was noted in the allocation of peer nominated participant roles at the start and end of the survey, indicating a reduction in the total number of role nominations over time. This was not evident in the self report data; one explanation is the middle year peak in numbers of self identified roles which could be a result of three surveys taking place in the second year and two surveys in the first and last year, but if this was the case then peer nomination data would probably also display a greater number of nominations in the same year.

The findings would suggest that while the proportion of participant roles remains relatively constant, the students adopting these roles through self identification or peer nomination changes somewhat at each time point. This is partially supported by research indicating that roles remain relatively stable (Salmivelli, Lappalainen, & Lagerspetz, 1998), with victim status lasting between 2 to 6 months (Boulton & Underwood, 1992; Slee, 1994). The time period between measurements may also impact on consistency of results. A period of covering the equivalent of one school term was recommended as part of a review of such measures (Solberg & Olweus, 2003). With the frequency of measurement meeting recommendations, this survey may well be providing an indicator of continued role change. With this in mind, self and peer report data will be considered separately and equal weight given to both perspectives.
Bullying Behaviour

The school survey of bullying behaviour asked students to rate how often (on a scale ranging from 1 'rarely' to 5 'frequently') different types of bullying occurred (physical, property, verbal, social, cyber). The year group average did not differ from the total average (with the exception of some variation between physical and social bullying each term). The most common type of bullying behaviour was verbal, followed by physical and social occurring in similar frequency (Year 7 reporting physical bullying more often than social bullying, Year 9 mostly reporting the opposite, and Year 8 alternating), and with property and cyberbullying occurring least often. There was a slight downward trend in reporting with year groups rating bullying behaviours occurring less often over time. Alpha levels recorded each term indicate scale reliability.

The purpose of measuring role associated bullying behaviour types was to analyse peer nomination evidence so as to examine the extent of bullying problems in each year group, and between student gender. Consideration was given to limitations and implications based on the results relating to participant roles and bullying behaviours. In this study of 2009/2010 Time 1 data, the allocation of participant roles varied considerably amongst tutor groups and across the year groups in the KS3 school sample. The incidence of bullying was highest in Y7 and contributed to a large proportion of the bullies and victims identified; this was followed by Y8 and Y9. The most frequently identified single method of bullying behaviour was Verbal,

the most frequently identified dual methods of bullying was Verbal & Physical; Multiple methods incorporated cyberbullying as this did not occur in isolation (single) or alongside other (dual) methods of bullying and only emerge in a combination of bullying behaviours.

These findings are not too dissimilar from the most recent government report of victim only experiences over a one year period (Green et al., 2010). Similar to verbal bullying, name calling via any method (including email and text) was reported most often, followed by threats or physical acts of violence and social bullying, the least reported method was similar to property bullying, that of money or possessions being taken. In addition, an earlier study reported confirmatory findings with name calling as the most frequently reported bullying, followed by threats and intimidation, then physical bullying and social exclusion (Green, Collingwood, & Ross, 2010). This corroborates evidence of the bullying behaviour type measure as a good indicator of bullying from the collective viewpoint of the school population (the participants and bystanders) and representative of general bullying problems occurring in UK schools.

Role Allocation

The number of nominations at each survey time point indicates the number of self and peer reported participant role allocations each term. This provides information on any pattern of change occurring over time in the overall proportion of role allocations, as well as differences between age group and gender. The distribution of participant roles in each class identifies where the participant roles appear and how the proportion of bullies, victims and bully/victims emerge. This helps establish whether the findings are representative of the whole of Key Stage Three or restricted to just a few select groups

Looking first at self identified role allocation, the total number of bullies, victims, and bully/victims each term declined over time but the reduction was not significant (a slight increase was also noted in the number of bullies and bully/victims). There was also a decline in the number of peer nominated roles over time; this reduction was significant between first and last year of the survey. The difference between the three years and between school terms was minimal (with the exception of the first term where response was highest). Looking further at the role allocation by age and gender, the difference was not clear each term but overall, there were slightly more Year 7 students identified as victims than other year groups and more male bullies self identified than females across most time points. The peer nomination data was more consistent each term, with Year 7 students nominated more often than other year groups in the first and second year but Year 8 nominated most often for the role of bully/victim (following the same cohort in the previous year) and males nominated as bullies or victims more often than females.

A visual inspection of self and peer report data at class level reveals the distribution of participant roles is wide ranging and the allocation of participant roles varied each year. The total number of participant roles is accumulated from a large number of classes across the three year groups and not just limited to a few extreme cases within the dataset. A correlational analysis of role ratings recorded each term suggest participant roles are not associated in every class grouping, as would be indicated by high bully and victim ratings appearing in the same class. Overall, the evidence suggests that the bullying interactions are not necessarily restricted to the classroom as such and participant roles can emerge from outside influence as well. This supports the notion of 'serial bullies' and 'multiple victimisation' as identified in a previous investigation of systemic patterns in bullying and victimisation (Chan, 2006). The findings also help explain contradictory evidence reported in previous research of school bullying at class level (Atria, Strohmeier, & Spiel, 2007; Schuster, 1999; Mahdavi & Smith, 2007).

Participant Roles

The participant role distribution amongst class and year groups presents cumulative role allocation for each academic year (where students remain assigned to a role if they were 'ever' a bully, victim or bully/victim and also 'become' a bully/victim if they are assigned to more than one role at any time in the survey), this offers further insight into the role distribution across the KS3 year groups, and presents a difference in measures from each school term time point. Whereas more Year 7 victims self identified each term, this was not the case when looking at the cumulative data each year; Year 7 students self identified most as victims in the second and last year only, more Year 8 self identified as bullies in the first and last year. This disparity suggests Year 7 students may consistently self identify, which accounts for the higher numbers reported by this group each term but an overall lower proportion when generalised across the year. This is because the same students self identify at each time point, if different students were self identifying each term the number of observations would be greater.

A similar difference is also noted between peer nominations at each time point and cumulative data reported for each year. Whilst Year 7 had the highest nominations for all participant roles each term in the first year of study and reflected in cumulative data, the second and third year of study revealed a disparity between cumulative data for total participant role allocations and that reported each term. In the second year of study Year 8 had the most role nominations each term (more students consistently nominated) but cumulative data indicate Year 7 had the most nominations (peer nominating different students most often). A stark contrast was in the third year of study where Year 7 had the most victim nominations each term whereas cumulative data indicated Year 9 had the most nominations compared with other age groups.

Generally the self and peer report data does not present the age related pattern noted in previous research of a gradual decline in bullying and victimisation with age (Green, Collingwood, & Ross, 2010; Pellegrini & Long, 2002). However, the overall picture of an increase in participant roles with age noted in cumulative peer report data (and to some extent self report data) may also be representative of one cohort of students passing through each year group of the study taking place. Despite the disparity in the self and peer reporting data collected each term and each year, gender difference supported by previous research varies with reports of bully and victim roles (Whitney & Smith, 1993). It was suggested that reporting methods and the type of bullying behaviour measured may impact on prevalence rates (Craig, 1998). This survey includes multiple bullying behaviours and incorporates different measures offering two perspectives to address these concerns.

Self Report Data

Self identification and self rating of participant roles including that of bully, victim, bully/victim and no role are analysed in three parts, firstly to compare participant roles with categorical items (Gender, Free School Meals, English as an Additional Language, Refugee status, Special Needs, Gifted & Talented, Siblings, Ethnicity) and continuous scale items (Academic Ability, School Attendance, Positive & Negative Report). The purpose of comparative analysis is to look for distinctive characteristics associated with different roles. Following this, the same data is treated to further analysis of predictive validity to explore the impact of the selected variables (categorical and continuous items) on the likelihood of students continuing to self identify during the school survey. Finally, comparative analysis of role ratings tests the stability of self identified bully and victim roles over time, the purpose is to identify when a significant change occurs between two time points (each term and also at the start and end of the survey).

In comparative analysis, there was only one item significantly associated with the role of victim, that of students with a mixed ethnic background.. Analysis of predictive validity revealed two categorical items and two continuous scale items, all of which were identified as significant predictors of self identification when controlling for other factors. Students with a mixed ethnic background were seven times more likely to self identify, and students with

English as a Second Language were twice as likely. In addition, students with poor attendance are more likely to self identify and students with a negative school report are less likely to identify. This does not indicate what role students would select but comparative analysis suggests students from a mixed ethnic background would be associated with the victim role. When analysing role stability, victim self ratings were identified as differing significantly between the first and second survey, a small effect was noted but impacted on the difference between ratings in the first and last survey. These findings are supported by previous reports of victim status lasting between 2 to 6 months (Boulton & Underwood, 1992; Slee, 1994).

The overall analysis of self report data indicates potential predictors associated with self identification and a possible risk factor associated with the role of victim. A relationship with ethnic background and victimisation has been established (Hanish & Guerra, 2000), although even in a multicultural school, students with a mixed ethnic background are a minority group. This makes an interesting contribution to the UK based study of ethnicity based bullying between minority groups (Eslea & Mukhtar, 2000), which highlights inter-group and majority-minority prejudiced based bullying.

Peer Report Data

Peer nomination and peer ratings of participant roles including that of bully, victim, bully/victim and no role are also analysed in three parts, to compare participant roles with categorical items and continuous scale items to look for distinctive characteristics associated with different roles. The same data is treated to further analysis of predictive validity to explore the impact of the variables on the likelihood of being peer nominated during the school survey. Comparative analysis of role ratings tests the stability of peer nominated bully and victim roles over time, to identify when a significant change occurs between two time points (each term and also at the start and end of the survey).

In comparative analysis, a weak but significant association was made between the role of victim, Free School Meals, Special Educational Needs, and positive school report; the role of bully, Gifted & Talented Status and Special Educational Needs; the role of bully/victim and school siblings. Analysis of predictive validity revealed one categorical item and one continuous scale item, both of which were identified as significant predictors of peer nomination when controlling for other factors. Students with a high academic ability and Gifted & Talented status were more likely to be peer nominated. This does not indicate what role but comparative analysis suggests students with Gifted & Talented status would be nominated as bully. The analysis of bully and victim role stability indicated having a weak but significant difference between peer ratings at time points which crossed over the academic year (indicating a change during this transition period) but as well as a difference between ratings in the first and last survey.

The overall analysis of peer report data indicates potential predictors associated with peer nomination. A relationship between general role nominations and the scale item of academic ability could also be related to the general ability level of the class in fully completing the survey including peer nominations. A tentative association must be made between special needs and participant role nomination, as mentioned earlier in the discussion (there is considerable overlap between English as a second language and Special Educational Needs). The association between positive school report, Free School Meals and victim status can be partially explained by school context with victimisation in disadvantaged schools and also school climate, for example, bullies having a poor relationship with schools (Jenkins, 1997; Whitney & Smith, 1993). The association between the role of bully and Gifted & Talented status contributes somewhat to the notion of bullies having pronounced cognitive abilities as purported by the theory of mind (Sutton, 2001). An interesting association was made between the role of bully/victim and school sibling which contributes to previous findings of familial influences in bullying behaviours (Chan, 2006).

4.2 Student Worksheets

As part of themed anti bullying workshops delivered in each class during the school survey, students were asked to complete one of a series of worksheets on legal aspects of cyberbullying or coping skills and school interventions, these were designed to capture awareness and attitudes held by students about bullying and cyberbullying. There was considerable overlap of opinion with regard to responses recorded in the worksheet suggesting school sanctions and the worksheet rating effectiveness of school interventions. The recommendations made by students given free choice to design new disciplinary procedures replicated the existing process adopted by the school; the ratings made by students of the most effective response in managing bullying and cyberbullying was for school sanctions and disciplinary action. Yet students are quick to blame the school and teacher response to anti-social behaviour. When challenged, students accept problems such as cussing are pervasive in the student population regardless of whether teaching staff take action to prevent this behaviour. The school takes an active stance in combating anti-social behaviour, responding to new information and adapting to changes in an effort to prevent bullying from emerging. A new system was introduced in the academic year of 2011/2012; teachers supported a student 'behaviour committee' with 'behaviour monitors' and 'peer mediators' to help students take responsibility for managing their own behaviour.

It is reassuring that the information obtained from the worksheets helped encourage positive change in the school. Offering a formal means of reporting student opinion (to present to the school as collective views shared by the student body) is a step forward in tackling bullying problems in school. This is especially so when there is mistrust or doubt felt by the students of the school ability to manage bullying problems effectively. Indeed, taking steps toward improving school climate has been associated with positive change (Peterson & Skibala, 2001). The findings cannot necessarily be generalised and may, at least to some extent, only be relevant to the sample studied. It is important to stress caution in drawing conclusions and making assumptions; the curricular approach taken and application of anti-bullying interventions is, at least in part, unique to each school. Similarly, the level of awareness and attitudes adopted by students might also reflect the atmosphere of a particular school environment. It is not possible to make direct comparisons with existing research as this combination of reporting methods has not been used before. Despite acknowledged limitations, this study contributes to research by providing a direct comparison between traditional bullying and cyberbullying.

Legal Aspects

This study attempted to examine student perspectives on issues relating to cyberbullying. The materials encouraged students to share views on the legalities, rights, responsibilities and sanctions affecting young people in education settings. The findings offer insight into the everyday aspects of implementing legislation and practical application in UK schools. The extent of this work is limited in scope but provides an overview of student understanding about legal aspects of cyberbullying.

In summary of the student perspective, it appears students do not readily accept the sanctions in place to prevent cyberbullying, but when asked to consider alternatives, they provide similar suggestions to the existing approach. Students are aware of their rights, yet they take responsibility for the occurrence of cyberbullying, considering their role in prevention as more prominent than that of adults. Whilst acknowledging they are themselves best placed to safeguard

against cyberbullying, students do not present a sufficient level of understanding on how to act appropriately within the constraints of the law. Despite the availability of information on guidelines and legislation at national, local, and school level, this does not appear to have reached ground level of the individual student. There is a considerable gap between what students should know and what they report to be aware of with regard to legal aspects of cyberbullying.

Young people have grown up in a digital age and perceive the virtual world in a different way to adults; they possess invaluable knowledge about the use and abuse of interactive technology. Similarly, adults have access to relevant information but have difficulty interpreting it. Practitioners are attempting to address the emerging problems in consultation with young people; as advancements in technology enable new methods of abuse, a collaborative approach is required with young people and adults sharing expertise. The potential in harnessing interactive technology for educational purposes is acknowledged, there also appears to be scope for enabling students to engage in positive use of technology whist protecting them from threats encountered through exposure to uncensored online content (Crook, Fisher, Graber, Harrison, & Lewin, 2008). Young people have access to such websites when at home and engaging in school work (Luckin et al., 2008) and also have unlimited access to a host of online tools using mobile phones, which can also be used discreetly and undetected in school; this effectively makes safeguarding students against cyberbullying a near impossible duty of care for schools to uphold without the support of a student body.

Coping Strategies

The evidence produced by this study of bullying and cyberbullying coping strategies supports some aspects of previous research findings (Kristensen & Smith, 2003). The coping strategies reported in this case study is similar in theme, with regard to the least popular methods involved internalising and externalising problems. Whereas the cited study report an independent approach and evading problems before seeking social support, this case study reported the most effective coping strategies for bullying to be seeking help and advice from others before trying to avoid or prevent bullying. This was partly due to the nature of the research questions considered in each study (preferred methods in the research cited versus perceived effectiveness in this case study).

Comparing results from this case study of cyberbullying coping strategies with existing research (Price & Dalgleish, 2010) presents some substantive evidence. The most helpful responses reported by the cited study included: inform the family and school, retaliate or confront the bully. This case study reported effective strategies as: ask for help from family and teachers, avoid the problem or prevent the bullying. The findings are similar with reference to the support of others and differ with regard to the type of active stance taken in response to bullying, with reports from this case study as being more passive and constructive than the cited study. The contrasting evidence may be partly due to the cited research examining the *reported* effectiveness of strategies used in coping with cyberbullying, whereas this case study evaluates *perceived* effectiveness of coping strategies. In addition, this study does not measure school reported use of interventions, as relied on by articles cited.

This evidence notes that, despite little difference between perceived effectiveness of strategies for managing traditional bullying and cyberbullying, bullies and victims (and would-be bystanders) do not consider the same approach to be effective, either in their own efforts or that of the school in attempting to combat the problem. The existing recommendations for responding to cyberbullying do not specify particular approaches and instead there seems to be a tendency for schools to adopt the same methods used in traditional bullying incidents. It is important to

consider new alternatives to address cyberbullying as student use of technology is unlikely to cease but increase with new forms of media and associated cyberbullying methods arising. Students would benefit from school support in helping them independently manage cyber abuse; but it is necessary to first understand what interventions would be accepted by the general student population and what responses would be considered as effective by bullies and victims themselves. This can help school personnel to better understand and help those students involved in such incidents.

4.3 Quality Circles

Qualitative information was gathered regarding general bullying, cyberbullying and anti-social behaviour amongst students in class, within year groups and throughout the whole school. Information was collected from a range of sources incorporating the examination of evidence for themes emerging during recorded group discussions, problems identified by the whole school survey, and the solutions presented by QC project ideas. A summary is presented for the effectiveness of QC methodology.

The QC approach allows explorative analysis of emerging themes reported by students themselves, providing a favourable source of information. The evidence amassed as part of group discussions and project activities, although anecdotal and subjective, provides encouraging support for this method of enquiry. This asserts the adequacy of QC in anti-bullying work and demonstrates the value of QC in exploring cyberbullying in education settings. The feedback from staff and students regarding the impact of this approach on the school community was positive and encouraging. Students reported that participating in QC was a good use of learning time and would recommend this to others. QC was also considered a useful method of tackling bullying and cyberbullying problems in school. The QC approach gives students a sense of ownership of their school community, and provided a sense of empowerment for the young people themselves, encouraging them to share their knowledge of any underlying bullying problems, and help keep the school informed of emerging cyberbullying issues.

Each group and the individual members presented a unique set of challenges and potential learning opportunities. Establishing and maintaining QC groups proved to be most demanding, although once project ideas had taken form, students were able to self motivate and undertake project work with minimal practitioner contribution. The level of involvement required for this method of investigation highlights the need for a standardised approach to ensure the direction of QC projects are not unwittingly influenced by experimenter bias when working with impressionable young people. Managing the initial stages of the QC process was essential for establishing the solution focused approach, similarly maintaining a positive focus required continued guidance and group mediation. Completing each stage of the QC approach (Smith & Sharp, 1994) and key activities (group formation, problem analysis, exploring solutions, developing project ideas, and formally presenting proposals) within the given time frame was a challenge. The QC cycle culminated in the group project ideas, and here there was little difference between the almost interchangeable proposals for bullying and cyberbullying. Interestingly, giving free choice to students produced solutions which remained very diverse and rich in content.

The influence of this work on participants themselves was assessed through a database of student behaviour records in the first year of implementation. Analysis of incidents logged by teaching staff indicated an overall reduction in the number of negative reports and increase in positive reports during the time since students commenced participation in the programme. An interesting pattern emerged within each group; the most notable change was evident in Y8 groups sharing an increase in positive reports, a slight positive change in Y7 and an increase in negative reports in Y9 (coupled with an increase in positive reports). The general improvement in behaviour might be a naturally occurring change and not attributed to participation but remains a noteworthy finding worth further exploration in future research.

When considering the impact of this work in school, QC projects remained as small scale solutions with a focus on practical, manageable and achievable ideas. Time

constraints did not allow for large scale projects covering the course of an academic year, and this obviously reduced the possibility of establishing tangible measures of change as a result. The influence of QC on the general school climate was evident in the positive response from teachers and peers to the QC projects. Without a shared enthusiasm for this work, the project proposals could not have been implemented in class. It is important to note, that the effectiveness of QC in reducing bullying or cyberbullying was not formally established in this study. It remains unclear what is the best approach and what action can be taken by schools to help support or prevent future incidents involving students. It may be difficult to establish how the suggestions made can be utilised effectively by researchers or practitioners, applied to other bullying or cyberbullying scenarios, or even outside of this particular school.

With regard to implications for future research, this study highlights the largely unrealised potential of QC work. The process of QC can generate information not previously known or understood by adults, employing the shared expertise of young people. QC groups are encouraged to produce new ideas and alternatives to problems which would remain unresolved without this opportunity for the student voice to be heard. The QC activities enable young people to share their views in a structured manner and facilitate a dialogue between students and school, enabling both parties to take an active stance in combating bullying and cyberbullying. There also appears to be some potential for school personnel to contribute effectively in QC when considering possible solutions (Cassidy, Brown, & Jackson, 2012). In addition, the involvement of impartial practitioners in facilitating this work may encourage collaboration between students and staff in developing successful school interventions (Sakellariou, Carrol,l & Houghton, 2012)
Focus Groups

As part of QC work, Focus group discussions about peer relationships and how students behaved towards one another highlight the problems that exist in school and ultimately raise the profile of the anti-bullying message. Encouraging students to consider what could be done to make a positive change and noting that comments are listened to and sometimes acted upon by teachers and the school can give students a sense of purpose in participating.

Overall findings about general bullying in the academy based on information reported by focus groups are primarily that of verbal bullying in the form of 'cussing', namely insulting and offensive remarks. Cyberbullying using mobile phones had changed considerably over a relatively short period, confirming the rapidly changing nature of cyberbullying. Hacking into mobile phones using Bluetooth occurred most often the first year and was virtually unheard of in the follow up years (in addition, reports of computer-based hacking had altered so that personal accounts were instead misrepresented by using fake identities to create web pages). With regard to bullying, similar fads were also revealed in slang words used for verbal bullying (prejudice based) and methods through which physical bullying occurred (name calling, 'cussing matches' escalating). The general attitude about bullying and cyberbullying amongst the student population has not changed from one of amusement prior to the situation escalating out of control and a serious incident taking place.

Hacking incidents often arise and fights erupt with students unaware that their mobile phone or online account has been anonymously abused and unable to assert their innocence. This form of behaviour appears to provide a link between traditional bullying and cyberbullying, whereby relational problems occurring inside school are maintained by using technology outside of school and incidents initially occurring online may continue offline when returning to school. This is a difficult problem for school staff to address, especially with regard to prevention; attempts to monitor such forms of communication on school grounds by limiting the opportunity for hacking of mobiles and email accounts presents a possible solution.

The reluctance of students to inform and share knowledge means the school remains unaware and unprepared for the changing nature of cyberbullying, therefore the most effective approach would be one involving the students themselves.

Despite the continued efforts of the school to respond to the bullying problems recognised by both students and staff. The students remained critical of school interventions, even when this involved a peer support system. The students identified valid reasons for their concerns about the student leadership scheme, by providing examples of the behaviour monitors sometimes being overzealous in their approach. The potential of the student leadership scheme in offering peer support was recognised but it was suggested the behaviour monitors receive training on their approach so that it is assertive and not aggressive. In addition, it was noted that students who reported knowing members of the student leadership team, or had previously experienced a positive encounter were also more supportive and encouraging of the behaviour monitors' and peer mediators' role in school. The scheme was introduced in the past academic year and has yet to be formally evaluated but the school intends to continue both peer support roles and develop the student leadership scheme over time by adding new roles of responsibility (See appendix 7.4)

The information gathered demonstrates the use of group discussion as an effective method of enquiry. The initial group discussion periods were especially informative in terms of understanding changes in bullying and cyberbullying, attitudes towards problems in school, and new terms being used to describe such behaviours. Students were able to recognise that bullying can occur as a result of classroom based tensions, while intergroup relations in class also offer potential for resolving bullying. Verbal bullying remained the most common problem reported, coupled with physical bullying noted in younger years and with cyberbullying noted in older years. The relationships among these forms were interlinked by the typical, sometimes progressive nature of this behaviour, initially starting as low level teasing, giving rise to verbal bullying, which sometimes resulted in cyberbullying and escalated to physical bullying.

The information obtained using such methodology can be of practical value to schools and practitioners interested in anti-bullying interventions. This school was able to take an active stance in combating anti-social behaviour, responding to new information and adapting to changes in an effort to prevent bullying behaviour from occurring. The proactive stance taken by the school was supported by this research collaboration with students and was enhanced by the shared knowledge obtained via group discussion. In summary, adopting a consultative approach can help schools gather up-to-date information on the nature of and attitudes to bullying and cyberbullying in their pupil community; something especially worthwhile for cyberbullying, where developments are currently so rapid.

4.4 Practitioner Account

The reflexive account presented acknowledges the potential impact of research enquiry on the setting and addresses the possible internal influence of the research enquirer on the process and outcomes of a study. Evidence gathered as a result of mixed methods longitudinal research will be considered in its entirety and meaningfully applied to the case study in context. As part of a review of each method of enquiry, the practical issues encountered and steps take to manage extraneous environmental influence on the process and outcomes of this study will then be attend to in discussion of the school survey, quality circles, and focus groups.

<u>Moral Ethical issues</u>: The approach to enquiry was one of exploratory research, not experimental research. My primary interest was to find out more about the nature of bullying problems in school, if any. It was important to remind the students that there was no expectation to 'help me' by giving information they thought I wanted to receive as it would be just as interesting to find out there was no problems at all. Similarly, in my analysis, I refrained from manipulating data and presented only what was reported. For example, a large proportion of students were categorised as 'other' under the general ethnicity codes used by the school, I chose not to further subdivide this category as I wanted to provide a true representation of what was formally obtained. Another example is of the presentation of comments recorded in group discussions classified under general themed headings, I chose not to interpret this information but instead provide a true account of what was reported by students.

Although practitioner research offers an invaluable opportunity to enhance professional and academic knowledge, even with good intentions it is possible to unwittingly take advantage of this position. I was careful not to abuse my practitioner role in my research by keeping the best interests of the school and its students as a priority. For example, I made efforts to ensure my research activities contributed to the school by holding survey activities as part of PSHE lessons to make effective use of learning time and providing summary reports to help better inform staff of my work with students and the problems in school (summarising the nature and extent of bullying in each year group and class, as well as any solutions provided by students). Most importantly, I tried to preserve the quality of information obtained at the cost of the quantity produced; I did not continue to pursue research activities when students said were no longer interested and completely stopped work in progress when students clearly had enough (during the school survey, worksheets, quality circles and focus group).

<u>Professional Occupational Issues</u>: As a school practitioner conducting research in the same school, I was keenly aware of subjective practitioner experience affecting research objectivity. I continued to question whether a researcher would gain the same level of information during a long term case study requiring regular visits to one school site. I separated the information gained about students through working for the local authority, through working in the school and through conducting research activities.

In my role as a practitioner working for the local authority, the level of information I am able to access is above that obtained by a researcher investigating a school. In my everyday work, I am made aware of student support needs from colleagues in social services (education welfare, youth offending, looked after and child protection teams). I managed the threat of any external knowledge impacting on my research by delaying data analysis of the school survey identifying individual characteristics of bullies and victims until full completion of the study. During the course of the study, I reported general information about the extent of bullying behaviour and types of activities involved in each year group and class.

My experience of working in WA was very different to that of a typical school; my work was conducted in communal areas, as the school did not provide office space for staff but 'break out spaces' for staff and students to use. I was aware that my informal interactions and everyday observations in school could alter my perception of students and their perception of me (for example, I do not have an active role in reporting or discipline of negative behaviour yet I step out of this passive role to physically intervene and prevent fights between students). Along this theme, my association with the 'bad kids' in school as part of my practitioner role may be intimidating for other students and in turn impact on their willingness to share information with me as part of research.

In managing the relational issues encountered with students as a practitioner researcher, I was challenged most in assimilating the 'multiples selves' brought to the setting and emerging within the setting, I welcomed this as part of my own professional development and attempted to integrate the roles performed in school form a new 'created self', I considered this a work in progress for a reflective practitioner. This required awareness of the attachments formed by young people toward adults; similar to that experienced in youth work, where the familiarity acceptable in residential settings is not expected in education settings. I took greatest care managing relations with students participating in quality circles so as not to make them feel used

and abandoned when research completed. The ongoing care included informal catch up in school and a lunchtime club to continue fun activities together.

I appreciate that undertaking aspects of qualitative research invites a close working relationship with participants which would need to be attended to. The relationship developed over time with student participants also opened an extended network of their friends and family (siblings and cousins). This was advantageous in future work not only in the school setting but in developing my role in other schools and alternative education providers where I would sometimes visit a new setting to find an old student attending (this helped enormously in befriending students and my reputation with staff). Ultimately, my research activities with sometimes 'hard to engage' students enabled my practitioner work with young people 'at risk of disengaging', this was an unexpected outcome and almost the reverse of what would be expected from past experience of practitioner work enabling research in school.

<u>Abandoned Neglected Issues</u>: Some possible research activities had been previously tried and tested by myself or other agencies; some were not pursued due to time constraints or limitations in my own professional and academic expertise. Ideally, I would have liked to have conducted similar research in PA: the academy school formed at the same time WA was created (both academies had formed one school and had separated with the closure of what was previously NWCS), it would have been interesting to compare how the two schools accommodated the needs of students and managed school behavioural problems. Unfortunately, this was not pursued due to workload capacity. Similarly with respect of the inclusive school ethos, it would have been more enlightening to include the whole school community (teachers, governors, parents) and the local community in research activities. There was some attempt to include staff by handing out questionnaires but after receiving no response and respecting the existing workload of teachers this was not pursued. The school 6th form students were recruited to help conduct the survey and past QC participants were invited to help run QC groups, after a trial it was decided this task was too difficult to manage alone. There had been previous attempts to include parents in discussion and invite parents to complete evaluations by the school and inspectorate Ofsted as well as external service providers (parenting programmes). Although school relations are improving, historically there have been low levels of participation recorded for parents, it was recognised that this may be due to language barriers which are being addressed and response rates are increasing.

School Survey

The precautionary steps taken to prevent problems of research bias of the school survey include withholding full analysis of survey data until completion of the study, presenting data in its true form to provide an accurate representation of the school, additional sources of information were not sought to enhance the information obtained.

Measurement issues encountered with regard to student ability limited the scope of research in exploring risk and protective factors of bullies and victims. The materials used in my previous research of bullying in school included measures of personality and sociometry, whereas in this research bully and victim characteristics were explored but the extent of analysis was limited to descriptive statistics. The general level of student ability in terms of literacy meant it was not possible to complete complex assessment. Indeed, the learning barriers presented by some groups meant that revisions to the presentation and content of materials were required. In order to convey the same message to students with language and behavioural difficulties in the 'nurture groups' the sessions were conducted with some differentiation in the delivery of information (demonstrating examples of bullying rather than explaining) learning activities (drawing instead of writing) and time allocations of the lesson plan. In such instances the survey would only be attempted in part to reduce the effort required by student to complete the task (students were only required to self identify), or not attempted at all if it was felt inappropriate in meeting the students needs.

The survey materials had proved to work well in the past and suited the assessment process. Some revision was made after the first year to further clarify common points of confusion

(clearly identifying which assessment the student was completing and to help remind them of the difference between a bully and a victim). An additional requirement was also made of students to rate peers as bullies and victims instead of nominate. It was felt that the previous participants would be well rehearsed in the process and having to put in greater effort to 'stop and think' before identifying another student as a bully or victim would help bring excessive number of tick box nominations down to a more realistic proportion. Admittedly, this was not introduced to enhance the participant experience and in fact made the survey materials more complicated for some to complete. Another repeated request made by participants was to be able to freely identify students in other tutor groups or year groups; due to workload capacity it was not possible to measure outside of the classroom or the stretch beyond Key Stage Three to accommodate the whole school in assessment. One possibility not explored was online assessment because this would have required extensive technical support.

Quality Circles

The precautions taken to prevent problems of research bias of the QC work include the free choice given to students in participating in QC activities; there was no pressure to join in and the QC agenda would be dropped when met with resistance (for example when students wanted to participate in group work but not QC or where QC meetings would be suspended if the group did not want to meet), the voluntary nature of this participation at every level (commitment from students, teachers and senior leadership), with group membership reflecting the school structure (age groups were kept separate to maintain the power balance amongst participants).

The potential influence of a practitioner in leading QC groups is the greatest threat to the outcome of QC work, whereby groups of impressionable young people could be swayed towards adopting ideas proposed by the practitioner. The anti-bullying agenda of QC was made clear to each group and specific bullying and cyberbullying project themes applied to the context of QC group work. In the initial stages of QC the groups were dependent on my support and although it would have been easier to 'help' them come up with ideas, I refrained from making suggestions or sharing other group ideas. Encouraging the use of independent thinking skills was a frustrating yet rewarding experience, even more so for the students. I was reluctant to force groups to complete the task at hand or rush through the process which might cause decisions to be made in haste. Much to the annoyance of the group, I would revisit activities to ensure students were not just going for the easiest option to get through the task and enjoy their free time reward at the end of a session once work was completed.

However, the quality of the work produced depends on the individual character of practitioner as much as the students. The motivation and enthusiasm of a group is reliant on the passion and energy of the practitioner leading the group. The QC process is a trying experience for all parties involved; it is tempting to simply accept the initial problems identified the quickest solutions provided. At times I would have to remind myself and students this represented the surface level of exploration and that greater effort may sometimes bring about the most interesting discoveries. I made sure I acknowledged every comment placed on the worksheets and was enthusiastic about every solution provided; I was sensitive to the possible hurt and embarrassment caused by a suggestion being rejected. Most importantly, I shared in the excitement about the project proposal and helped students work out the practicalities of their initial ideas; my involvement did not extend to directing tasks or deciding on the role responsibilities in undertaking the group project, it was essential this remained a student led activity to promote as sense of ownership.

Focus Groups

The precautionary measures taken to prevent problems of research bias in the focus group discussions include encouraging students to only report facts based on school knowledge or experience, presenting comments in their true form to tell a story based on the information shared and not in an interpretation or analysis of the transcripts.

One of the challenges faced when holding focus groups was finding a balance between supporting and steering a discussion, especially so with young people. Encouraging positive talk of negative behaviour is a difficult task; allowing the discussion to drift can sometimes result in

some interesting and unusual comments but talk can quickly turn to finger pointing and blame. Focus groups can help provide a realistic perspective of a problem and allow enquiry of natural language used in the setting. My experience of repeating this process with different groups over time enabled a greater understanding of how young people converse and helped me better communicate with students. Most importantly, I was able to distinguish between natural spontaneous remarks and formal comments. For example, I could differentiate between genuine and rehearsed student comments quoted in Ofsted inspection reports; with one student describing the school as helping them become 'global citizens' in 2008/2009 and 'modern Londoners' in 2010/2011 (the former is contained in the school literature). To tackle such problems during focus group discussion I would prompt students to describe 'what you know and what you see, not what you think I might want to hear' to use real examples and not imagined scenarios. Similarly when encouraging students to think about 'what would you do if you were in charge of the school' many would reflect on past experience form primary school so it was important to remind them to identify this in discussion.

With regard to language and culture and acknowledging this when conducting focus groups, for example the content of discussion and the questions asked of students. To ensure a shared understanding we would have a preliminary 'warm up' discussion about what is bullying (definition and examples) but also in respecting the views of others (handling disagreements). I had used the same script in past research of bullying in schools, the set of questions were not complex in their delivery and only required practical answers all with a similar theme 'what do you want the school to know'. In accepting different behaviours and attitudes are acceptable in other schools and cultures (where some students and groups may be desensitised or sensitive to displays of aggression), when students were giving examples of 'grey areas' I would sometimes ask the group 'is this bullying?' (For example; prank calling or fake fighting).

4.5 Case Study Overview

This longitudinal case study of a UK secondary school applied a mixed methods design to investigating traditional bullying and cyberbullying problems amongst students in the school population, by measuring prevalence across three age groups. Four approaches were adopted; that of a school survey, student worksheets, quality circles work, and focus group discussions. Each assessed the nature and extent of the problem in part; the school survey identified the number of bullies, victims, and bully victims, as well as the type of bullying behaviour occurring most often; as part of the school survey, worksheets further examined student opinion on legal aspects of cyberbullying, coping skills and school interventions (reported in focus group discussions). Quality Circles were introduced as a method of investigating the bullying problems specific to each year group and class. Focus group discussions held as part of Quality Circles work assessed the problems occurring within school. Over a four year period, a wealth of knowledge about this school was gained directly from the students themselves. This information is collated to provide a meaningful interpretation of the survey data (which established the extent of the problem) and the informative materials produced as part of student worksheets, Quality Circles work and focus group discussions (which explains the nature of the problem).

The school bullying survey indicates across the three years of measurement, between one third to one half of students have been involved as a bully, victim or bully/victim, this depends on the method of measurement used. Self identification and peer nomination of participant roles represent different perspectives, both of which are considered of equal value in this study as no one viewpoint of the individual or group is considered most accurate. These measures offer some useful indicators of participant roles; in the case of self report data an association was made between students with a mixed ethnic background and victim status and these students are seven times more likely to self identify as a victim. Students with English as a second language are twice as likely to self identify when completing the school survey (this is helpful in understanding those students most responsive to self assessment of bullying problems). Other students with an inclination towards self identification are those with negative school reports and low attendance both of which are also indicative of a poor relationship with the school (possibly because of bullying problems or being a bully). In the case of peer report, students with Gifted & Talented status are associated with the role of bully and one and a half times more likely to be nominated as a bully, in addition those students receiving Free School Meals are associated with

the role of victim and students with school siblings are associated with the role of bully/victim.

As part of the school survey, students indicated the frequency of different types of bullying behaviours, overall these were identified as: Verbal bullying occurring most often, followed by physical and social bullying occurring at relatively similar rates, then property bullying and cyberbullying occurring least often. These incidence rates were explored further through Quality Circles and focus group discussion. This work provided an opportunity for students to explain what activities take place as part of these bullying behaviours. It was confirmed by student reports that verbal bullying which occurs most often and has remained a constant problem continues to change and adapt to incorporate new words that follow current trends. Much like cyberbullying with new technology (which occurs least often but linked to verbal bullying) this further complicates the matter of schools attempting to tackle these problems, if they are not predicable patterns of behaviour with fixed actions then they are difficult to detect. Quality Circles work was established as a useful method of investigating traditional bullying and cyberbullying by exploring the cause of such problems in class and school. QC was also demonstrated as having practical value in the solutions suggested and projects undertaken by the student groups. A student evaluation confirmed the use of QC as an effective approach to anti-bullying work in school. Focus groups were also noted as an informative method of investigating how the bullying behaviours altered over time and also helped capture how the school ethos evolved with these changes.

Legal aspects worksheets revealed an interesting mix of opinion on cyberbullying issues. Whilst students consider themselves as best placed to manage cyberbullying problems, they do not have a sufficient level of understanding on how to act appropriately within the constraints of the law. Younger students were better informed of legal aspects of cyberbullying but report using this method of bullying least often in focus group discussions. Attitudes toward the criminality of cyberbullying were also more positive in younger year groups and more open to accepting internet restrictions designed to protect against cyberbullying. Older students generally considered cyberbullying as less serious (especially prank calling) but reported cyberbullying methods most often, they were also more resistant to online restrictions and chose the right to free use of the internet over that of protecting against risk of harm.

One theme running through both worksheets is managing bullying problems in school. With regard to cyberbullying; students completing legal aspects worksheets indicated they are more inclined to take responsibility for the problem occurring, considering their role in prevention as more prominent than that of adults, whereas for traditional bullying the responsibility is placed with adults. Students nominated as bullies and completing the school interventions worksheets rated the sanctions as most effective in responding to cyberbullying. With regard to bullying, nominated victims completing the coping strategies worksheets rated evasive actions and internalising methods of coping as most effective; whereas bullies rated the independent coping methods and a confrontational, reactive aggressive approach as most effective.

Coping strategies and school interventions worksheets examined student opinion of approaches in managing bullying and cyberbullying but responses revealed more similarity than difference. Students considered seeking help and advice from adults as the most effective coping strategy, internalising behaviours were considered least effective. School sanctions and disciplinary action were identified as the most effective school interventions, the curricular approach was considered least effective. During group discussions, students do not readily accept the sanctions in place to prevent bullying or cyberbullying, but when asked to consider alternatives through worksheets, they provide similar suggestions to the existing approach. When asked to consider alternatives as part of Quality Circles work they produce a more varied range of ideas.

In summary, these findings will help inform application of theory to construct a model of bullying behaviour which helps to explain the cause of such problems. Suggestions can then be made for effective anti-bullying intervention and prevention, relevant to this school and perhaps others experiencing similar problems.

Application of Theory

With the pooled source of information available, it is possible to construct a model of bullying behaviour in this particular school setting, based on theory and previous research findings. In formulating an explanatory model, the concept of a 'bullying iceberg' (Sullivan, 2011) is applied to exploring problems presented on the surface by identifying key issues and patterns of behaviour, consideration will then be given to theoretical perspectives in order to determine the underlying cause of such problems.

On the surface, the overriding problem reported by students in the school is verbal bullying which often begins in the classroom; students tease and cuss each other in class, this may then continue outside of class in the playground or online. This form of in-group bullying behaviour occurs in every year group. With regard to inter-group bullying, older students report that outside of the classroom bullying behaviour is more inclined toward social exclusion and continued teasing online (via mobile phones connected to the internet). Younger students report physical and property bullying occurring outside of the classroom, in the playground and corridors, and outside of school on the journey home. Those most at risk of victimisation are reported by students as being in the youngest year groups and particularly 'the nurture group' those newly arrived in the country with English language difficulties. The pattern of bullying outside the classroom involves students in older year groups bullying younger year groups and the youngest year group bullying the 'nurture group'. This group is noted as easy targets for all year groups to pick on as it is generally perceived these students are not yet equipped to defend themselves against bullying, and the older year groups endorse this viewpoint. The oldest Key Stage Three students also report physical and property bullying by older Key Stage Four students (students at GCSE level in school Year 10 and Year 11 aged between 14 and 16). The only group not reported to be involved are those in Key Stage Five (students in the school 6th Form Year 12 and Year 13 aged 16 to 18). Both Key Stage Five and Key Stage Four did not take part in this study but were mentioned as part of focus group discussions and quality circles work.

During group discussion and exploration of problems as part of Quality Circles work, some of the reasons suggested by students for bullying in school offer insight into the underlying cause of such behaviour. Two types of bullying were addressed in detail; verbal bullying was spontaneously mentioned by students most often as this was the biggest concern in the school. It was reported that verbal bullying occurs as a part of the generally accepted aggressive manner in which students talk to one another which means potential fights are always simmering. Verbal bullying occurs most often in the classroom as a form of entertainment to pass the time in lessons when students become bored of learning. Students distinguish between the stages of play fighting (comments exchanged as a joke), fighting (comments made deliberately to provoke anger), and bullying (when insults become personal and clearly upsetting). Incidents often escalate with the help of others in the class encouraging the drama to unfold. This scenario is initially considered an immensely enjoyable experience by classmates but when given the opportunity to reflect in discussion, feelings of guilt and remorse are expressed. A motivating factor for students to participate in cussing matches is the popularity and notoriety that comes with trading the best insults and giving classmates a good show, which the group will reminisce on. This can develop into verbal bullying if a student is selected as deserving of continued cussing, and is permitted by the group. It appears that students seem to practice this skill by rehearsing with the 'nurture group' students who are unable to fully understand English and cannot retaliate.

In response to specific questions about cyberbullying problems, students were able to identify a link between cyberbullying and other bullying problems in school. It was noted that cyberbullying crosses all age group boundaries and is inclusive of anyone connected to school based social networks online. Because of the pressure to be popular and have lots of followers

online, students are not as selective about their friendship group in the virtual world and may accept others outside of their social group at school to increase their number of online friends. Cyberbullying is explained as both a cause and a consequence of verbal bullying in school, where the problems which start in class can move online when outside of class to keep the momentum going, similarly problems which start online with silly comments getting out of control can spill out in class when at school. Again, a motivator for such behaviour is popularity, as this will elicit the same response from the peer group giving students kudos for nasty quips online. Comments are circulated amongst anyone who is connected through social networks online (which can also include the older year groups of Key Stage Four and Key Stage Five) and not just the immediate peer group, so that when returning to school the extent of the humiliation has grown to involve the wider school community.

Looking below the surface of the problems presented by student reports (as illustrated in Figure 2), possible causes of such behaviour patterns can be explained by applying existing theoretical models to the problem scenarios. The interplay of the two perspectives of bullying as a cognitive process and bullying as a social process will be considered first in an effort to explain the general bullying problems described, this will be followed by application of theoretical models and research associated with school bullying (Rigby, 2004) to explain specific aspects of the case study findings.

The two overarching themes of bullying as a cognitive process and social process help explain the problems noted in this school. The social process of bullying purports social dominance (Pellegrini & Long, 2002; Sidanius & Pratto, 1999) and social identity (Ojala & Nesdale, 2004) as underlying causes of bullying behaviour. The notion of bullying in this school from the social dominance perspective highlights verbal bullying as a method of improving in-group status or obtaining 'power' in the form of popularity. Cyberbullying is also implicated as a wider audience online will enhance the notoriety sought by students. The weakest members are selected on the basis of age (younger students), language difficulties ('nurture group') and ethnic background (minority group). The social identity theory suggests the need for social acceptance and the approval of peers motivates conformity of inter-group bullying. If such behaviour is promoted as a necessary means of establishing group superiority and dominance (for example older students physically bullying younger students) then year group members will be permissive of these activities and may well participate to demonstrate their commitment to the peer group. This process also helps explain the problems in this school from the moral development perspective of bullying as a cognitive process (Bandura, 1991); the general school climate is permissive of verbally aggressive interactions, which in itself encourages moral disengagement (whereby students justify their actions or minimise the impact of their behaviour) because it is deemed socially acceptable and even promoted by others. The high number of students with English as a second language could explain in part the inclination toward verbal bullying; this is a shared skill that has been acquired by many of the students, those who have not yet adequately developed this skill are then held in contempt. It is not surprising that an ability to manipulate words in order to humiliate others is held in such high regard.

Returning to consideration of the theoretical models which can be applied to anti-bullying practice in schools (Rigby, 2004); the following viewpoints will be considered with reference to case study findings: individual differences, developmental processes, sociocultural, peer pressure, and restorative justice. Bullying concerning individual differences and familial influences (Chan, 2006; Ma, 2001) can be applied to characteristics identified by participant roles in the school survey and responses in the coping skills worksheets. Peer nomination for the role of bully/victim was associated with school siblings and victims identified internalising coping strategies as most effective. Anti-bullying methods which best address these problems have been adopted by the school in the form of counselling to help students manage anger and cope with problems, as well as therapeutic intervention with groups of parents and children attending weekly support sessions hosted by family therapists in school.

Bullying as a developmental process can be applied to the types of behaviour reported in the school survey and group discussions. Although verbal bullying was rated in the survey as occurring most often in class, in the group discussions physical bullying was reported as occurring outside of class by younger students and social bullying was mentioned by older students, this could suggest that indirect bullying is an age related bullying behaviour (Carny & Merrell, 2001; Eslea & Rees, 2001). Anti-bullying methods which could be adopted by the school include an age appropriate curricular approach, for example; the oldest groups reported participating in cyberbullying but the student worksheets identified younger groups as more aware of legal aspects of cyberbullying, this disparity suggests educational events such as Safer Internet Day are targeting the wrong age groups. In addition, the school survey measuring the frequency of bullying behaviour types could be used to raise awareness as part of teacher training.

The sociocultural perspective helps explain the self report data of students from mixed ethnic backgrounds as most likely to self identify as victims (Hanish & Guerra, 2000). Despite the school being multicultural with a wide mix of ethnicities (although ethnic grouping was set by school data, a breakdown of individual countries revealed a considerable number different of backgrounds), students from a mixed ethnic background were in the minority group. Anti-bullying methods that could be adopted by the school to address such problems are through events which celebrate diversity, occurring regularly in school already but perhaps have not specifically addressed dual heritage. Participating in Quality Circles work could also help empower the group in finding a solution to the problem themselves. Peer report data also associated free school meals with victim status, it transpired through group discussion that this involved property bullying of these students having their free lunch cards taken from them.

The notion of peer pressure to participate in bullying was evident at class level in the school survey and reported in quality circles group discussion (Salmivalli, Lappalainen, & Largerspetz, 1998). The school already adopts a method of shared concern in tackling inter-group bullying, in addition the school has introduced peer mediation in an attempt to address inter-group problems and provide an opportunity for older students to challenge attitudes and model positive behaviour. Similarly, a restorative justice view which implicates school culture in bullying behaviour (Peterson & Skibala, 2001) accounts for the views shared by students in the worksheets and group discussions. The school has attempted to address this problem by introducing a student leadership scheme which places some of the responsibility of managing behaviour in school on the students themselves. In addition, the school sanction of 'community service' helps students contribute positively to the school environment.
Systems Model of School Bullying

The information provided from the four different sources was collated to create a wider body of knowledge about the school (school survey, student worksheets, quality circles and focus groups). A diagram is provided, based on the range of information gathered, which illustrates the pattern of bullying behaviour that occurs amongst student groups.

Figure 2: Model of bullying behaviour patterns amongst student groups

Year Group Abbreviations:

KS5: Key Stage Five
Encompass 6th form year groups Year 12 & Year 13 (includes students aged 16 to 18)

KS4: Key Stage Four
Encompass GCSE year groups Year 10 & Year 11 (includes students aged 14 to 16)

KS3: Key Stage Three
Encompass year groups Year 7, Year 8, & Year 9 (includes students aged 11 to 14)

Nurture: 2 x Year 7
1 x ESL English Second Language & **1 x EBD** Emotional Behavioural Difficulties
Include Year 7 students with additional learning & support needs aged 11 to 12

4.6 Research Hypothesis

The summary of research aims introduced as part of the literature review, outlined the objectives expectations of this case study based on findings cited in previous research. The experimental research hypothesis detailed a range of proposed outcomes of the mixed methods approach to research and these will be addressed in relation to the case study findings. The summary of findings applicable to the hypothesis will help evaluate the overall study. The concluding comments will be made in light of this, with consideration given to implications, limitations and future recommendations.

Comparative analysis of both self and peer report produced a poor agreement when comparing the same measure between two time points and a significant but weak agreement between measures at one time point, indicating better consistency when measures are considered together. Previous research has evidenced corresponding (Cole et al., 2006) and contrasting (Branson & Cornell, 2009) levels of peer and self measures. Frequency distributions of participant roles examined the patterns of self and peer reporting within each class and amongst year groups. The longitudinal, repeated measures design of this study enables class level assessment to be made over time which enlightens previous research findings (Atria, Strohmeier, & Spiel, 2007; Mahdavi & Smith, 2009; Schuster, 1999). Whereas the overall number of bullies and victims remained relatively stable (especially self identification), the students allocated to participant roles through peer nomination and self identification differed somewhat. With regard to class level role allocation, the proportion of participant roles appeared to be sourced from the whole dataset, almost every class had a bully, victim or bully/ victim at some point in the course of the study of both self and peer report.

The proposed age related decrease in participant roles and increase in more sophisticated forms of bullying behaviours emerging in older age groups was not evidenced in these findings (Carny, Merrel, Eslea & Rees 2001; Green Collingwood & Ross 2010), in fact self and peer report data indicate an age related increase in participant roles. The analysis of role related behaviour was not varied enough to satisfy research questions, consideration was limited to a combination of bullying behaviours in one survey time point instead of specific behaviours across time. Self and peer report data of male and female students was not able to address the disparity in previous research evidence of gender difference in bullying roles and behaviours (Craig 1998). Although more male students self identified as victims and were peer nominated most often as bullies and victims, this was not established as significant in further analysis.

Analysis of participant role characteristics revealed possible risk factors; a weak but significant association was made between self identified victims and mixed ethnic background; peer nominated victims, free school meals and positive school report; peer nominated bullies and gifted and talented status; peer nominated bully/victims and siblings. This evidence does not fully substantiate reports of role related characteristics (Green et al., 2010; Cross et al., 2012). The findings can be viewed instead as reflecting developmental, sociocultural, cognitive, and school climate perspectives (Chan 2003; Eslea & Mukhtar, 2000; Jenkins, 2007; Sutton, 2001).

Student worksheets collected interesting views and opinions on coping strategies, school interventions and were especially informative of legal aspects of cyberbullying. This collective viewpoint held by the wider group also helped confirm the information reported by

representative groups taking part in Quality Circles and focus group discussions. The information gained enabled a model to be proposed which accounts for the patterns of bullying behaviour occurring in school. The findings also offer insight into attitudes held by the general student population of this particular school, the methods adopted in measuring student opinion are also useful in improving school climate (Peterson & Skibala, 2001) by encouraging student information sharing, with a school taking an active interest in the information received.

Collectively, measures of the school climate (provided by student worksheets, quality circles work and focus group discussions) confirmed that measures of school context (provided by the school survey) offered a true reflection of the general bullying problems in school. The extent of the problem in school was similar to that noted in UK based research (Cross et al., 2012; Green et al., 2010) with regard to both the prevalence of participant roles and the methods of bullying behaviour. The type of activities included in both traditional bullying and cyberbullying altered with current trends. Similarly, the individuals involved as bullies, victims, and bully/victims also varied somewhat over time. Without putting this information into context, it is difficult to fully understand the complexities of the bullying problems in this school. When considered together, this pooled source of information supports mixed methods as a suitable approach to investigating school bullying (Powell et al., 2008).

Summary of Main Findings

A summary of main findings with reference to the experimental research hypotheses are provided to help clarify notable points of interest. A statement of findings is given for each method of enquiry (survey, worksheets, Quality Circles and focus groups).

School Survey: A significant difference was noted in the number of peer reports with fewer role nominations over time. This evidence was limited to comparing cumulative data in the first and last year of the survey and not extended to self report measures.
- School Level & Class Level: Variability was noted in the number bullies and victims identified by self and peer report amongst the year groups and each tutor group.
- Individual Student Level: There was significant difference evident in characteristics of self identified and peer nominated bullies, victims and bully/victims.
- Bullying Behaviour: Frequency ratings of verbal and physical bullying were reported to occur most often and cyberbullying least often.
- Participant Role Allocation: Poor consistency was noted in measures of self and peer report. A significant but weak agreement evident between these measures.

Worksheets: Materials reporting student views on bullying and cyberbullying revealed more similarities than difference
- Legal Aspects of Cyberbullying: A nominal difference was noted when comparing the oldest and youngest student group responses.
- Coping Strategies & Interventions: A significant difference was evident in perspectives reported by bullies and victims.

Quality Circles: The process of identifying problems and suggesting solutions as part group work activities proved a useful source of information for the school.
- Focus Groups: The information provided anecdotal evidence of continued change in school bullying behaviour and furthered understanding of cyberbullying

The mixed methods approach provided complete confirmatory overlap of perspectives taken from the school class and individual student level with no contradictions reported in comparison of Quality Circles, focus groups, student worksheets or school survey. The data

collected from the school bullying survey supported the information obtained from Quality Circles and focus groups, the views held by representative groups were then corroborated by year group responses collected from student worksheets.

5. Conclusions

Empirical research and government publications have raised the profile of traditional bullying in educational settings and cyberbullying in school based relationships. Legislation requires overriding anti-bullying approaches to be adopted and education providers are now obligated to participate in whole school approaches to prevention. This collective participation in the school community is promoted through the curriculum, and inspectorates monitor school performance in meeting these standards. The office of standards in education has issued new criteria for school inspections to include behaviour and safety whereby the effectiveness of school policy will also be monitored.   As part of new government guidelines (DfE, 2011a; 2011b), suggestions of tackling bullying in schools should: implement disciplinary action; provide effective training of staff; create an inclusive environment and celebrate success; involve students, parents and the wider community, ensure effective reporting and regular evaluation of existing approaches. This has underlined the fact that bullying remains a problem in UK schools and is considered a cause for concern worthy of continued attention by school practitioners and researchers alike.

In light of the themes presented in the literature review, this case study contributes to the existing body of research of bullying and cyberbullying in education. With regard to participant roles in bullying (Salmivalli, 2010; Tani et al., 2003) the findings of this case study are able to identify associated characteristics as well as measure the nature and extent of bullying through survey methods and focus group discussion. Theoretical perspectives (Bandura, 1991; Ojala & Nesdale, 2004) are applied to the evidence amassed by utilising a longitudinal mixed methods design, in order to construct a model of bullying explained by social and cognitive processes. Assessment of bullying in school (Branson & Cornell, 2009; Powell et al., 2008) utilised mixed methods and made a comparative analysis of self and peer report, establishing both as distinct measures offering equally important insights. Quality Circles and focus group discussions served to complement the information obtained through survey measures. Worksheets relating to managing the incidence of bullying and cyberbullying identified effective coping strategies and school interventions (Kristensen & Smith, 2003; Price & Dalgleish, 2010). Worksheets relating to anti-bullying guidelines addressed student understanding and awareness of legislation relevant to cyberbullying. This study will be reviewed with reference to research implications, limitations and recommendations, as well as addressing practical relevance, concerns and suggestions for practitioner research; each of which will be made applicable to both the case study school (and other schools where relevant) as well as the wider field of social research.

Research Contribution and Practical Consequence

The contribution made to the body of knowledge in school research by this study of bullying and cyberbullying is acknowledged. Discussion will also address the practical consequence of mixed methods practitioner research in education settings.

Research contribution: The outcomes of this study are of some relevance to traditional bullying literature but of most significance to cyberbullying literature. Compared with the substantial body of knowledge amassed over 40 years of research on traditional bullying, cyberbullying is still an area of development which can benefit from gaining further understanding. Practitioner research represents valuable insight into everyday practice where academic knowledge is employed; this is a useful platform from which to exhibit effective use of empirical research findings. Understandably this relationship between social science and practice is of interest to

scholars. Without practitioner researchers demonstrating the value of psychological enquiry, the body of literature on school bullying may well be irrelevant or impracticable in the real world.

Quantitative: In contribution to the general body of knowledge on bullying, the findings of this study confirm corresponding measures of peer and self report measures of school bullying (Cole et al., 2006) and the variability of victims and bullies identified in each class (Atria et al., 2007). The findings do not do not substantiate evidence of a difference in age and gender, however the data contributes to knowledge of other risk factors: identifying an association between self identified victims and ethnicity (Hanish & Guerra, 2000); peer nominated victims and social economic status (Whitney & Smith, 1993); peer nominated bullies and theory of mind (Sutton, 2001); peer nominated bully/victims and family relations (Chan, 2006). These findings can be viewed as reflecting the unique setting offered by this school in the novel context of a newly-established, inner-city, multi-cultural, multi-ethnic, sponsored Academy in London.

Qualitative: The findings also offer insight into attitudes held by the student population of this particular school. With respect in part to linguistic abilities in understanding bullying (Nocentini et al., 2010) and cultural differences in the meaning of bullying (Smith et al., 2002); this explorative study sought assurances that the practitioner and students were both considering the same problem (Vaillancourt et al., 2008). In acknowledging individual difference, a generally agreed concept determined what constitutes bullying and differentiated between aggression and other negative social interactions. An operational definition was applied which included key aspects of the intention of the bully, repetition of the behaviour, and imbalance of power.

Practical consequence: In this example of practitioner research, the longitudinal design and mixed methods applied to investigation are of practical value to traditional bullying research and make a meaningful contribution to cyberbullying research. Qualitative methodology is accepted as an expedient approach in exploring new phenomenon, such as cyberbullying (Banister et al., 1994). This study was able to employ 'innovative data collection strategies' of qualitative research (Onwuegbuzie et al., 2010) by collating anecdotal evidence obtained from focus groups, Quality Circles, and worksheets. This approach also defends methodological concerns of qualitative case study research as 'little more than sophisticated story telling' (Diefenbach, 2009) by collecting data at different time points, from different groups and using different methods of enquiry.

Methodology: The combined measures of bullying applied to this school setting are of particular use to education research practitioners investigating social phenomenon. This case study integrated methods of examining bullying and cyberbullying in recognition of the relationship problems which may be 'present in both domains' (Spears et al., 2009). Numerous approaches to research have been considered in examining cyberbullying, especially in attempting to keep up with the pace of change in technology. Collaborative enquiry has been used to explore these problems with young people and help make sense of what is actually experienced in reality and online. The research activities helped gain a meaningful understanding and true appreciation of the issues faced by students in this school. The research outcomes also served to provide a communication channel trusted by the students and valued by the school which in turn helped to improve the general school climate (Peterson & Skibala, 2001). The unique circumstances presented by this case study determine that replication of such outcomes are dependent on the relationship between the students, the practitioner researcher, and the school.

Implications of Research

The implications of this work within the school have been demonstrated on a practical level as

useful in monitoring problems and identifying patterns of behaviour over time. The school survey helped identify which groups reported bullying and what methods were being used. This information enabled attention to be directed to specific classes which is especially useful for schools with limited time and resources. The problems reported by each class could also be monitored by this assessment of bullying being completed at regular intervals each term. Quality Circles helped further examine the problem of bullying and cyberbullying reported in class and in each year group, this approach also promoted student participation in solving the problems identified. The worksheets completed as part of the school survey and focus group discussions conduced as part of Quality Circles work helped improve dialogue between students and the school. The school taking notice of student opinion and acting on the knowledge gained also encouraged students to further disclose information.

The implications of this study for other UK schools with similar bullying problems, is the positive impact which can be helpful in improving school climate (Peterson & Skibala, 2001). The method of investigation adopted in this case study relied on existing measures already utilised in schools as part of anti-bullying intervention (Samara & Smith 2008), establishing effective reporting methods is included in recommended approaches to managing bullying behaviour (DfE, 2011a; 2011b). Proactive strategies such as Quality Circles, although used least often by school practitioners, are considered most effective by practitioners (Thompson & Smith, 2011).

The implications of this approach to investigation for researchers are noted in the mixed methods design (Powell et al., 2008). The combination of quantitative measures and qualitative assessment is essential in making data meaningful and especially so with bullying research. In addition, the measurement tools used each provide useful insights, but these two perspectives cannot easily be combined (Branson & Cornell, 2009). Using both measures can cause greater confusion, especially when sharing information with schools. Similarly, a repeated measures design can also cause uncertainty in the measurement tools used. It cannot be assumed that regular assessment will produce confirmatory findings, the more often measurement occurs may well provide greater variation in findings (and possibly participant fatigue). One alternative to prevalence estimates of bullying participant roles is frequency estimates of bullying behaviours. The rating scales for different types of bullying behaviour offered a reliable measure which was reflective of the problems reported in school.
Practical Relevance

This study has applied academic knowledge to practitioner research and will therefore address how the practical knowledge gained may contribute to the academic field. The advantageous aspects of this research are discussed with reference to school settings.

For academics wishing to undertake similar research some preparation is required before entering school systems: professional development involving work with young people such as mediation or mentoring would help in dealing with sensitive issues; training courses in group facilitation or teaching practice would help prepare for work with students in classroom settings; practical knowledge about the education system to help implement a course of study sensitive to the needs of the school and the students. A longitudinal case study allows a steady pace of research but repeated measures invite the same mistakes to be made, some consideration of research design and regular review of work in progress help prevent problems from emerging toward the end of the study when it is too late to rectify.

When considering mixed methods research; including rich content in the scope of a study can help inform the reader and provide an interesting story; qualitative information alone provides detail on the nature of the problem but cannot easily ascertain the level of the problem. Introducing some form of assessment provides a measure to establish the extent of problem; quantitative information alone provides facts and figures but it can be difficult to interpret without understanding the setting. A quantitative survey of school bullying appropriate to the learning needs of a target group help define the problem in context, clarify issues uncovered

and justify further exploration using qualitative methods represented by Quality Circles and focus groups.

The advantage of recorded group discussion is in the opportunity it provides for young people to express themselves in a manner they feel most comfortable with, using language that comes naturally to them when communicating informally with each other. Reporting the interactions between participants provides information on how students discuss the problem at hand and identifies what opinions are formed collectively and what issues are argued about. For these reasons, it is equally important of explore inter-group difference reported and if possible reflect on this with each group during discussion or as part of follow up. This allows group members to contribute to the evaluation of other student groups and ensures the data is interconnected and most importantly, representative of the student body.

Limitations in Research

The main concern with case study research is replication, namely the assurance that findings can be noted elsewhere, if this same approach to measurement was applied in a matched school setting. Although the research design and methods have proved to elicit informative findings of practical value to the school, it is difficult to evaluate the impact of this research beyond that of the school itself. The school is unique in terms of the student population and at best can be considered representative of other schools in the local authority; the school setting is representative of other inner London schools with academy status. It is therefore not possible to draw conclusions about the nature and extent of bullying in UK education settings as such, certainly not based on individual differences noted in participant roles or the prevalence and patterns of behaviour identified in this school. However, the particular methods and procedures used in the design of this study would be useful in conducting research elsewhere, and the specific findings reported provide a set of hypothesis for further consideration.

The importance of involving parents and the community in anti-bullying interventions has been highlighted (Department of Education, 2011). It was not possible to realise this potential with Quality Circles work because of the time and attention paid to students. Including teachers in assessment has also been established as offering a valid perspective (Tani et al., 2003). As much as teachers were supportive of the work conducted with students, the staff workload and commitment of school time to teaching made it difficult to include the teacher perspective in the assessment of bullying. A social ecological perspective (Bronfenbrenner, 1979) would suggest that the depth of knowledge sought at class level and of the student population was at the cost of a breadth of knowledge from teachers and parents and wider community which is invaluable in understanding and addressing school bullying (Schwartz et al., 1997).

Some issues raised in group discussion which could not be addressed in the fixed terms of the survey were concerns of intra-group bullying; students were only able to nominate other students from their own class. It was evident that bullying problems were not simply occurring in class; students attend some lessons with other classes and also students mix with other year groups during free time in the playground and in the corridors. Most importantly, the measurement of bullying in school using peer nomination methods may not adequately address cyberbullying, as school interactions can also occur online. Even if this measurement was extended to include nominations outside the classroom, the number of students involved in bullying through online social networks far exceeds what is expected in measurement of traditional bullying.

Practical Concerns

The challenges faced when conducting research activities as part of this of case study are discussed. These practical issues are considered in more generalised terms to equip academics and practitioners in undertaking research of school settings.

The longitudinal nature of this case study amassed a substantial body of work over time which was detailed in breadth as much as depth. The mixed methods approach to investigation provided numerous sources of information which also needed to be collated. As a practitioner and a researcher, time needed to be dedicated to everyday work as well as research activities. It was essential to keep on top of documenting the research materials being produced; I developed a pattern of data collection around the school timetable so I could maintain my workload: the bullying survey was undertaken at the end of term to allow data inputting and analysis to be tackled over the holidays; the focus groups and quality circles commenced in the summer term when the end of the academic year was approaching and my level of work reduced. Any delay in data analysis will cause the task to become overwhelming when finally tackled; this could cause some problems to be overlooked because of the sheer volume of information. To my detriment, I chose not to complete full data analysis of the school survey so as not to unduly influence my research practice (by discovering details of the bullies and victims identified; such as age, gender, ethnicity), this meant I also limited my own research development and opportunities to help groups in need of support (such as further exploring students with mixed-ethnic backgrounds self-identifying as victims).

With regard to outcome validity, the subjective impact of the researcher on the study setting and subjects is considered as threatening scientific research but as enriching qualitative research. It is clear in this case that my role was integrated in the school and concerns of bias have not been ignored, the fact that my work may also have had a positive impact also has to be acknowledged. The research activities undertaken with participants (quality circles work, school survey anti-bullying sessions, and focus group discussions) may well have unduly influenced the study but as a consequence this interaction might have also helped those students involved. The moral ethical issues encountered when studying school bullying alter the approach adopted. If enjoyment of life in school can be improved, even for just one lesson, by conducting research then it is important to attend to the participant experience. Through reflective practice, it is possible to find a balance between objectivity in undertaking research and making better use of the research process for the benefit of the participant, not the researcher.

Future Recommendations

Recommendations which are of relevance to the school under investigation, other UK schools, and the direction of future research include the methodological aspects of measurement. A new direction in the approach to measurement is necessary, not only because of the changing nature of cyberbullying making it difficult to identify, but other bullying methods also seem to alter with current trends. In addition the pattern of bullying roles appears to be unpredictable, self and peer report data do not indicate role stability over time. This differentiation between ongoing and intermittent bullies and victims presents an interesting consideration for researchers, but also implies that a survey of bullying conducted with students once every school year does not provide an accurate picture. Schools responding to a one off measure may well be addressing a problem that no longer exists.

Robust measures of bullying can also offer an opportunity to evaluate the impact of interventions and effectiveness of school policy, the importance of which has been highlighted in government reports (Department for Education, 2011; Ofsted, 2012). One possible alternative is to ensure effective reporting methods by moving this online. A computerised measure of bullying could offer a standardised assessment across all schools which would contribute to a wider body of knowledge about bullying and cyberbullying. This would enable a more informed judgement to be made on the most suitable approach to prevention in school and online. A longitudinal approach to school bullying research could also prove invaluable in monitoring impact over time. Bullies have been associated with future anti-social behaviour and adolescent delinquency, and victims associated with poor academic attainment and educational outcomes (Farrington et al., 2012; Green et al., 2010). Tracking future outcomes of

bullies and victims in both primary and secondary school would identify the extent of such negative consequences on these students. This can help schools tailor the provision of support appropriate to the needs of both bullies and victims.

On reflection, the importance of retaining impartiality in a case study is recognised; it is also acknowledged that any interaction in the school setting outside of investigation may compromise findings. As a Children's Service practitioner visiting this school and conducting research in the same school, a distinction was made between information obtained as part of academic and professional pursuits, knowledge gained informally was not included in the analysis or interpretation of this research. However, there are clear merits in school personnel consulting researchers in understanding the school at an operational level and in mapping data (for example, the overlap between ESL and SEN data) so as to prevent any research findings from being misinterpreted.

Practical Suggestions

It is equally important to consider how the information gained as part of this study can be developed further in the field of research. The practical aspects highlighted in discussion are relevant to the general context of research in school settings

The possible direction for future research of bullying in education highlighted by this study could move toward addressing more contemporary topics. Issues of language acquisition and cyberbullying of older students in Key Stage 4 groups could be explored further, or follow patterns of bullying as students Key Stage 3 move into Key Stage 4 instead of the typical primary and secondary transition. With respect to issues of prejudice and discrimination; investigation of inner city school bullying amongst multicultural multiethnic student populations is limited, there is an unrealised opportunity to examine evidence of bullying amongst clusters of schools in diverse areas such as London. An area with greatest scope is in exploring the changing face of education in England and the ever changing face of bullying, it would be interesting to discover how 'progressive and innovative' Academy Schools manage the 'modern methods' of cyberbullying.

With regard to school culture and the problems identified by students; issues of language in the capacity of students to explore the complexities of bullying behaviour were not fully addressed. Having completed similar work other schools, it was clear that the student population was very different to what had been experienced in previous research. However, this was not fully realised until completion of the study when analysis of demographics was completed. Where an increased level of need was evident, language and learning difficulties were accommodated to enable students to understand the content but cultural sensitivities were not attended to. Exploring the role of religion in school relations is another neglected area in need of further research.

Other opportunities for research not fully explored during the course of this study include the nature of research activities to ascertain whether interactions were in fact interventions. Particularly in the work of quality circles; the purpose of QC as a research activity was to involve students in the discovery process but this in itself helped establish a good relationship with the student participants and QC activities promoted positive relations with the general student body. This 'shared experience' of QC helped form a lasting bond between the students and also the practitioner. The potential for further research in discovering long term positive outcomes would help establish QC as an invaluable method of approach in practitioner research.

Case Study Postscript

As part of a personal reflection, I have included a final evaluation of the case study to highlight how the school has developed since completion of research and continued to deliver pastoral care and education to its students in need of support. This is a positive appraisal, however, the

relationship between myself as a practitioner and school body took time and effort to develop, requiring patience and understanding on both parts.

The first term in a new education setting is often a difficult and testing experience for both the school and the practitioner. In order to find a balance between the needs of both parties, some adjustment needs to me made by the school in accommodating and external service provider and some compromise must be made by the practitioner to operate effectively within a new setting. Having entered the school to occupy the same post that a number of predecessors had left in succession, there was understandably some mistrust and bad feeling towards my role and the service I represented. As a result, I took a considerable period to settle into the school community, more so with staff than students. Interestingly, it was my research work which initially helped me in developing my work as a practitioner. As a result of quality circles I managed to gain the trust and respect from students and staff for persevering in this work with a very challenging group. The following Academic year I received acknowledgement and appreciation of my role and was permitted greater freedom in my working practice.

Comparing my experience with past research work in other schools; WA not only accommodated my role as a practitioner and researcher but also expressed great enthusiasm for the work produced and took an active interest in the findings. Although previous participating schools had been encouraging and supportive of the research undertaken, the work produced was well received but the information provided by the students was not acted upon. WA has listened to and taken note of the views reported, and most importantly acting on the advice given by students. It is made clear the thoughts and feelings shared by the student body are taken seriously, with ongoing change promoted and implemented by the school body.

Some examples of anti-bullying measures introduced during the course of the study and maintained since completing research include; the problem of students throwing pens was resolved by changing stationery supplies, whereby teachers were required to collect and return equipment directly from the stockroom; a zero tolerance policy was imposed on play fighting to address the problem of such instances quickly escalating to serious incidents; a range of student comments boxes, including bullying reporting box continue to sit proudly at the school reception; the biggest impact was noted when the school introduced the student leadership programme to allow students themselves to share responsibility of managing school behaviour, the behaviour monitor programme is flourishing and there are plans to expand the peer mediator programme.

Most recently the school attempted to deliver an online bullying survey; this was not as successful as hoped in terms of response rates and requires further encouragement of students to voluntarily participate. This is a testament to the continued efforts of the school to monitor the wellbeing of its students which remains at the forefront of the school agenda to maintain improved standards. The school has also devised a more detailed method of recording bullying where the different types of bullying behaviour are specified on the student record (such as cyberbullying and verbal bullying), this will undoubtedly make future monitoring more informative.

Although the practitioner researcher perspective may be considered as one of an insider providing everyday knowledge of the school, over the course of this study I have strived to maintain the perspective of an outsider looking in. It is encouraging that my attempts to provide an objective account of the school have also been noted independently of this research. The endeavours of the school reported by this study are reinforced by inspection reports produced by Ofsted applauding the strong commitment to the emotional wellbeing and educational welfare of the student community.

Planned Further Work

Having continued to work in the school after completing research, I maintained contact with many of the students initially participating in quality circles work. Some students moved on to study elsewhere and in my new role visiting other school sites I am able to monitor them

remotely. The fact that many of the students experienced difficulties in school and displayed a high level of need when working together has helped form a strong and lasting bond. Although, many are unable to recall the nature of our work together, it is clear they enjoyed the experience of working with me as much as I did in working with them, indeed for some this was one of the first positive encounters they had experienced with an adult in school. I hope to explore this further with past QC participants to consider how the impact of this work went beyond bullying.

I have remained in contact with past students on an informal basis in school but have never had the opportunity to keep QC work ongoing. I would like to commence work with previous groups as QC in education (particularly with school students) is typically held on a short-term basis whereas QC in business is intended to be a long-term process (Barra 1983). It will be interesting to find out what ideas the students have in mind for improving their school, or perhaps they might want to move away from this theme. There have been examples of solution led rather than problem oriented QC (Robson 1984) perhaps an opportunity based QC will create a new scope of study.

I am keen to apply an idea from case examples (where one US company provided QC members with hats so they could be easily identified and approached by staff with ideas to take forward), I have noticed most recently students in school are keen to show off their 'behaviour monitor' badges on their lapel so I have distinctive 'white feather' badges (from the Austrian Federal Ministry for Education the Arts and Culture) in the hope that this will encourage other students to approach QC members with suggestions and ideas in the run up to our second round of QC meetings. As a long term plan, I would like to make use of the experience of this case study and my role as a practitioner visiting other schools and education providers to implement this model of research in alternative education settings (such as pupil referral units, converter academies or free schools).

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Appendices

A CD Rom is provided which includes each section of the appendix in PDF format. Links to

materials are placed on each page to enable access to the documents (the CD must be installed and opened to activate this facility).

Appendix 1: General Research Materials

1.1: Student Support Materials

1.1a: Bullying Booklet (Local Authority Safeguarding Children's Board)

1.1b: Cyberbullying Booklet (Department for Children Schools & Families)

1.2: School Bullying Survey 2009/2010

1.2: School Bullying Survey 2009/2010

1.3: Survey 2010/2011 & 2011/2012

1.3: Survey 2010/2011 & 2011/2012

1.4: Additional Survey Materials

1.4a: Parent & Guardian Information

1.4b: Healthy Schools Questionnaire

1.4c: Focus Group Teacher Information

1.4d: Focus Group Feedback Script

Appendix 2: School Survey Lesson Plans

2.1: Survey 2009/2010

2.1a: Recommended Resources (Anti-Bullying Week 2009)

2.1b: School Bullying Survey Lesson Plan 2009/2010

2.2: Survey 2010/2011

2.2a: Recommended Resources (Anti-Bullying Week 2010)

2.2b: School Bullying Survey Lesson Plan 2010/2011

2.3: Survey 2011/2012

2.3a: Recommended Resources (Anti-Bullying Week 2011)

2.3b: School Bullying Survey Lesson Plan 2011/2012

Appendix 3: Student Worksheets

3.1: Exploratory Worksheets on Cyberbullying

3.1: <u>Exploratory Worksheets on Cyberbullying</u>

3.2: Legal Aspects of Bullying & Cyberbullying

3.2a: Legal Aspects Briefing Information

3.2b: Cybercrime Worksheets

3.2c: School Sanctions Worksheet

3.2d: Children's Internet Rights Worksheet

3.2e: Individual Responsibility Worksheet

3.2f: Safeguarding Responsibility Worksheet

3.3: Coping Strategies & School Interventions

3.3a: Coping Strategies Briefing Information

3.3b: Coping with Bullying & Cyberbullying

3.3c: School Procedures Worksheet

3.3d: Coping Strategies Worksheet

Appendix 4: Quality Circle Materials

4.1: QC Timetable & Lesson Plans

4.1a: Quality Circle sessions 2008/2009

4.1b: Quality Circles 2009/2010 & 2011/2012

4.2: QC Activity Worksheets

4.2: QC Activity Worksheets

4.3: QC Evaluation & Feedback

4.3a: QC Evaluation Form

4.3b: QC Student feedback

Appendix 5: Quality Circles Project Work

5.1: Sample of QC Work 2008/2009

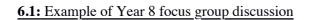**5.1:** Example of Year 8 QC work

5.2: Sample of QC Work 2009/2010

5.2a: Example of Year 7 QC work

5.2b: Example of Year 8 QC work

5.3: Sample of QC Work 2011/2012

5.3: Example of Year 7 QC work

Appendix 6: Focus Group Discussions

6.1: Exemplar Transcript 2008/2009

6.1: Example of Year 8 focus group discussion

6.2: Exemplar Transcript 2009/2010

6.2: Example of Year 7 focus group discussion

6.3: Exemplar Transcript 2010/2011

6.3: Example of Year 9 focus group discussion

6.4: Exemplar Transcript 2011/2012

6.4: Example of Year 7 focus group discussion

Appendix 7: Relevant School Information

7.1: School Introduction Leaflet

7.1: School Introduction Leaflet

7.2: Integrated Curriculum

7.2: Integrated Curriculum

7.3: Preventing Bullying Policy

7.3: Preventing Bullying Policy

7.4: Student Leadership

7.4: Student Leadership