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A Survey into the Prevalence and Incidence of School Bullying in Wales Main Report



A Survey into the Prevalence and Incidence of School Bullying in Wales

Main Report

The People and Work Unit

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Views expressed in this report are those of the researcher and not necessarily those of the Welsh Assembly Government

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Welsh Assembly Government Social Research, year

ISBN

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ACKNOWLEDGEMENTS

The authors would like to thank Graham Davies, John Hicks and Joanne Starkey from the Welsh Assembly Government for their advice and support; the nine schools who assisted with developing and piloting the survey and the staff and 7,448 pupils from 167 schools and the 5 pupil referral units who took part in the survey.

We would also like to thank Professor Dan Olweus for providing copyright permission to use sections of his bully/victim questionnaire in the questionnaire used in this survey.

EXECUTIVE SUMMARY

THE SURVEY

This report presents the results from a survey into the prevalence and incidence of school bullying in Wales. The survey focused on pupils' experiences of bullying by other pupils during their school life.

To minimise the risk that systematic differences of bullying in different types of schools could bias the results, the sample of primary schools that took part in the survey were stratified on the basis of:

- the main language of instruction in the school (English or Welsh);
- the proportion of pupils eligible for free school meals (FSM) (an indicator of socio-economic disadvantage); and
- the ethnicity of pupils.

Primary schools were randomly selected from each of these strata and invited to participate. Given the smaller numbers, all the secondary schools and Pupil Referral Units (PRUs) in Wales were invited to participate in the study.

The survey used self-completion questionnaires, which were completed by pupils in years 4, 6, 7 and 10 in participating schools and PRUs between April 2009 and July 2009. In total, 7,448 pupils from 167 schools and five PRUs took part in the survey.

The questionnaires were based upon the Olweus Bully/Victim questionnaire (Olweus, 1996), an internationally recognised measure, which has been widely used in other studies. The questionnaires, used for years 6, 7, and 10 were very similar, so therefore the results are comparable. However, the questionnaire for year 4 was simplified, meaning that for most questions, the findings for year 4 pupils are not directly comparable with other year groups.

Note: *in order to aid navigation around the document, hyperlinks have been inserted.*

THE FREQUENCY AND INCIDENCE OF BULLYING IN YEARS 4, 6, 7 AND 10

This executive summary presents the reported and observed rates of bullying (seeing others being bullied). The observed rates are often higher than the reported rates. This may be due to the nature of bullying events i.e. each single event, which will be recorded as; one person reporting being bullied who is witnessed by several others, who will each report that they have seen someone being bullied.

The survey found that:

- 32% of pupils in year 6 report being bullied within the last two months, rising to 47% who report being bullied in the last school year;
- 30% of pupils in year 7 report being bullied within the last two months, rising to 44% who report being bullied in the last school year; and
- 15% of pupils in year 10 report being bullied within the last two months, rising to 25% who reported being bullied in the last school year.

Whilst interpreting these findings, it is important to take into account that 53% of pupils in year 6, 56% of pupils in year 7, and 75% of pupils in year 10 have not reported being bullied in the last year. Most pupils who are bullied are bullied infrequently and most pupils are only bullied for a relatively short period (typically one or two weeks). The frequency and incidence of bullying also tends to decline as pupils get older (see graphs [4.1-4.3](#), pp. 20-22 and [4.4-4.6](#) pp. 22-24).

Nevertheless, for a small minority of pupils (6% to 8%), bullying can be persistent (a year in duration) and intense (up to several times a week) (see graphs [4.1-4.3](#), pp. 20-22 and [4.4-4.6](#) pp. 22-24). Bullying is also very visible in schools. A very high proportion of respondents in all year groups report seeing others being bullied in the last two months (see graphs [4.38-4.41](#), pp. 50-52).

THE NATURE OF BULLYING

The most common form of bullying in every year group is being called hurtful or nasty names and this form of bullying was reported more often. In contrast, having money or things stolen from you is the least common type of bullying in every year group (see graphs [4.7-4.10](#), pp. 25-27).

Newer forms of bullying, such as cyber bullying, is experienced by a minority of pupils. 17% of pupils in year 6, 15% of pupils in year 7 and 11% of pupils in year 10 reported one or more types of cyber-bullying in the last two months (see graphs [4.19-4.23](#), pp. 34-36).

Physical forms of bullying, such as being hit, kicked or pushed, decline as pupils get older (see graphs [4.7-4.10](#), pp. 25-27).

THE REASONS FOR BULLYING

Pupils who reported being bullied tended to attribute this to more general reasons, such as “appearance” or “being different” rather than more specific reasons, such as personal traits like learning difficulties or a lack of money (see graphs [4.27-4.30](#), pp. 39-41 and graphs [4.31-4.34](#), pp. 42-44).

19% of pupils in years 6, falling to 10% in year 10 are bullied in a homophobic way. Around 5% of pupils in years 6, 7 and 10 report being bullied in a homophobic way very frequently (about once a week, or several times a week), indicating that whilst the overall incidence may be relatively low, the intensity of homophobic bullying may often be high (see graphs [4.35-4.37](#), pp. 45-46). Moreover, a relatively high proportion of pupils in years 6, 7, and 10 reported seeing others being bullied in a homophobic way.

Self reported rates of bullying attributed to pupils’ race, ethnicity, culture or beliefs, is relatively low with between 1%-4% of pupils in years 6, 7 and 10 reporting being bullied on the grounds of their race, ethnicity, culture or beliefs. Moreover, the frequency of this bullying tends to be low (see graphs [4.31-4.34](#), pp. 42-44). However, between 12% of pupils in year

7, rising to over 20% of pupils in year 10 report seeing others being bullied for these reasons (see graphs [4.42-4.45](#), pp. 53-55).

THE LOCATION OF BULLYING

The schoolyard and classroom are the most common locations in which bullying takes place for all age groups. For pupils in years 7 and 10, this is closely followed by bullying in corridors. For example, in year 7, 17% of pupils report being bullied in the classroom and 16% report being bullied in the schoolyard or corridor. Rates of bullying whilst travelling to school (walking or catching the school bus) are lower. For example, 8% of pupils in year 6 and 5% of pupils in year 10 report being bullied whilst walking to or from school (see graphs [4.11-4.14](#), pp. 28-30 and [4.15-4.18](#), pp. 31-33).

DIFFERENCES IN BOYS' AND GIRLS' EXPERIENCE OF BULLYING

Boys and girls experience different types of bullying. Girls in all year groups were more likely to report indirect forms of bullying such as having lies or rumours spread about them and in years 6, 7 and 10 they were more likely to report being cyber bullied than boys. Boys in years 6, 7, and 10 were more likely to report homophobic bullying, and boys in years 4, and 7 were more likely to report physical forms of bullying than girls. Moreover, in years 6 and 10, girls were more likely to report that they had been bullied within the last school year (see [table 7.3](#), p. 95).

DIFFERENCES IN THE INCIDENCE OF BULLYING IN DIFFERENT TYPES OF SCHOOLS

In interpreting the differences in the incidence of bullying in different types of schools, it is important to remember that these correlations do not necessarily mean there is a causal link between the type and character of the school and the incidence of bullying in that school (see paragraph [5.3](#), p. 71 for further details).

In Year 7, as the percentage of pupils eligible for FSM increases (an indicator of socio-economic disadvantage), the percentage of pupils reporting being bullied within the last year tends to increase. Moreover, in all year groups, as the percentage of pupils eligible for FSMs increases, the percentage of pupils reporting seeing others being bullied due to specific traits such as their disability tends to increase (see [tables 7.10-7.13](#), pp. 102-104).

Pupils in secondary schools whose primary language of instruction was English were more likely to report seeing other pupils being bullied (see [Table 7.4](#), p. 96). A similar analysis of primary schools was not possible given the smaller total number of primary schools in the survey.

There is no clear correlation between the ethnic composition of a school and the incidence and frequency of bullying. However, pupils in secondary schools with a high proportion of pupils from ethnic minorities were more likely to report seeing others being bullied due to their race or their culture and beliefs (see tables [7.5 to 7.8](#), pp. 97-100).

Where there is a large difference in the schools' size (pupil population), as might be expected, the schools with the larger population are more likely to see others being bullied (see [tables 7.14-7.18](#) pp. 105-109). A similar analysis of primary schools was not possible given the smaller total number of primary schools in the survey.

BULLYING OTHERS (THE PERPETRATION OF BULLYING)

A minority of pupils, between 18% in year 6 falling to 11% in year 10, admit to bullying other pupils as part of a group. Smaller proportions admit bullying others on their own. Most report doing so only once or twice in the last two months but a small proportion, between 1% and 2% in years 6, 7 and 10 report doing so several times a week (see graphs [4.24- 4.26](#), pp. 37-38).

PUPILS' VIEWS ON SCHOOLS' APPROACHES TO TACKLING BULLYING

Younger pupils report the highest levels of awareness about bullying, are more confident that their school could help them if they were being bullied and are more satisfied with the way their school deals with bullying, compared to older pupils, most notably those in year 10 (see graphs [4.46-4.49](#), pp. 59-61 and graphs [4.50-4.52](#), pp. 62-63).

In response to bullying, the most common advice pupils suggested was telling someone, and between 80% and 90% of pupils in years 6, 7 and 10 who were bullied reported talking to someone about their bullying (see graph [4.53](#), p. 64).

1. INTRODUCTION

1.1 The People & Work Unit (PWU) was commissioned to undertake a survey into the prevalence and incidence of school bullying in Wales. The survey focused on pupils' experiences of bullying by other pupils within their school life.

1.2 The survey was conducted between April and July 2009 and in total, 7,448 pupils from 167 schools and 5 pupil referral units (PRUs) took part in the survey.

1.3 This is the full report of the bullying survey and analyses the results, together with key messages from the literature review. Other short summary reports are available on the Welsh Assembly Government website: www.wales.gov.uk/educationandskills/research-and-evaluation.

2. AIMS AND OBJECTIVES OF THE SURVEY

2.1. The survey aimed to provide baseline evidence of the “incidence and prevalence of bullying” among compulsory school aged pupils in Wales, and so allow the Welsh Assembly Government to “measure future changes to the level of bullying in Wales”. The specific objectives of the survey were to:

- Establish the prevalence of bullying in primary and secondary schools, and pupil referral units (PRU) via a representative survey of school pupils, capturing the reported level from both the perpetrators of bullying and the victims of bullying;
- Set a baseline measurement on the level of bullying in 2009;
- Identify the nature, extent and reasons of bullying that is ascribed to a pupil's age, gender, ethnicity, sexuality, disability, perceived economic deprivation and language;
- Understand the level and type of cyber bullying that takes place – through text messages, email, chat rooms etc.;
- Assess the awareness of pupils of sources of help with bullying problems and school based anti-bullying policies and support networks available to support young people, schools and parents;
- Assess pupils' views on schools' approach to tackling bullying, especially from those pupils who have been bullied; and

- Provide empirical evidence for policy development and recommendations designed to improve anti-bullying approaches and policies within schools, local education authorities and the Welsh Assembly Government.

3. METHODOLOGY

3.1. **Introduction:** The study included four phases: scoping, survey design, fieldwork and analysis and reporting.

Scoping

3.2. The scoping phase consisted of a number of key activities to help shape and inform the research, including:

- A systematic literature review (Bowen, 2009b);
- Interviews/consultation with key stakeholders (n=14);
- Focus groups and piloting of the questionnaires and survey methodology with children and young people (n=8); and
- Consultation with the client to discuss key issues: such as survey design.

3.3. **Literature review:** A systematic review of the literature on bullying was conducted to help shape the design of the survey. The review used the aims and objectives of the study as a template and was conducted between January and September 2009. There were two strands to the literature review:

- The first strand was to collect information that would inform the approach and research methods that would be used. This included issues such as whether to make use of a definition of bullying in the survey and, if so, what kind of definition should be used; what age groups should be targeted; and what kind of questions should be in the survey. For example, the literature review indicated that pupils as young as 7 years old may struggle to fill in questionnaires appropriately¹ (Borgers et al., 2000; Smith & Levan, 1995; Scott, 1997; Wolke et al., 2009); and
- The second strand focused on reviewing research into the prevalence and incidence of bullying in Wales and the U.K. This included considering a range of issues, such as evidence from comparable studies of the “extent

¹ Especially without significant help from professional staff.

and reasons” for different types of bullying and current strategies to tackle bullying (see Bowen, 2009b).

- 3.4. **Key stakeholder interviews/consultation:** These focused on the key issues identified during the scoping phase, such as how best to engage schools to take part in the survey and advice on survey accessibility. Key stakeholder interviews were semi structured, allowing the researchers freedom to explore new issues raised during interviews.
- 3.5. **Focus groups and piloting the questionnaires and survey methodology:** Focus groups were held with pupils in two primary schools and two secondary schools. They were used to explore pupil’s understanding of bullying. In particular they explored their responses to the definitions of bullying offered on the front of the questionnaires. Pupils discussed the different types of bullying as well as the locations that bullying may take place and responses to bullying. Pupils were then asked to trial some early questionnaires and highlight any aspects that they did not understand as well as any aspects that they felt were missing from the questionnaire. Following the focus groups, the questionnaires were finalised and piloted in two primary schools and two secondary schools.
- 3.6. **Finalising the questionnaire design:** It was agreed that the questionnaires for pupils in years 6, 7 and 10 should adopt a similar scale to that used in the Olweus bullying/victim survey and similar questions from the global questions sections (Olweus, 2009a). This was because this survey and similar versions had been used in over 40 countries (Olweus, 2009b) and therefore this would enable the results to be compared with those from other surveys in the UK and other countries.

Survey design, including sampling

- 3.7. **Sample of Primary Schools:** Information gathered from the scoping phase highlighted different characteristics of schools, which could influence pupils’ responses to the survey. For example, the literature suggests that there are systematic differences in the rates of bullying for pupils from different socio-

economic groups. Random sampling alone cannot guarantee that the sample of schools and pupils in the survey will reflect the socio-economic backgrounds of all pupils, creating the risk of bias. For example, if the sample includes a disproportionately high proportion of pupils from disadvantaged backgrounds, this could skew the findings. The risk of bias can be minimised by stratifying² the sample to ensure that as far as possible, the characteristics of schools and pupils in the sample are the same as the characteristics of all schools and all pupils.

3.8. Through information gathered from the scoping phase and the limitations of the number of strata³ that could be sampled, it was decided to stratify the sample using three criteria:

- **The language used as the medium of instruction in the school:** this included the categories of “Welsh as the sole or main medium of instruction”, “Welsh is taught as a second language only” and “Welsh is used in part of the curriculum”. Due to the low number of schools in this last category (n=37), these schools were split between the Welsh and English groups of primary schools⁴.
- **The percentage of pupils eligible for FSMs, an indicator of socio-economic disadvantage:** to ensure a balance of schools with different proportions of pupils eligible for FSMs, the schools were divided into four strata, using the lower, median and upper quartiles.
- **Ethnicity:** It was not possible to divide schools into four equal quartiles on the basis of ethnicity, because of the large number of schools with only white pupils. Therefore, all the schools with white pupils only were put into one group (n= 472) and the remaining schools where the percentage was greater than zero, were split into three equally sized groups (low, medium and high ethnicity).

² The process of dividing a population (in this case all the primary schools in Wales) into sub-groups which have common characteristics (e.g. size of school population) before sampling.

³ Sub-groups of the populations (in this case all the primary schools in Wales) which have common characteristics (e.g. similar school pupil population)

⁴ 18 of these schools were allocated to the group of schools where Welsh is sole or main medium of instruction (n=482 = 464 + 18). The remaining 19 schools were added to the second group of schools where Welsh is taught as a second language only (n=1027= 1008 + 19).

- 3.9. **Stratification:** Tables [7.1](#) and [7.2](#) (see appendix) illustrate the results of this stratification. They show the percentage of schools invited to participate in the survey and the percentage that returned questionnaires. The stratification of the sample was designed to ensure that the characteristic of schools in the survey broadly reflects the whole population (i.e. all primary schools).
- 3.10. **Systematic random sample:** Once the 1,509 schools were stratified, a systematic random sample⁵ of 300 schools was selected from each strata, who were then invited to participate in the survey (see below for details). As the number of primary schools which agreed to participate from certain categories (strata) was low, additional primary schools were randomly selected from those strata and invited to participate. In total, a further 40 schools were invited to participate at a later stage.
- 3.11. **Sampling secondary/Special schools and PRUs:** Due to the relatively small number of secondary schools (n=222) Special schools (n=44) and PRUs (n=51) and consequent practical challenges in constructing a robust sample, the whole population was sampled (i.e. all secondary schools, special schools, and PRUs). This reduced the risk of a biased sample and increased the number of questionnaires received, strengthening the robustness of the survey. The analysis of the characteristics of the schools that participated showed that they reflected the characteristics of the whole school population, and therefore there was no need to weight the data (see paragraph [3.25](#), p. 17).
- 3.12. Further information about the characteristics of schools in the sample is available in the appendix.

Fieldwork

- 3.13. **Contacting schools and encouraging participation:** Schools were invited to participate in the survey and requested to confirm their participation. To encourage participation, individual schools were offered the option to compare their results with the national data, as it could help with schools with their self-evaluation. Nevertheless, it was made clear that schools would not receive a

⁵ Every 5th school was chosen from the list of schools.

summary of their results if the figures were not robust enough or there was a risk that the school could identify individual students.

- 3.14. The number of primary and special schools and PRUs who initially agreed to participate was relatively low. Therefore, those learning settings who had not responded to the invite were contacted by phone or email (and in some cases both) in order to encourage a response. The learning settings, which opted into the survey, were also contacted by phone to remind them to return their packs. This approach increased the participation rate, but was only partially successful, in that the total number of primary schools, special schools and PRUs who took part in the survey was lower than that hoped for.
- 3.15. **Accessibility of the survey:** To increase the accessibility of the survey, schools were offered different questionnaire formats, such as Braille, large print and audio. Schools specified the numbers of each of these different formats they required when they returned their letter/email confirming their participation in the survey.
- 3.16. **Survey Packs:** The learning settings who agreed to participate were sent packs which included:
- **Bilingual Guidance notes:** information on the survey, such as data protection procedures for the survey, how to administer the survey, and a return slip for schools to indicate whether they wanted an individual report on their school.
 - **Bilingual Flyers for all pupils targeted by the survey:** The flyers described the purpose of the survey, how the results would be used and made it clear to pupils that their involvement in the survey was voluntary, providing them with the option of not participating in the survey, and with the option of not having to answer all the questions. This information was also repeated in a shorter version on the survey itself for year 6, 7, 10. The information was not repeated for the year 4 surveys in order to keep the survey as short and user friendly as possible for that age group.

- **Bilingual paper-based self-completion questionnaires:** 30 questionnaires were provided for each year group⁶ (years 4, 6, 7, and 10) in order to cover pupils within one mixed ability class within the school year. 20 questionnaires were sent to special schools to reflect the smaller size of classes. Each school was sent a minimum of two large print versions of the questionnaire for each year group to help with accessibility (also see paragraph 3.15, p. 13).

3.17. In order to ensure that questionnaires were appropriate for the age and abilities of all pupils participating in the survey, three different questionnaire formats were produced, one for year 4 pupils, one for pupils in all other year groups⁷ and one for pupils educated in special schools. The questionnaires produced for year 4 and special school pupils were simplified versions of the other questionnaires with fewer questions and a simplified scale. In addition, the questionnaire produced for special school pupils included pictorial representations alongside each question.

3.18. **Envelopes:** In order to maintain the confidentiality of pupils' answers, each pupil was provided with an envelope to place their questionnaire in following its completion. There was also one large freepost envelope addressed to PWU for schools to place all the envelopes in order to return them.

Response Rates

3.19. Overall, 22% of primary schools, 39% of secondary schools, 10% of PRUs and 11% of Special Schools who were invited to participate took part in the survey (see table 3.1, overleaf). At least two schools within every local authority in Wales took part in the survey.

3.20. Table 3.2 overleaf shows the number of useable questionnaires⁸ received from each year group in primary and secondary schools. The total number is large and as table 3.3 illustrates, conclusions about the incidence and

⁶ Three secondary schools were sent twice this number in order to help with their self-evaluation agenda. We provided a report for them based on this number and randomly selected only 30 for the national results.

⁷ Year 6 survey had two less questions because during the piloting stage some pupils within the age group struggled with the meaning of the word "culture".

⁸ Some of the questionnaires received were either illegible or respondents had only filled in their age or gender - these questionnaires were discounted.

prevalence of bullying of the population as a whole can be made (i.e. all pupils in years 4, 6, 7 & 10) with a confidence level of 95% and a confidence interval of 2.5. That is to say there is a 95% certainty that the incidence and prevalence of bullying in schools in the sample is the same as the population as a whole, with a margin of error of +/- 2.5%.

3.21. The response rate from Special Schools and PRUs was low and therefore the total number of questionnaires was too small to enable robust conclusions to be drawn about the incidence and prevalence of bullying amongst pupils in all Special Schools and PRUs. In order to ensure the questionnaires were not excluded, the small number of questionnaires (n=37) from PRUs were included in the overall findings for years 7 and 10. Given the differences in questionnaire design, the small numbers of questionnaires from Special Schools (n=50) were not incorporated into the overall findings and their responses are reported on separately in heading [4.16](#) page 70. Given the low response, the findings from Special Schools should be treated with caution as they only provide an indication of the level of bullying in Special Schools.

	Secondary schools	Primary schools	PRUs	Special Schools
Number Invited to participate	222	340	51	44
Number that participated	87	75	5	5

Year Groups	Secondary schools	Primary schools	PRUs⁹	Special Schools¹⁰
Year 4	-	1,469	-	2
Year 6	-	1,500	-	11
Year 7	2,262	-	13	12
Year 10	2,130	-	24	25
Total	4,392	2,969	37	50

⁹ Many PRUs have a small population of pupils i.e. average total number of pupils approximately 13, meaning very small numbers, or none in certain year groups.

¹⁰ Some special schools have a small number of pupils, for example 11 schools have a total pupil population of under 50

Table 3.3. The characteristics of the sample and the population as a whole, and the consequent confidence interval and confidence level of the survey.

Year Groups	Surveys received (No)	Pupil Population (No)	Confidence level %	Confidence Interval %
Year 4	1,469	33,656	95	2.5
Year 6	1,500	36,210	95	2.48
Year 7	2,275	34,724	95	1.99
Year 10	2,154	36,928	95	2.05

3.22. **Gender:** Table 3.4 below shows the percentage of males and females that participated in the survey. It shows a fractionally higher proportion of female pupils in each year group. In contrast, at a national level there tends to be a fractionally higher percentage of male pupils. For example, at age 12, 51% of the pupil population are male and 49% are female (Statistics for Wales, 2009). Nevertheless, the difference between the survey sample and the general population may be partly accounted for by “no answers” and is not large enough to create a significant risk of bias.

Table 3.4. showing the percentage of male and females that participated in the survey

Year Groups	Male %	Female %	No Answer %
Year 4	47	51	2
Year 6	49	50	1
Year 7	49	50	1
Year 10	47	52	1

3.23. **Age:** Table 3.5 shows the age of the pupils who participated in the survey. At any point in time each year group will include pupils of two different ages. So for example, year 4 will include some pupils who are aged 8 and some pupils aged 9. The survey was undertaken in the summer term, between April and July 2009, so the majority of the pupils were likely to be the older age group in each year.

Table 3.5. showing the percentage of male and females that participated in the survey			
Year Groups	Age	%	No Answer %
Year 4	8	21	2
	9	76	
Year 6	10	22	1
	11	77	
Year 7	11	20	1
	12	79	
Year 10	14	25	1
	15	74	

3.24. **Stratification:** As noted, the survey was stratified to ensure that the characteristics of schools (and by extension, pupils) in the sample reflected the characteristics of the school population (see paragraphs [3.9-3.11](#), pp.11-12 for further details). If the characteristics of the sample were shared by the school population, robust conclusions for the school population as a whole can be made on the basis of survey findings.

3.25. Tables [7.1](#) and [7.2](#) in the appendix show that many of the characteristics of the sample are shared with the population as a whole. Although there are some differences, these are small and there is no evidence to suggest that where groups are under or over-represented, the incidence and prevalence of bullying is likely to be markedly different from the norm. Therefore, the results from this sample are likely to provide a good measure of the incidence and prevalence of bullying in the selected population (i.e. pupils in years 4, 6, 7 and 10 in schools in Wales).

3.26. **Non-response rates:** Pupils were given the right to choose not to take part in the survey and the right not to respond to individual questions. Many pupils exercised this right and there was a high non-response rate for some individual questions from pupils in years 6, 7, and 10. To see if this had influenced the results, a detailed and comprehensive analysis of patterns in non-responses was undertaken. The incidence and frequency of bullying reported by pupils who completed all the questions were compared to the bullying reported by pupils who only completed some of the questionnaire.

This methodology¹¹ was reviewed by an eminent statistician and demonstrated that there was no statistically significant difference in the results. Therefore, there was no evidence that non-response rates for individual questions had a significant impact upon the overall results of this survey.

3.27. **Analysis:** The findings on the incidence and frequency of bullying are reported in three main ways:

- Reporting the incidence and frequency, for example, the percentage of pupils in year who report being bullied in the last two months;
- Reporting patterns, for example, the most commonly reported form of bullying; and
- Making direct comparison between the bullying experienced by different year groups, genders and in different types of schools.

3.28. When making direct comparisons, a z-test¹² was used to determine whether there was a statistically significant difference between sets of results we compared. Where a difference is not significant it is referenced as such.

3.29. Although similar questions were used, a different scaling system was used for the year 4 questionnaire, in order to make the questionnaire, which was originally developed for 8-9 year olds, as simple and user-friendly as possible. In particular, in contrast to the questionnaires used for years 6, 7 and 10, the scale did not refer to a specific time period¹³. This means that for most of the questions, direct comparison with the results from year 4 and the results from the other year groups (6, 7 and 10) cannot be made. It is only possible to make approximate comparisons by comparing the proportions of pupils in year 4 reporting being bullied some or all of the time with the proportions of pupils in years 6, 7 and 10 reporting being bullied in the last two months. This difference in the scale also means that it is not possible to calculate whether

¹¹ This was analysed using the Chi-square test. No significant association was observed between the group of pupils that had completed all the questions, and the group of pupils that had not completed all the questions. That is to say, there was no considerable difference between the pattern of responses.

¹² Determines how significant the difference between the mean and population mean is given the variance in the population data.

¹³ For most of the questionnaire pupils were given the choice of responding to the scale which included: "No Never" "Sometimes" "All the time" and "Don't Know"

differences in the frequency and incidence of bullying between year 4 and years 6, 7 and 10 are statistically significant or not for many of the questions.

4. FINDINGS: THE FREQUENCY AND INCIDENCE OF BULLYING DURING THE SUMMER TERM OF 2009¹⁴

4.1. **Introduction:** The questionnaires used for pupils in years 6, 7, and 10 (see appendix for examples) were designed to enable direct comparisons to be made between year groups. Therefore, we present the results from each of these year groups together to illustrate, changes or patterns in the incidence of bullying over these year groups.

4.2. Findings on the frequency of bullying

Summary of key patterns shown in graphs 4.1. - 4.3.

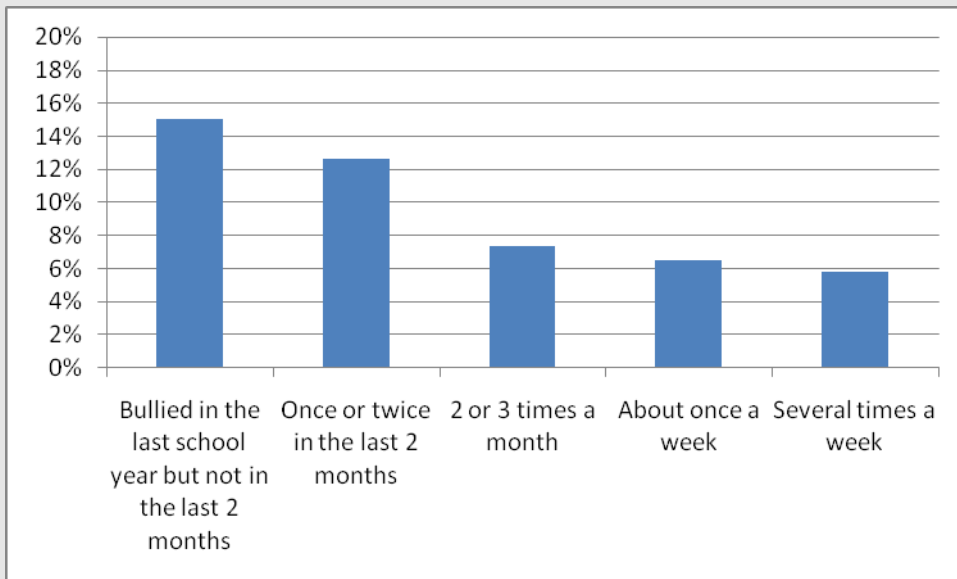
- In years 6 and 7, as the frequency of bullying within the last two months increases the percentage of pupils that report being bullied falls. For example, in year 6 reported rates of bullying of “once or twice in the last two months” were 13% whilst rates of “2 or 3 times a month” were 7%.
- There is an inverse relationship between age and the proportion of pupils reporting being bullied: In year 6, 47% of pupils report being bullied within the last year, and in year 10 this declines to 25%. Whilst interpreting these findings, it is important to take into account that 53% of pupils in year 6 and 75% of pupils in year 10 have not reported being bullied in the last year.

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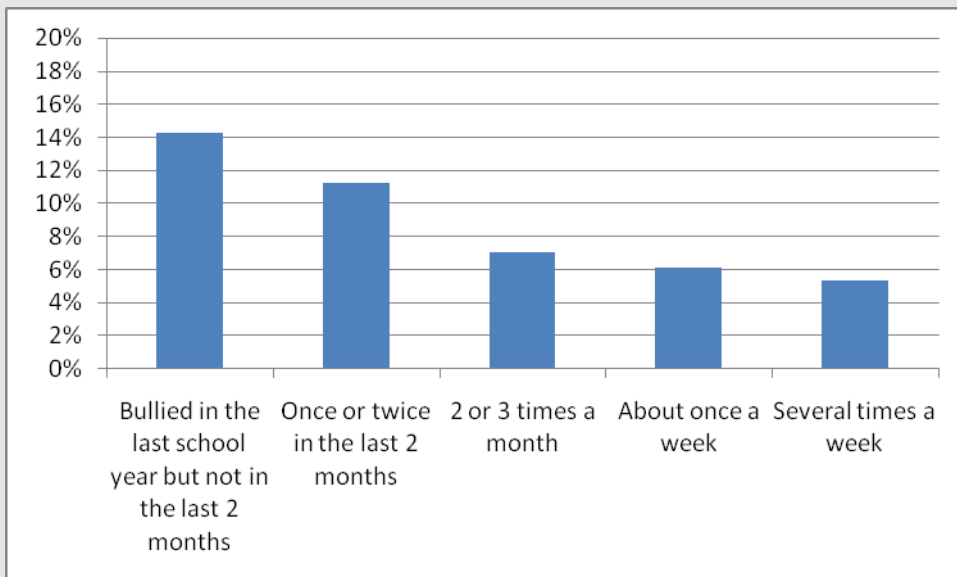
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¹⁴ The survey was carried out in late April 2009 to July 2009.

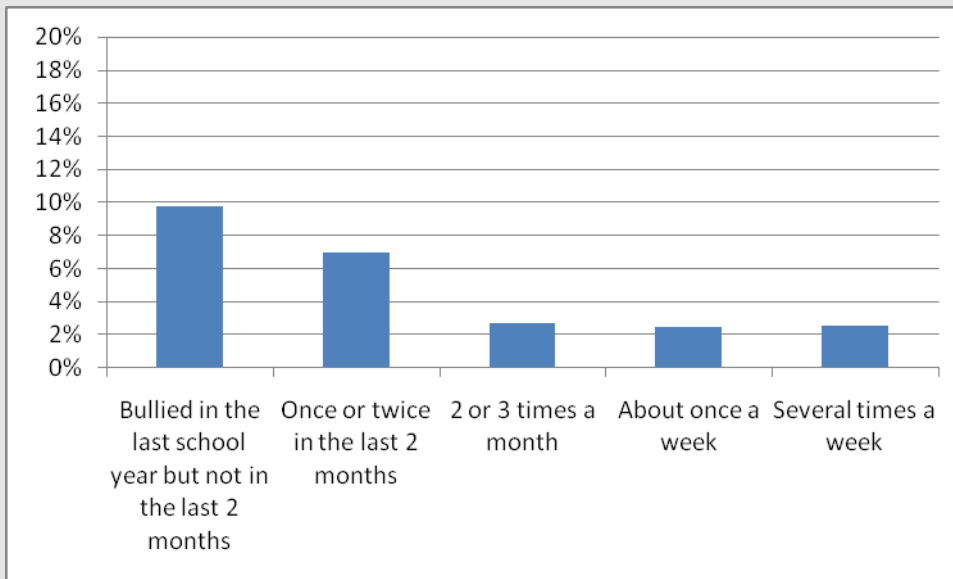
Graph 4.1. The frequency that pupils in year 6 (n=1,500) had been bullied



Graph 4.2. The frequency that pupils in year 7 (n=2,275) had been bullied



Graph 4.3. The frequency that pupils in year 10 (n=2,154) had been bullied



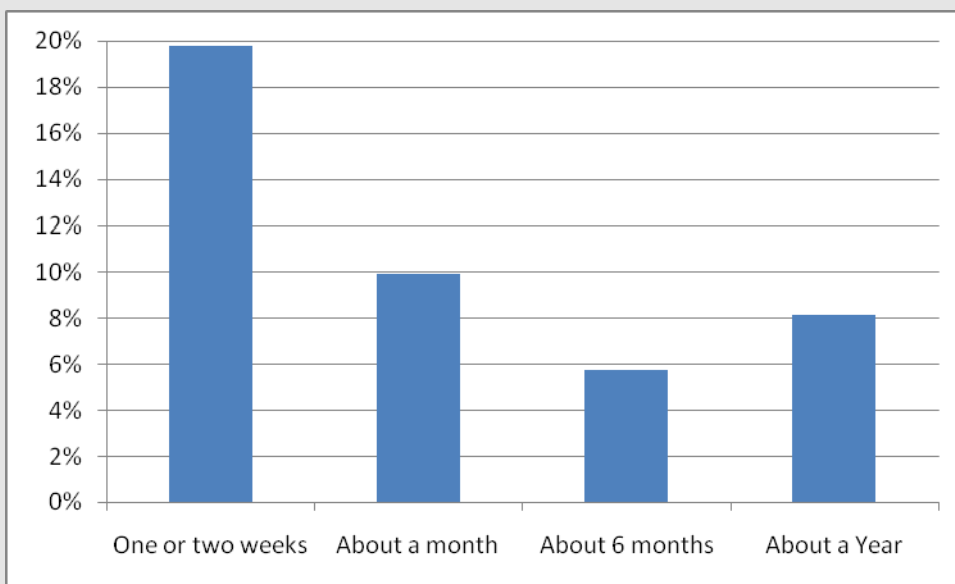
4.3. Findings on the duration of bullying

Summary of key Patterns shown in graph 4.4. – 4.6.

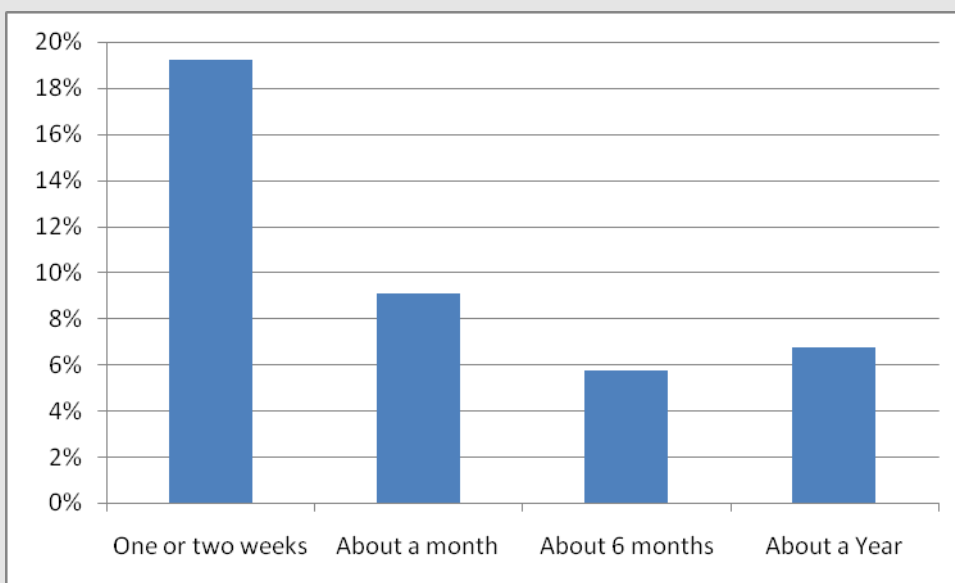
- Pupils in year groups 6, 7, and 10 were more likely to be bullied over a period of “one or two weeks”, than over longer time periods. For example, in year 7, 19% reported being bullied over “one or two weeks” compared to 9% who reported being bullied for “about a month”.
- Pupils in years 6 and 7 were more likely to be bullied over “One or two weeks”, “About a month”, and “About six months” in comparison to year 10. For example, in year 6, 20% reported being bullied over “one or two weeks” compared to year 10, where 12% reported being bullied over “one or two weeks”. However, the proportion of pupils in years 6 and 7 reporting that they had been bullied for “about of year” is similar to the proportion of pupils in year 10. This may indicate that there is a core of pupils (approx 6%) in years 6, 7 and 10 who are victims of long-term bullying.

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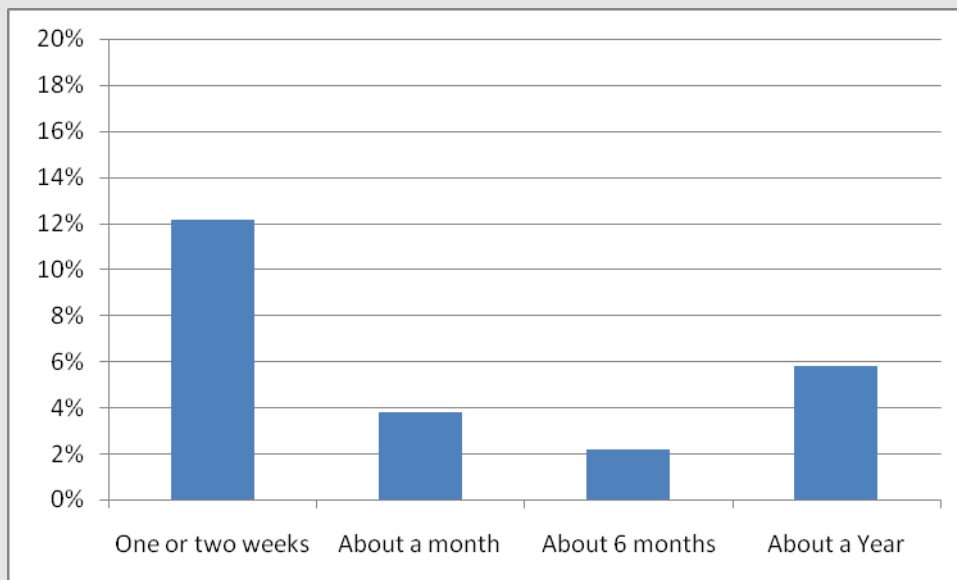
Graph 4.4. How long pupils in year 6 (n=1,500) had been bullied



Graph 4.5. How long pupils in year 7 (n=2,275) had been bullied



Graph 4.6. How long pupils in year 10 (n=2,154) had been bullied



4.4 The type of bullying reported by pupils

Summary of key patterns and trends shown in graphs 4.7. - 4.10.

- Being called hurtful or nasty names is the most common form of bullying in every year group.
- Having money or things stolen from you is the least common type of bullying in every year group.
- In years 6, 7, and 10 the relative rate of the different types of bullying is the same. Being called names or teased in a hurtful way and having 'lies or rumours spread about me' are the most common across these year groups. However the relative incidence of the different types of bullying is different in year 4 where, for example, physical bullying is more common.
- The reported incidence of many types of bullying declines from years 6 and 7 to year 10. These include being called names or teased in a hurtful way, left out of things on purpose, excluded or totally ignored and having 'lies or spread rumours about me'. For example, in year 7, 25% of pupils reported being left out of things on purpose, compared to year 10, where 14% of pupils reported being left out of things on purpose.
- The reported incidence of being hit, kicked or pushed (physical bullying) falls from year 6 (15%) to year 10 (8%).
- Some types of bullying, such as being called mean names, comments or gestures with a sexual meaning are experienced by a relatively small proportion of pupils, but many of those who experience these types of bullying reported they experience it more frequently than most other types of bullying. For example, in year 10, in total, 10% of pupils reported being bullied by being called mean names, comments or gestures with a sexual meaning and 2% - one fifth of those experiencing this form of bullying - reported being bullied several times a week by being called mean names, comments or gestures with a sexual meaning. In comparison, in total 21% of pupils in year 10 reported being bullied by having rumours or lies spread about them and 2% of pupils – a tenth of those experiencing this form of bullying - reported being bullied several times a week by having rumours or lies spread about them several times a week.

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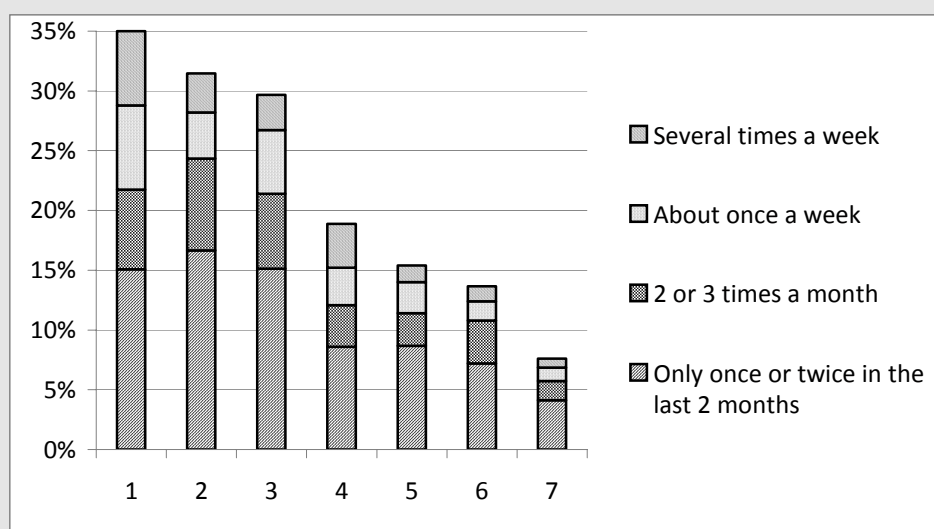
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Table 4.1: The incidence and frequency of different types of bullying; pupils in Year 4

	Sometimes %	All the time %
Been called nasty names	59	5
Been hit, kicked or pushed	45	4
Left out of things on purpose	42	2
Told lies about me in a nasty way	36	6
Threatened or forced to do things I didn't want to do	26	4
Money or other things taken away from me	13	2

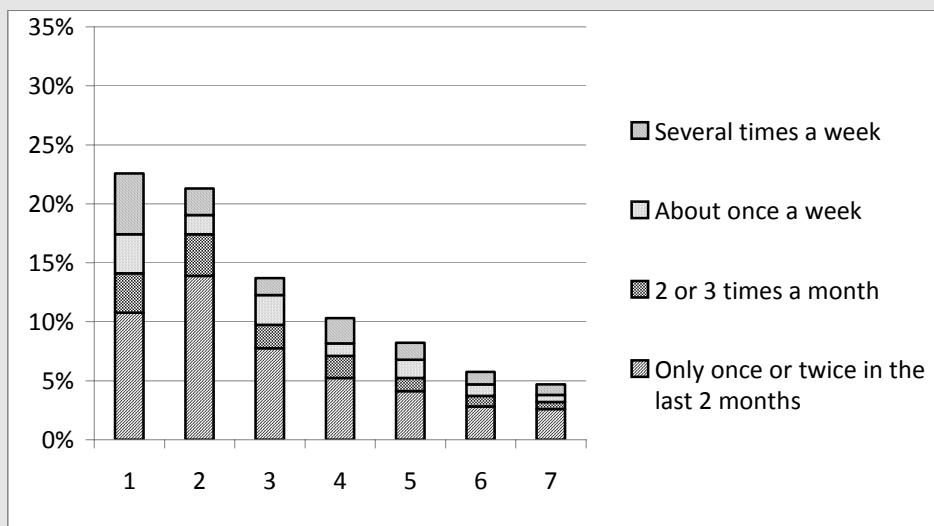
Base Size: 1,469

Graph 4.8. The incidence and frequency of different types of bullying; pupils in Year 6 (n=1,500)



- 1 = Called names or teased in a hurtful way
- 2 = Lies or spread rumours about me
- 3 = Left out of things on purpose, excluded or totally ignored
- 4 = Mean names, comments, or gestures that had a sexual meaning
- 5 = Being hit, kicked or pushed
- 6 = Threatened or forced to do things I didn't want to do
- 7 = Money or other things taken away from me or damaged

Graph 4.10. The incidence and frequency of different types of bullying; pupils in Year 10 (n=2,154)



- 1 = Called names or teased in a hurtful way
- 2 = Lies or spread rumours about me
- 3 = Left out of things on purpose, excluded or totally ignored
- 4 = Mean names, comments, or gestures that had a sexual meaning
- 5 = Being hit, kicked or pushed
- 6 = Threatened or forced to do things I didn't want to do
- 7 = Money or other things taken away from me or damaged

4.5 The location of bullying

Summary of key patterns and trends shown in table 4.2.

- In years 4, 6, and 7, the school yard is the most common location of bullying within the school yard. This changes in year 10, when the classroom becomes the most common location (11%).
- There is a decline in the proportion of pupils reporting being bullied in the yard in year 6 (32%), compared to the proportion of pupils in year 7 (22%).
- There is a decline in the proportion of pupils reporting being bullied in corridors in year 7 (16%) compared to years 6 (9%) and 10 (9%). This difference may be linked to the transition from primary to secondary school and the increasing

movement between classrooms in secondary school.

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Table 4.2 Bullying at different locations within the school; all pupils (%)

	Year 4	Year 6	Year 7	Year 10
School yard	55	32	22	10
Classroom	24	17	17	11
Corridors	14	9	16	9
Toilets	13	7	7	2
Canteen	12	7	4	4

4.6 Reported bullying whilst travelling to school

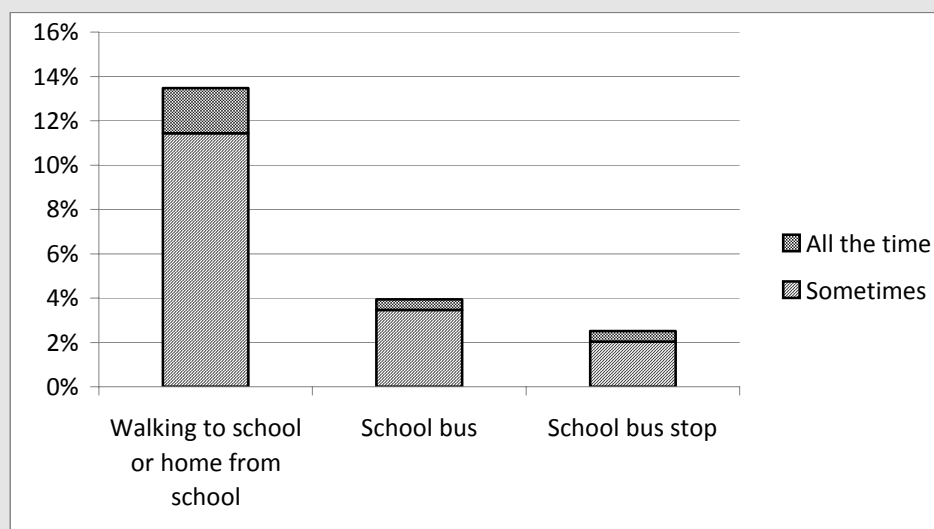
Summary of key patterns and trends shown in graphs 4.15. - 4.18.

- Bullying was more common whilst walking to or from school than on the school bus or at the school bus stop in all year groups. For example, in year 6, 8% of pupils reported being bullied whilst walking to or from school, compared to 2% of pupils who reported being bullied on the school bus.
- Bullying on the school bus or at the school bus stop was reported by more pupils in year 7 and 10 than years 4 and 6. For example, in year 6, 1% of pupils reported being bullied at the school bus stop, compared to 4% in year 7. This may be because not all pupils, particularly those in primary schools, use buses to travel to or from school.

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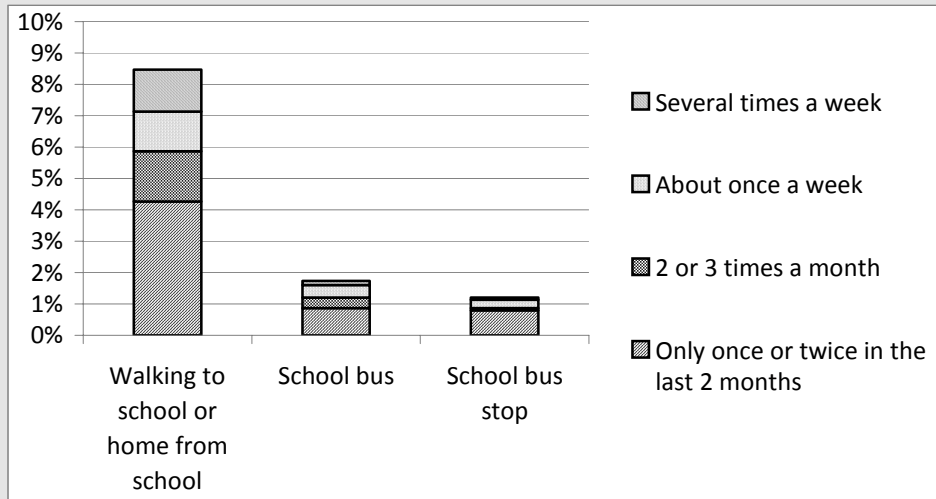
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Graph 4.15. The incidence and frequency of bullying when travelling to school; pupils in year 4 (n=1,469)*

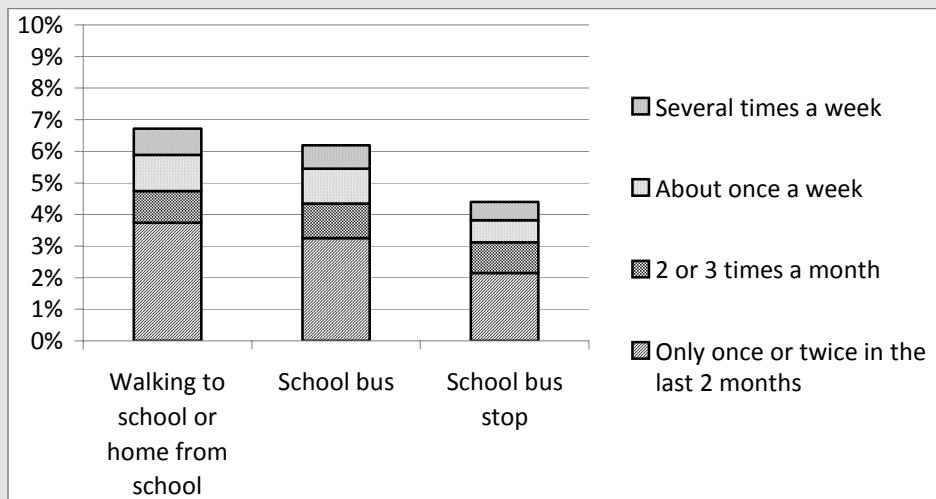


*Note: the percentage scale shown on the X axis of this graph (4.15) is different to others in this section.

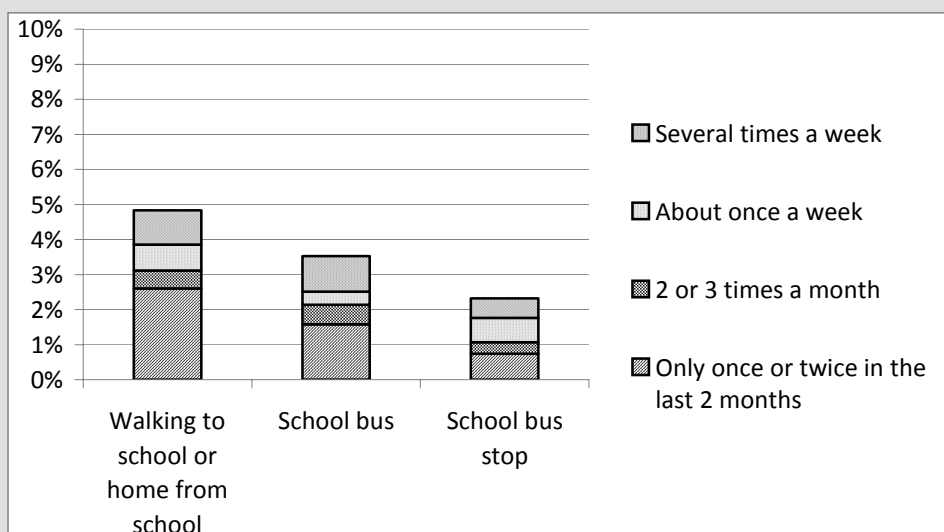
Graph 4.16. The incidence and frequency of bullying when travelling to school; pupils in year 6 (n=1,500)



Graph 4.17. The incidence and frequency of bullying when travelling to school; pupils in year 7 (n=2,275)



Graph 4.18. The incidence and frequency of bullying when travelling to school; pupils in year 10 (n=2,154)



4.7 The incidence and frequency of cyber-bullying

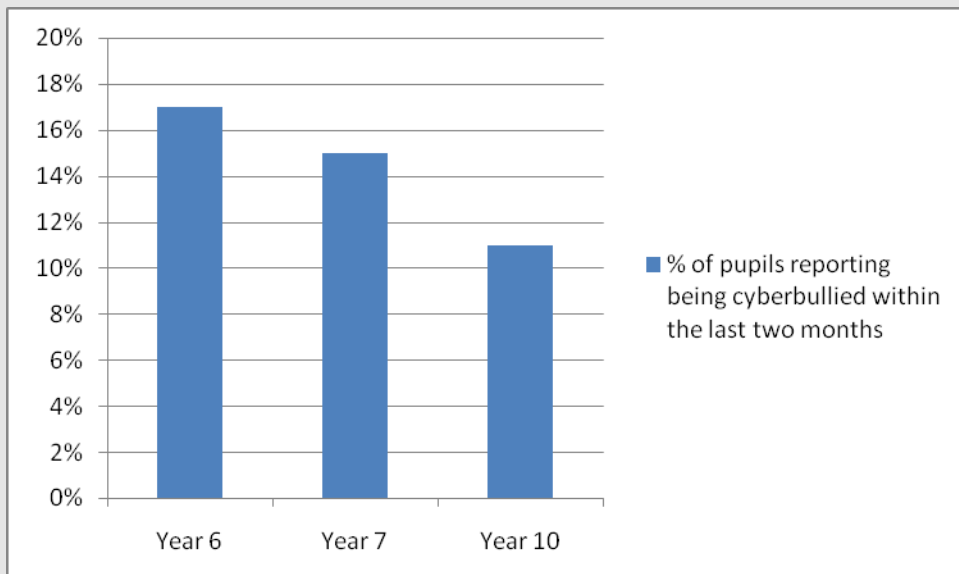
Summary of key patterns and trends shown in graphs 4.19. - 4.23.

- Overall, 17% of pupils in Year 6, 15% of pupils in year 7 and 11% of pupils in year 10, report experiencing one or more forms of cyber-bullying in the last two months.
- In all year groups cyber bullying through social websites was the most common, followed by mobile phone (this includes texts) and then email. For example, in year 10, 9% reported being bullied through social websites, 6% through mobile phones, and 4% through email.

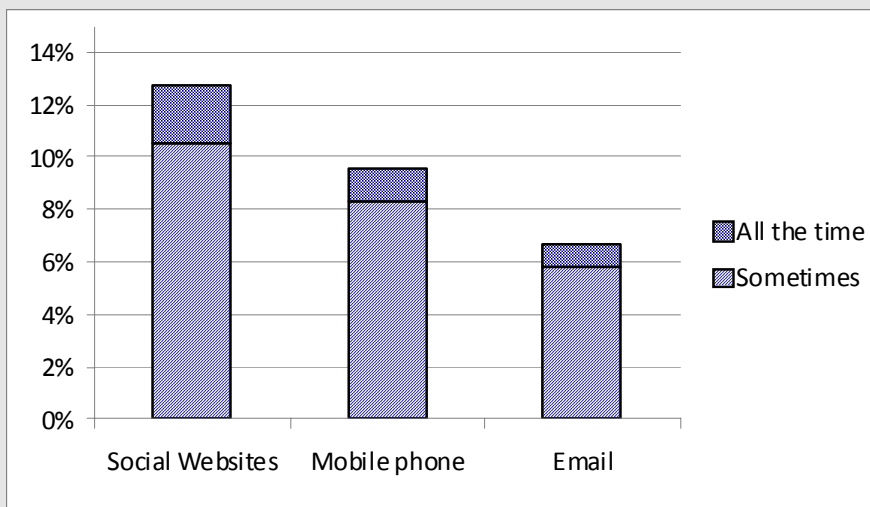
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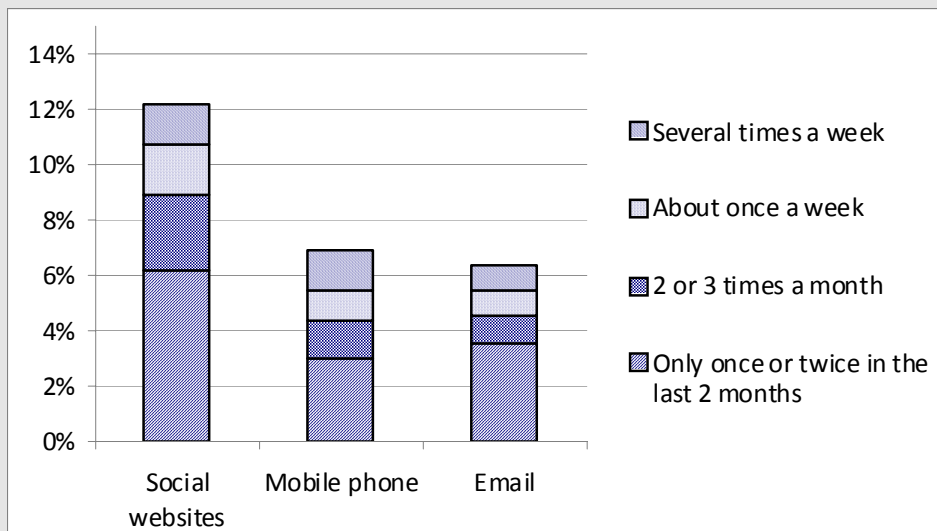
Graph 4.19. The overall incidence of cyber bullying; pupils in years 6 (n=1,500), 7 (n=2,275) and 10 (n=2,154) (i.e. pupils reporting at least one type of cyber-bullying).



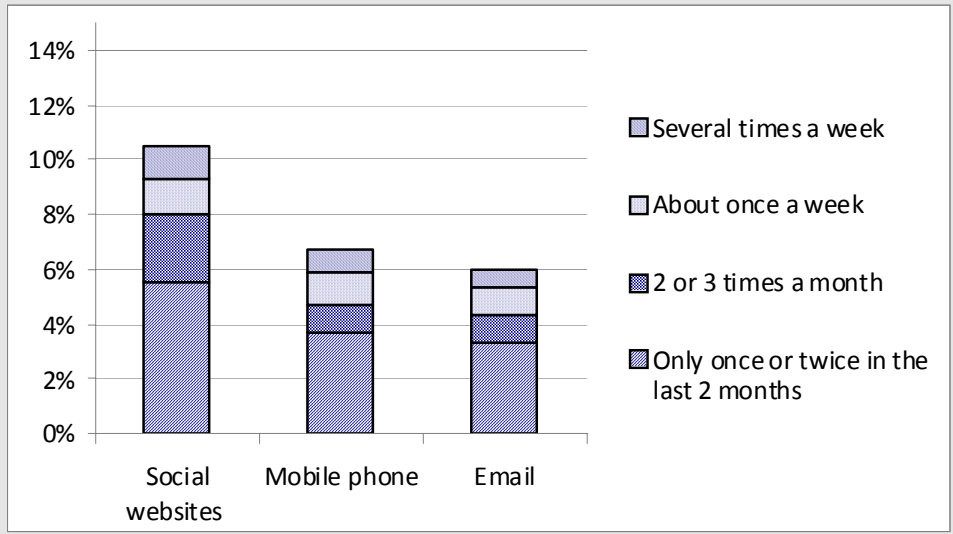
Graph 4.20. The incidence and frequency of cyber bullying; pupils in year 4 (n=1,469)



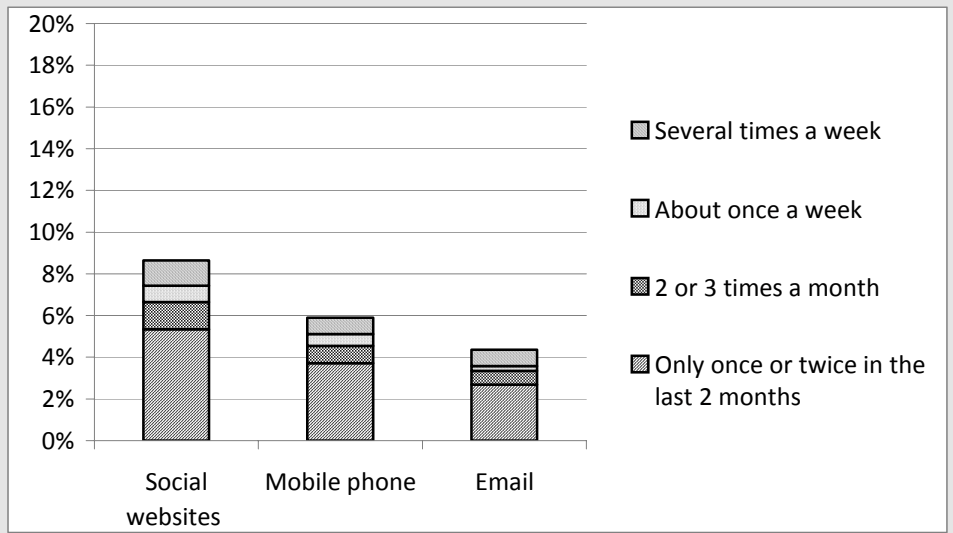
Graph 4.21. The incidence and frequency of cyber bullying; pupils in year 6 (n=1,500)



Graph 4.22. The incidence and frequency of cyber bullying; pupils in year 7 (n=2,275)



Graph 4.23. The incidence and frequency of cyber bullying; pupils in year 10 (n=2,154)



4.8 Perpetrating Bullying (Bullying Others)

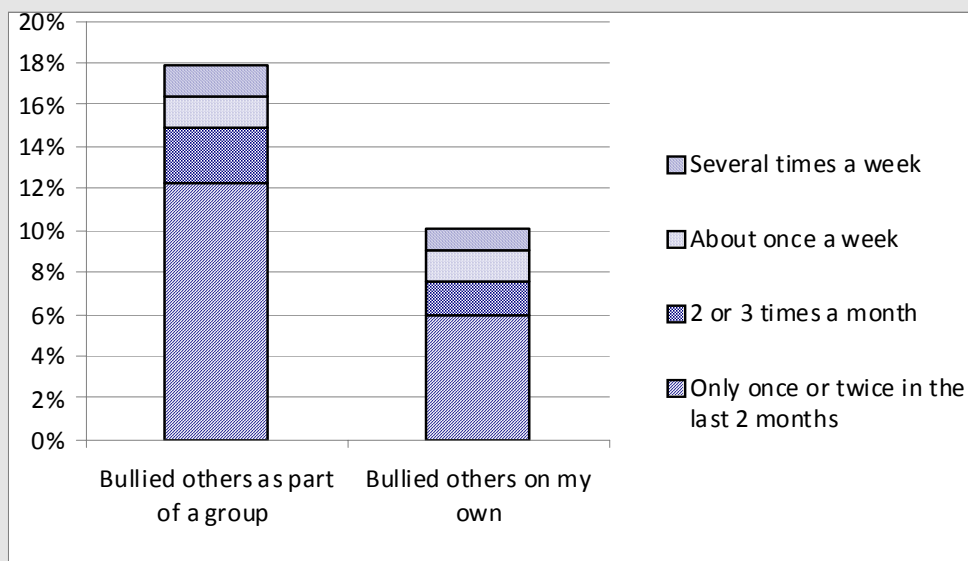
Summary of key patterns and trends shown in graphs 4.24. - 4.26.

- In all year groups pupils were more likely to bully others as a part of a group in comparison with bullying others on their own. For example, in year 10, 11% reported bullying others as a part of a group compared to 6% who reported bullying others on their own.
- The proportion of pupils who reported bullying as a part of a group was higher in year 6 than years 7 and 10. For example, in year 6, 18% reported bullying others as a part of a group in comparison to 11% in year 7 who reported bullying others as part of a group. This difference is consistent with findings on higher rates of bullying in year 6 compared to years 7 and 10.

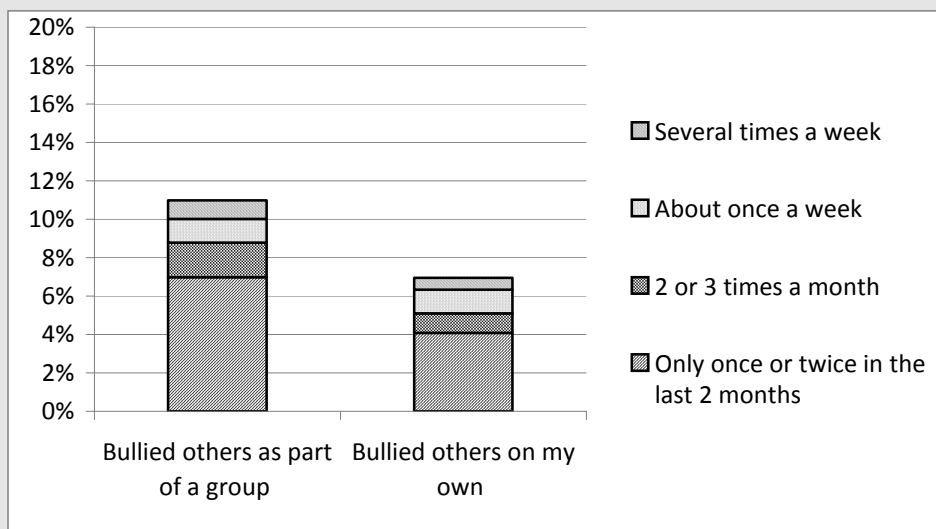
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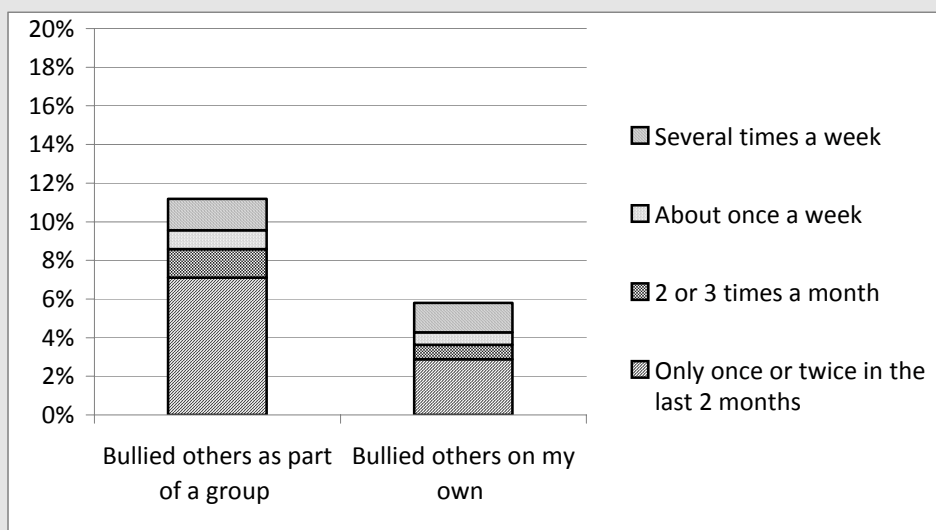
Graph 4.24. The incidence and frequency of pupils perpetrating bullying; pupils in year 6 (n= 1,500)



Graph 4.25. The incidence and frequency of pupils perpetrating bullying; pupils in year 7 (n= 2,275)



Graph 4.26. The incidence and frequency of pupils perpetrating bullying; pupils in year 10 (n=2,154)



4.9 Reasons for bullying

Introduction: Three broad types of reasons are discussed in this section:

- Bullying attributed to general personal traits such as “appearance” or “being different”;
- Bullying attributed to specific personal traits such as “learning difficulties”, “accent” or “disability”; and
- other reasons .

Summary of key patterns and trends in bullying related to general personal traits, graphs 4.27. - 4.30.

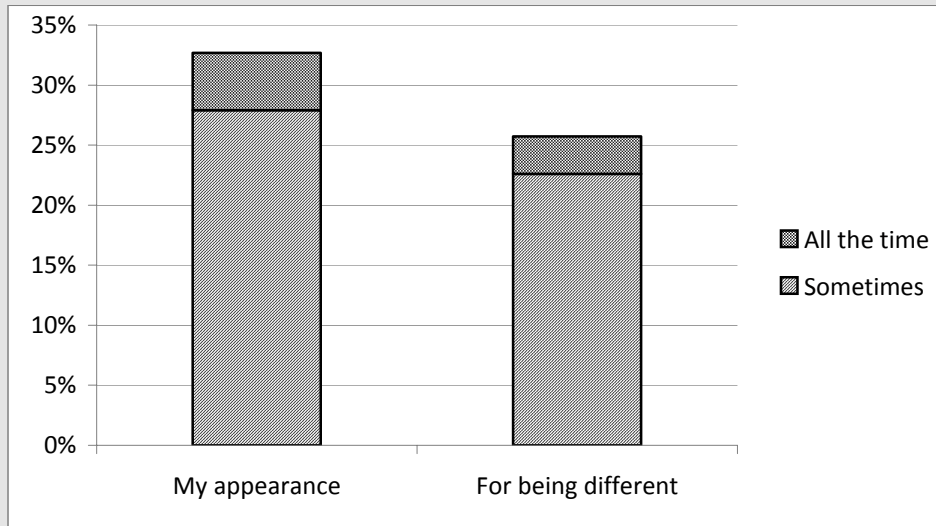
- A relatively high proportion of pupils reporting being bullied in the last two months were bullied due their appearance or for being different. Bullying due to “my appearance” being the most common reason in each year group. For example, in year 6, 26% of pupils reported being bullied due to their appearance, and in year 10, 20% of pupils reported being bullied due to their appearance.

Note: These are self-reported, subjective reasons and broad statements, and the real reasons may be different or more complex. Nevertheless, they give important insights into pupils’ perceptions and experiences of bullying and being bullied.

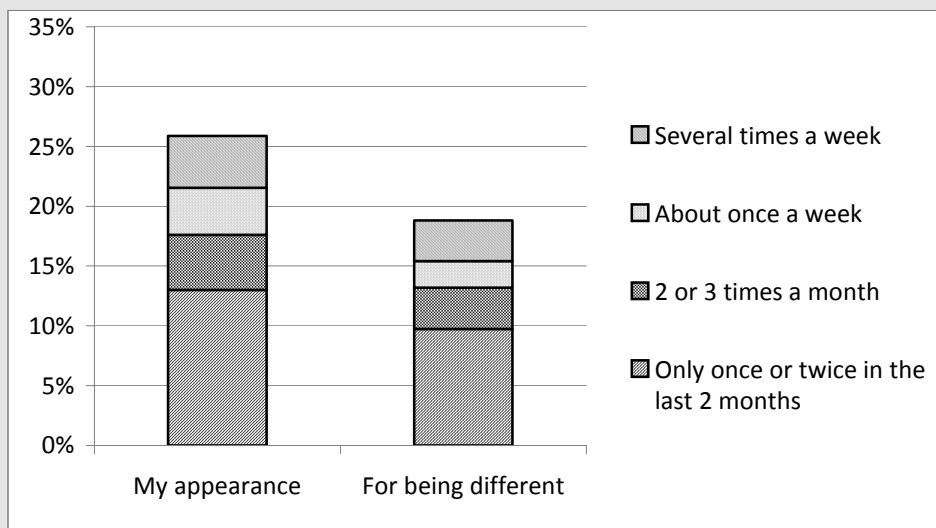
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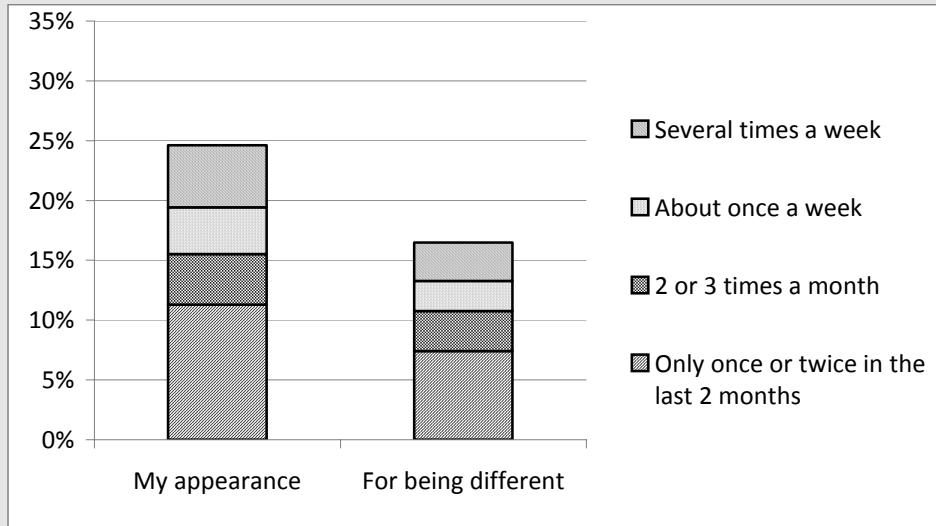
Graph 4.27. The incidence and frequency of bullying due to general reasons; pupils in year 4 (n=1,469)



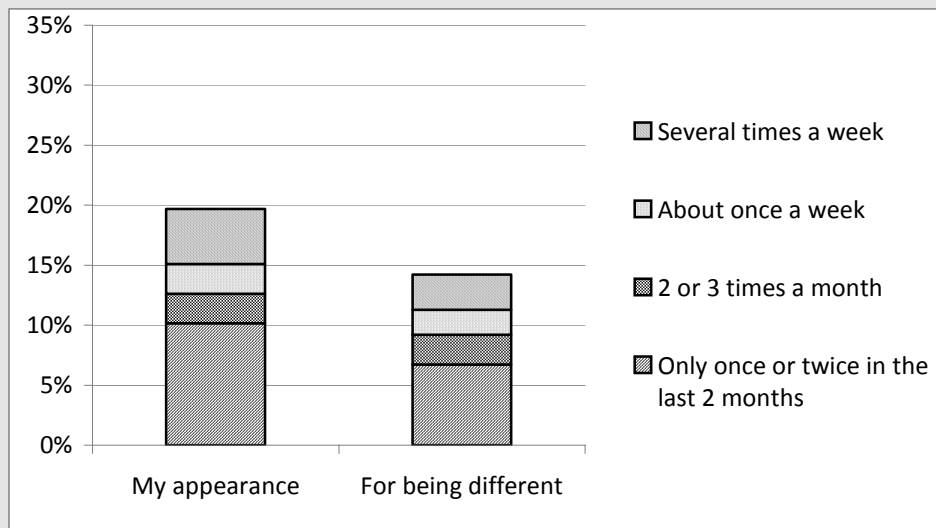
Graph 4.28. The incidence and frequency of bullying due to general reasons; pupils in year 6 (n=1,500)



Graph 4.29. The incidence and frequency of bullying due to general reasons; pupils in year 7 (n=2,275)



Graph 4.30. The incidence and frequency of bullying due to general reasons; pupils in year 10 (n=2,154)



Summary of key patterns and trends in bullying

Related to specific personal traits, tables 4.3.

- A lack of money or not having certain things emerges as the most common reason for bullying in years 6 and 7 (this question was not asked of pupils in year 4).
- The pupils' accent emerges as the most common reason for bullying in year 10.
- Bullying due to learning difficulties emerges as a major reason for bullying in all year groups.

Note: These are self-reported and subjective reasons and the real reasons may differ. Moreover, the number of pupils that have or believe they have the different personal traits will differ. Nevertheless, they give important insights into pupils' perceptions and experiences of bullying and being bullied.

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Table 4.2 The incidence of bullying due to personal traits; pupils in year 4

%	
My learning difficulties	15
My race or ethnic origin	8
My disability	6

Note: Year 4 pupils were only asked these three questions on personal traits.

Table 4.3: The incidence of bullying due to personal traits; pupils in year 6, 7 and 10

%	Year 6	Year 7	Year 10
Lack of money or not having certain things	10	8	4
My learning difficulties	9	7	4
My accent	6	7	5
The language I spoke	4	4	3
My culture	n/a	3	3
My religion	3	3	3
My disability	4	2	2
My race or ethnic origin	3	1	3

* Note: there was no question on "culture and beliefs" in the year 6 survey

4.10 Homophobic bullying.

Summary of key patterns and trends in homophobic bullying, graphs 4.35.

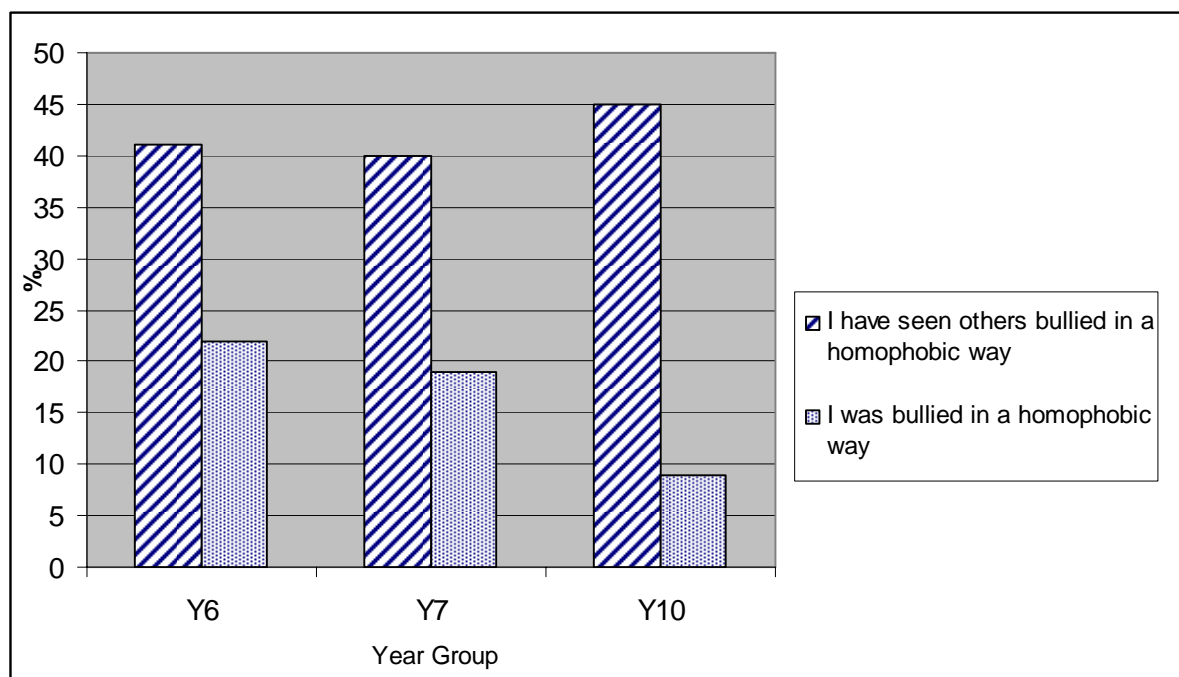
- A consistent proportion of pupils (approximately 40%) in year groups 6, 7, and 10 had seen others bullied in a homophobic way* in the last two months.
- The number of pupils who reported being bullied in a homophobic way was higher in year 6 and 7 than year 10. For example, in year 6, 22% of pupils reported being bullied in a homophobic way*, compared to year 10 where 9% reported being bullied in a homophobic way*

***Note:** in the questionnaire in order to measure homophobic bullying, pupils were asked if they had been “bullied in a homophobic way” and were given an example of what was meant by homophobic bullying (i.e. “being called gay as an insult, whether or not it’s true).

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Graph 4.35. The incidence and frequency of being bullied or seeing others being bullied in a homophobic way; pupils in years 6, 7 and 10



Summary of key patterns and trends in bullying attributed to “other reasons”

In the questionnaire for pupils in years 6, 7 and 10, pupils were asked to indicate whether they had been bullied for any other reason than those included in the questionnaire (see appendix). Overall:

- 16% pupils reported they had been bullied for another reason in year 6;
- 15% pupils reported they had been bullied for another reason in year 7; and
- 23% pupils reported they had been bullied for another reason in year 10

Pupils were invited to specify what these reasons were. Table 4.1 (p. 48) summarises the reasons they provided in each year group; the black rows highlight the main themes whilst the rows, which are not highlighted represent the sub-themes. Table 4.2 (p. 49) summarises less common themes. Given the relatively low number of responses to this question the findings should be treated with caution as they only provide an indication.

- The most common reasons were issues associated with appearance most notably weight, hair and general appearance. All other reasons were commented upon far less frequently.
- Friendship issues such as having the wrong type of friends were relatively common. However, the type of friendship issues which occur change with age. For example, not being liked by popular people is common in year 6, but less common in years 7 and 10.
- Other relatively common issues included those associated with a member/s of family or families' circumstance, such as not liking their siblings, perceived intelligence and academic achievement such as being a “swot” or “stupid”.
- Some reasons were more common in some year groups than others. For example, music or lifestyle taste was an issue in year 10 but not years 6 and 7.
- There are a large number of different types of reasons why pupils are bullied (see table 4.2, p.49). For example, these vary from being bad at sport, to their name, and for fun.

Table 4.1. The most common “other reasons” (top 8 themes) why pupils thought they were being bullied according to year group.

Year 6 (n= 296 comments)		Year 7 (n= 462 comments)		Year 10 (n= 221 comments)	
Themes	% Comments	Themes	% Comments	Themes	% Comments
1. Appearance Issues	33.1	1. Appearance Issues	36.6	1. Appearance Issues	26.2
Weight	5.7	Weight	6.5	Weight	5.4
Hair	5.7	Height	5.6	Hair	4.5
General Appearance	5.7	General Appearance	6.1	General Appearance	4.1
Height	2.7	Hair	4.1	Height	2.7
Glasses	2.4	Small	3.9	Glasses	2.3
Dress	2.4	Spots / skin condition / Freckles	2.4	Small	1.8
Ginger	2.0	Dress	1.7	Skin Colour*	1.8
Small	1.7	Ginger	1.5	Spots / skin condition / Freckles	1.4
Skin Colour*	1.7	Glasses	1.5	Dress	1.4
Teeth	1.4	Teeth	1.5	Ginger	0.9
Spots / skin condition / Freckles	0.7	Skin Colour*	1.1	2. Friendship Issues	8.1
Nose	0.7	Nose	0.4	Wrong group/s of Friends	5.0
Ugly	0.3	Ugly	0.2	Not being liked	1.8
2. Friendship Issues	7.1	2. Friendship Issues	6.7	No Friends	0.9
Not liked by popular people	2.7	Wrong group/s of Friends	3.2	Not liked by popular people	0.5
Wrong group/s of Friends	2.0	No Friends	1.3	3. Member/s of family or family circumstance	7.7
No Friends	1.4	Not being liked	1.3	4. Miscellaneous	5.4
Not being liked	1.0	Not liked by popular people	0.9	5. Rumours, or lies spread about them	5.4
3. Member/s of family or family circumstance	5.7	3. Perceived intelligence or academic achievement	6.3	6. Perceived intelligence or academic achievement	5.4
4. No reason	5.4	Swots / “Intelligent”	5.6	Swots / “Intelligent”	5.0
5. Perceived intelligence or academic achievement	5.1	Low sets / “stupid”	0.6	Low sets / “stupid”	0.5
Swots / “Intelligent”	3.7	4. Being Different	5.2	7. Involvement with pupils of different gender	4.1
Low sets / “stupid”	1.4	5. Member/s of family or family circumstance	4.5	8. Music or lifestyle taste	3.6

Year 6 (n= 296 comments)		Year 7 (n= 462 comments)		Year 10 (n= 221 comments)	
Themes	% Comments	Themes	% Comments	Themes	% Comments
9. Identify bullies themselves as having the problem	3.4	9. Rumours, or lies told about them	3.5	9. No reason	3.2
10. Jealousy	2.4	10. Jealousy	3.2	10. Standing up to a bully	3.2
11. Being Weaker	2.4	11. My name	2.4	11. Being different	2.7
12. Learning Difficulties	2.0	12. Arguments	1.7	12. Jealousy	2.7
13. The way they talk / accent	1.7	13. Music or lifestyle taste	1.5	13. Something they've done they see as a "mistake"	2.7
14. My name	1.7	14. Being Weaker	1.5	14. My name	2.3
15. Arguments	1.7	15. Identify bullies themselves as having the problem	1.5	15. The way they talk / accent	1.8
16. Perception of wealth	1.4	16. Perception of wealth	1.5	16. Nationality or Race	1.8
17. Music or lifestyle taste	1.4	17. For fun	1.5	17. For fun	1.8
18. Standing up to a bully	1.4	18. Where they live or come from	1.3	18. Where they live or come from	1.8
19. Involvement with pupils of different gender	1.4	19. Having no girlfriend / boyfriend	1.3	19. Sexual Orientation	1.8
20. Nationality or Race	1.0	20. Being Younger	1.1	20. Being Weaker	0.9
21. For fun	1.0	21. New at school	1.1	21. Looking for Trouble	0.9
22. Disability	1.0	22. Being shy	0.9	22. Having allergy or illness	0.9
23. Bad at sport	0.7	23. Having allergy or illness	0.9	23. Identify bullies themselves as having the problem	0.5
24. Where they live or come from	0.7	24. Learning Difficulties	0.9	24. Perceived wealth	0.5
25. Having no girlfriend / boyfriend	0.7	25. The way they talk / accent	0.6	25. Arguments	0.5
26. New at school	0.7	26. Involvement with pupils of different gender	0.6		
27. Not being funny	0.7	27. Not being funny	0.4		
28. Being Younger	0.3	28. Looking for Trouble	0.2		
29. Being shy	0.3				
30. Something they've done they see as a "mistake"	0.3				

***It was not possible to determine that the comments on skin colour were associated with race, examples referred to sun beds and others causes.**

4.11 Seeing others being bullied and reasons why others are bullied

Introduction: Three broad types of reasons are discussed in this section:

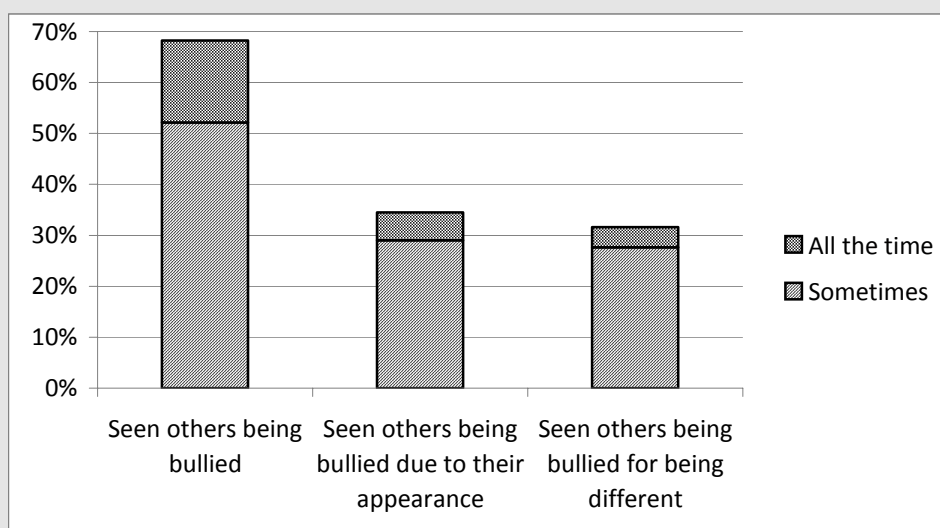
- Bullying attributed to general personal traits, such as “appearance” or “being different”;
- Bullying attributed to specific personal traits, such as “learning difficulties”, “accent” or “disability”; and
- other reasons .

Summary of key patterns and trends in seeing other being bullied, attributed to general reasons, graphs 4.38. - 4.41.

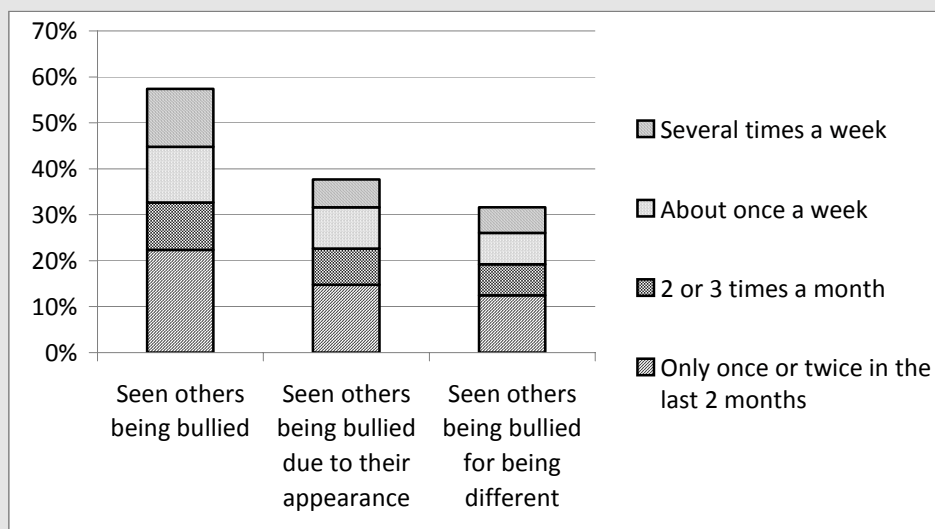
- More year 10 pupils reported seeing others being bullied than pupils in year 6 and 7. This included seeing others being bullied due to their appearance and for being different. For example, in year 10, 54% of pupils saw others being bullied due to their appearance, compared to year 6 where 38% saw others being bullied due to their appearance.

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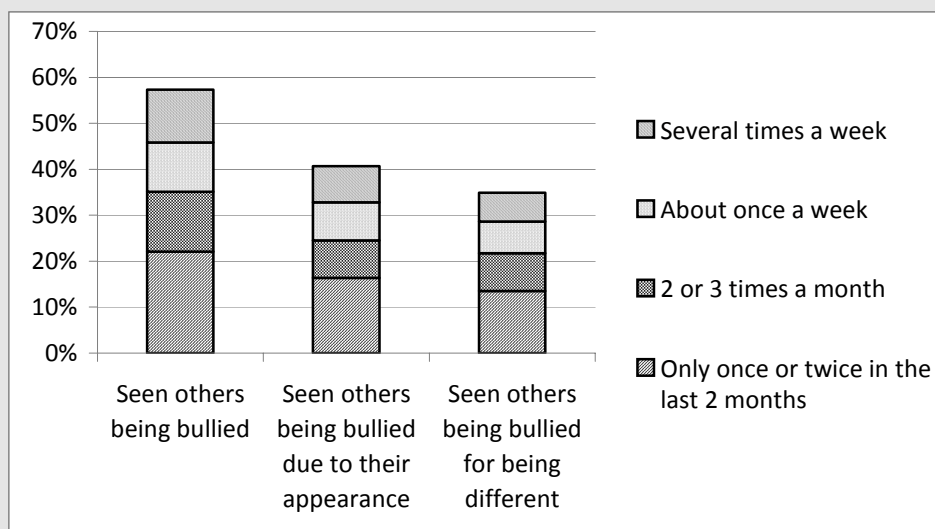
Graph 4.38. The incidence and frequency of bullying seen and general reasons for the bullying; pupils in year 4 (n=1,469)



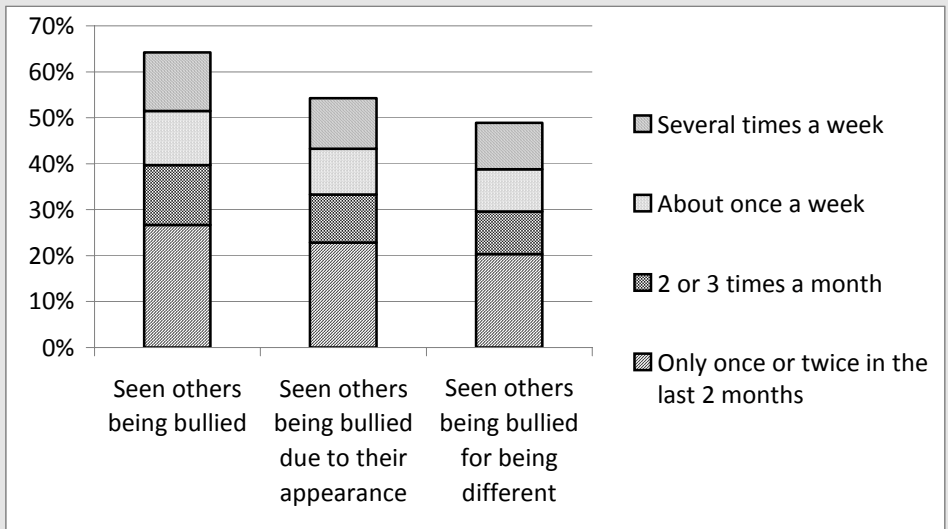
Graph 4.39. The incidence and frequency of bullying seen and general reasons for the bullying; pupils in year 6 (n=1,500)



Graph 4.40. The incidence and frequency of bullying seen and general reasons for the bullying; pupils in year 7 (n=2,275)



Graph 4.41. The incidence and frequency of bullying seen and general reasons for the bullying; pupils in year 10 (n=2,154)



Summary of key patterns and trends in seeing other being bullied, attributed to specific personal traits reasons, graphs 4.42. - 4.45.

- The proportion of pupils in year 10 who saw others being bullied due to their race or ethnic origin was higher than the proportion of pupils in years 6 and 7. For example, in year 10, 22% of pupils reported seeing others being bullied due to their race or ethnic origin, compared to year 7 where 12% reported seeing others being bullied due to their race or ethnic origin.
- The proportion of pupils in year 10 (23%) who saw others being bullied due to their culture and beliefs was higher than the proportion of pupils in year 7 (12%).
- The proportion of pupils in year 10 (36%) who saw others being bullied due to learning difficulties was higher than the proportion of pupils in year 6 (29%).

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Table 4.42: The incidence and frequency of bullying witnessed and attributed to personal traits; pupils in year 4

	Sometimes %	All the time %
I have seen others being bullied due to their learning difficulties	22	3
I have seen others being bullied due to their race or ethnic origin	16	2
I have seen others being bullied due to their disability	14	2

Table 4.42 The incidence of bullying witnessed and attributed to personal traits: pupils in years 6, 7 and 10

%	Year 6	Year 7	Year 10
I have seen others being bullied due to their learning difficulties	29	30	36
I have seen others being bullied due to their disability	21	19	24
I have seen others being bullied due to their race or ethnic origin	14	12	22
I have seen others being bullied due to their culture or beliefs	n/a	12	23

Summary of the other reasons pupils provided for why other pupils were bullied

In the questionnaire for year 6, 7 and 10, pupils were also asked to indicate whether they had seen **others** bullied for any other reason, which was not already included in the questionnaire. The proportion of pupils who reported seeing other pupils being bullied for other reasons were:

- 20% in year 6
- 20% in year 7
- 23% in year 10

Pupils were invited to specify what these reasons were and table 4.3 overleaf summarises the reasons they provided in each year group; the black rows highlight the main themes whilst the rows which are not highlighted represent the sub-themes. Table 4.4 on page 58 summarises less common themes. Given the relatively low number of responses to this question the findings should be treated as indicative. Overall, the reasons provided are similar to those provided by the victims of bullying (see table [4.1](#) and [4.2](#), pp. 48-49).

- The most common reasons provided were issues associated with appearance most notably weight and general appearance. All other reasons were commented upon far less.
- Other relatively common issues in different year groups included perception of wealth such as being “rich” in year 6, perceived intelligence and academic achievement in year 7, and friendship issues in year 10.
- There are a large number of different types of reasons why pupils are bullied (see table 4.4, p. 58) for example, looking for trouble, jealousy, and having an allergy and illness.

4.12 School support to stop bullying and awareness of support

Summary of key patterns and trends in relation to School support and raising awareness in terms of bullying, graphs 4.46. - 4.49.

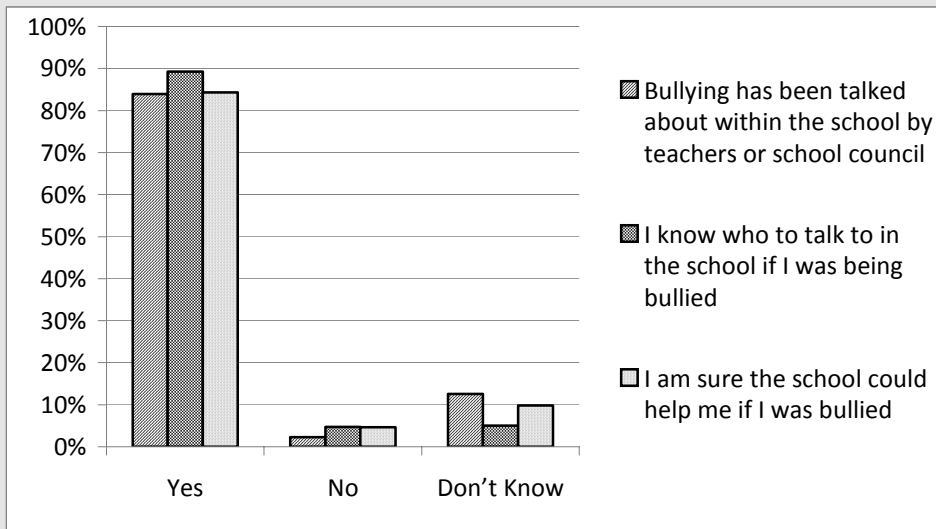
- In all the year groups, the majority of pupils were aware that the issue of bullying had been raised within the school by for example, teachers or the school council, they knew who to talk to in school if they were being bullied, and were confident (or sure) that the school could help them if they were being bullied.
- The proportion of pupils in year 4 who reported that they were made aware of bullying within the school (that it was “talked about”), or were sure or confident the school could help them if they were being bullied was higher than other year groups. For example, in year 4, 84% of pupils reported that they were sure that the school could help them if they were being bullied, compared to year 6, where 70% were confident that the school could help them if they were being bullied.
- The proportion of pupils in years 6, and 7 who were confident the school could help them if they were being bullied was higher than the proportion in year 10. For example, in year 7, 68% of pupils reported they were confident that the school could help them if they were being bullied, compared to year 10 where 55% of pupils reported they were confident the school could help them if they were being bullied.
- The proportion of pupils in year 6 (83%) who knew who to talk to in the school if they were being bullied was higher than the portion in year 10 (74%).

Note: The same form of questions on school support was used in all the year groups (i.e. including year 4). Therefore it is possible to compare all these year groups despite differences in some of the specific wording used in the year 4 questionnaires. For example, the word “sure” was used instead of “confidence” in year 4 to facilitate pupils understanding.

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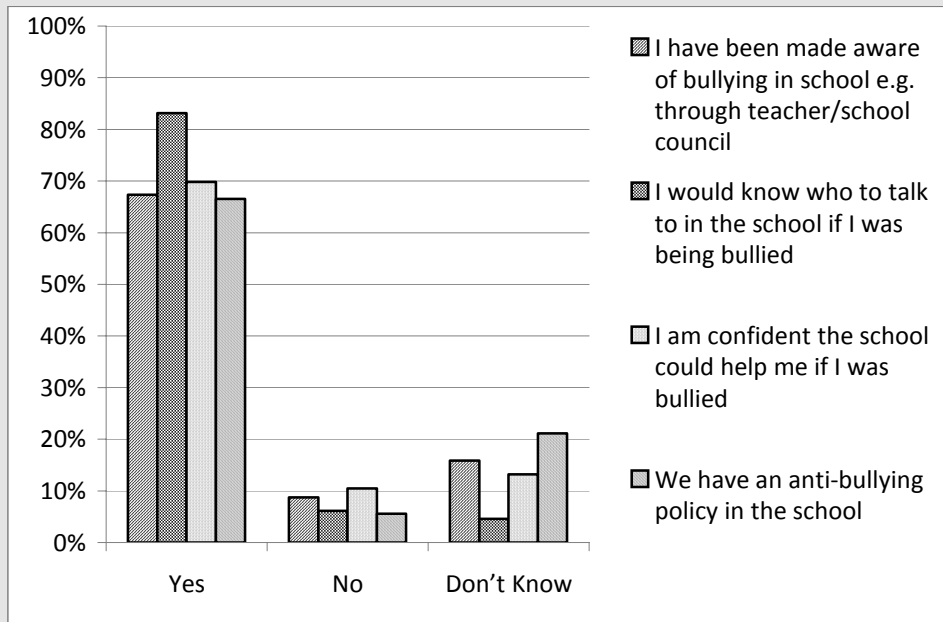
[Click here to return to the conclusions](#)

Graph 4.46. School support and raising awareness on bullying; pupils in year 4 (n=1,469)

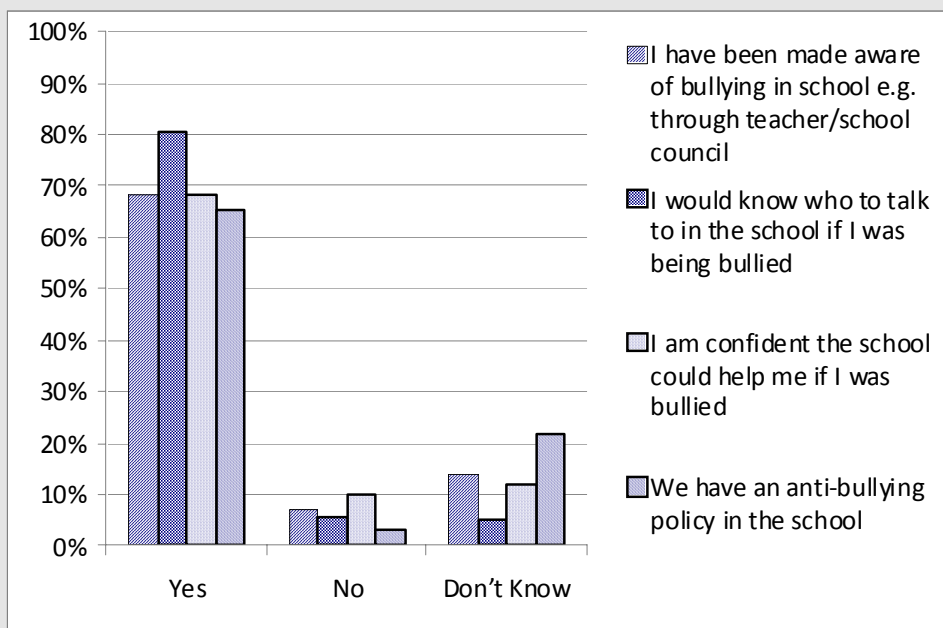


*Note: Year 4 were not asked whether they knew the school had an anti-bullying policy.

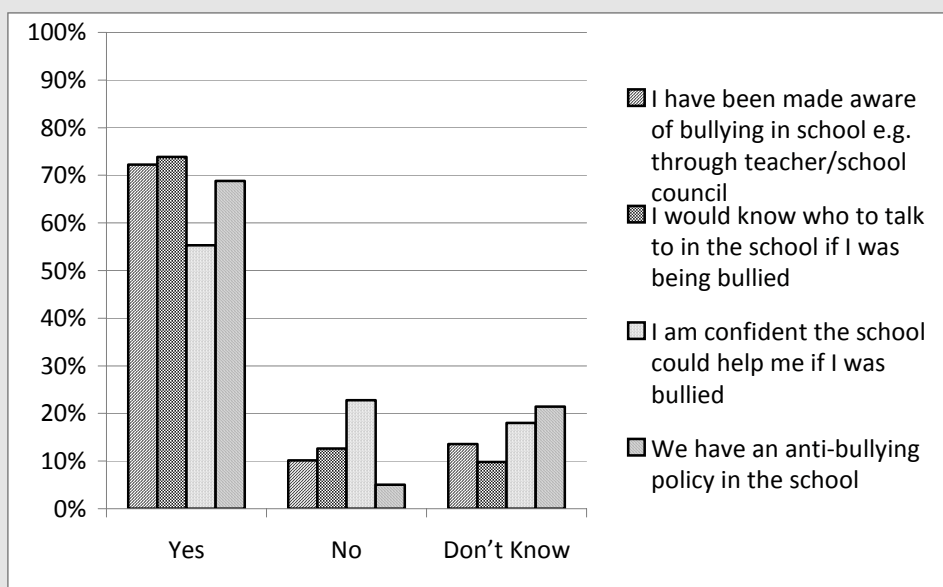
Graph 4.47. School support and raising awareness on bullying; pupils in year 6 (n=1,500)



Graph 4.48. School support and raising awareness on bullying; pupils in year 7 (n=2,275)



Graph 4.49. School support and raising awareness on bullying; pupils in year 10 (n=2,154)



4.13 School support for pupils who had been bullied

Summary of key patterns and trends in pupils' satisfaction with the way their school handled bullying, graphs 4.50. - 4.52.

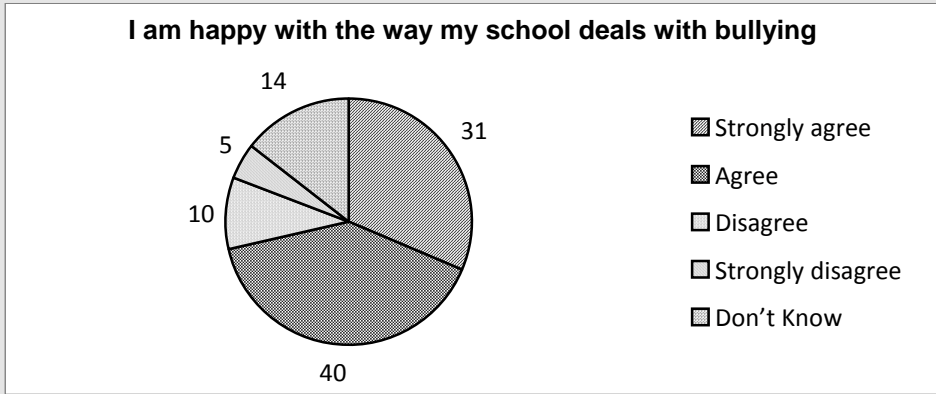
- The majority of pupils in years 6, 7, and 10 either “agreed” or “strongly agreed” that they were happy with the way the school dealt with bullying. For example, in year 7, 29% of pupils “strongly agreed” and 42% “agreed”.
- A smaller proportion of pupils in year 10 either “strongly agreed” or “agreed that they were happy with the way the school dealt with bullying compared with years 6, and 7. For example in year 6, 71% “strongly agreed” or “agreed”, in comparison to year 10, where 56% “strongly agreed” or “agreed”.

Note: Only pupils who had experienced bullying were invited to respond to this question hence the smaller number of responses.

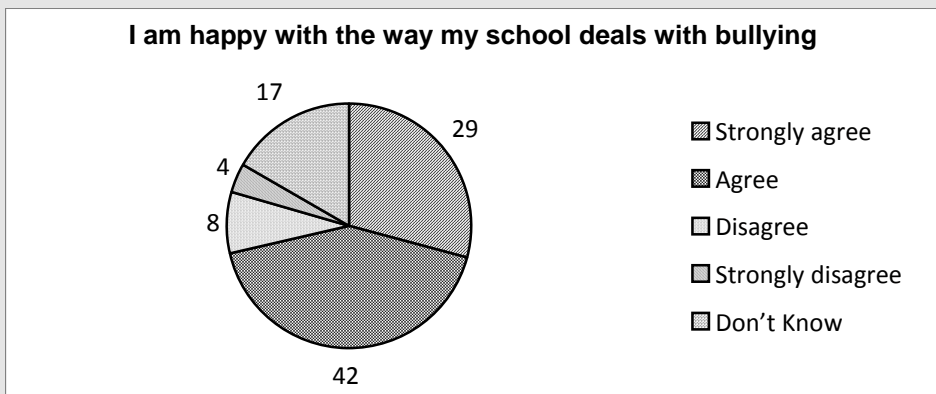
[Click here to return to the executive summary](#)

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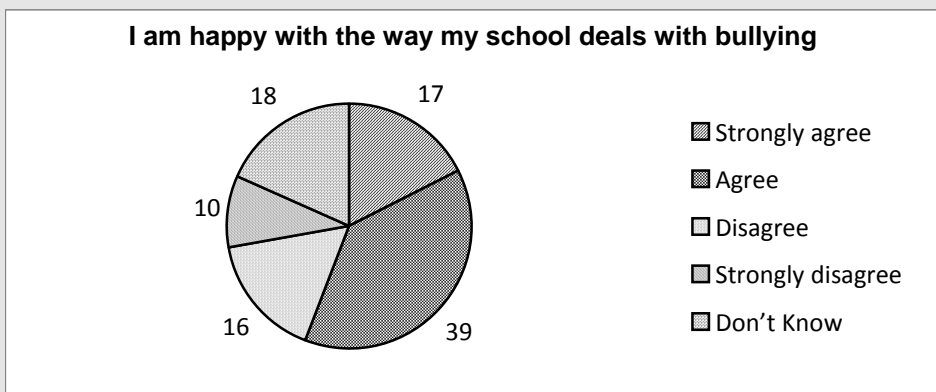
Graph 4.50. Satisfaction with school support for bullying; pupils in year 6 (n=1,080)



Graph 4.51. Satisfaction with school support for bullying; pupils in year 7 (n=1,626)



Graph 4.52. Satisfaction with school support for bullying; pupils in year 10 (n=1,470)



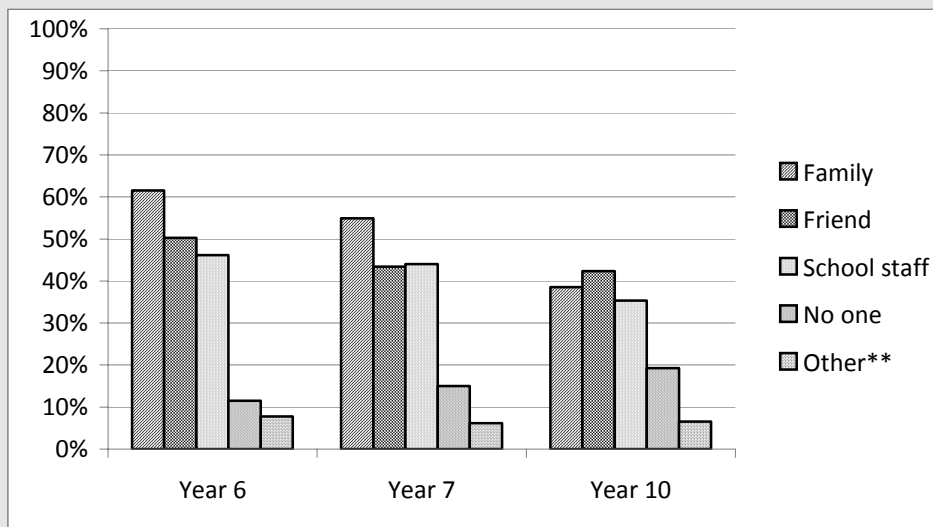
4.14 Did pupils tell anyone and, if so, who?

Summary of trends and patterns in whether and who pupils reported bullying to, graph 4.53.

- A higher proportion of pupils in years 6 and 7 told a family member or member of staff when they were bullied, compared to year 10. For example, in year 7, 46% of pupils reported telling a member of staff, compared to year 10 where 35% of pupils reported telling a member of staff.
- The proportion of pupils in year 10 (19%) who did not tell anyone they had been bullied was higher than the proportion in year 6 (11%).

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Graph 4.53. showing pupils in year 6 (n=933), 7 (n=1,420), and 10 (n=1,270)* reporting on whether they told anyone they were being bullied and if so who? *



*Note: pupils could tick more than one option graph shows percentage of pupils that chose each option

**Note: some pupils commented on who the "others" were see boxed text below

Other people that pupils reported talking to

In the questionnaire pupils were invited to specify if they had told anyone else about bullying. The number of pupils who responded to this question was very low, with 33 comments in year 6, 44 in year 7, and 24 in year 10 and is therefore not representative.

- In years 6 and 7 the most common responses was the police or a pet.
- In year 10 the most common responses included the School Council or someone outside the school environment

4.15 Pupils' views on stopping bullying

Summary of pupils' views on stopping bullying

Pupils in years 6, 7, and 10 were invited in the questionnaire to respond to the open question "What do you think is the best way of stopping bullying?" The majority of the pupils responded to the question.

Table 4.5, page 67 summarises the main themes raised by the pupils in response to the question. The number of themes raised is greater than the number of pupils that made comments in the survey because many of the pupils suggested more than one way of stopping bullying. With some of the themes we provide general examples of the type of activity referred to by pupils. These are only examples to help increase understanding of what is meant by the theme and should not be assumed to represent the whole theme. The black rows highlight the main themes whilst the rows which are not highlighted represent the sub-themes:

- The most common advice pupils provided in all year groups was to tell someone, most notably teaching staff, family, someone/anyone and friends.
- Other common themes in all year groups included support and raising awareness for bullies or victims, such as the use of anti-bullying posters and help lines, disciplining or punishing the bullies in some way, for example, through suspension, or stopping them doing certain activities and confronting the bullies

in some way by for example, standing up to them.

- The popularity of some of the different ways suggested to stop bullying changes with age. For example, as pupils became older they were more likely to suggest a form of discipline or punishing the bullies and younger pupils were more likely to suggest ignoring or avoiding contact with the bully or resolving the bullying by trying to get along with them.
- Pupils tended to suggest a wider selection of themes in years 7 and 10 for example, such as suggesting the bullying should be taken more seriously by the school or that the anti-bullying policy should be improved, and a minority of pupils suggested that there was no point changing anything, as nothing could be done.

Table 4.5. What do the pupils in each year group think is the best way of stopping bullying

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Year 4 (n=1206)		Year 6 (n=1302)		Year 7 (n=1675)		Year 10 (n=1875)	
Themes	% Comment	Themes	% Comment	Themes	% Comment	Themes	% Comment
1. Telling someone	53.4	1. Telling someone	44.4	1. Telling someone	50.3	1. Telling someone	37.0
Tell teaching staff	29.6	Tell teaching staff	16.9	Tell teaching staff	16.2	Tell teaching staff	13.0
Tell Family	8.7	Tell Family	10.6	Tell anyone / someone	15.7	Tell anyone / someone	12.7
Tell anyone / someone	8.2	Tell anyone / someone	6.7	Tell family	9.2	Tell family	5.4
Tell Adult	3.1	Tell friends	4.1	Tell friends	4.6	Tell friends	3.4
Tell friends	2.6	Tell Adult	3.6	Contact Police	2.4	Contact Police	1.0
Contact Police	1.2	Contact Police	1.8	Tell Adult	1.5	Tell Adult	0.9
2. Support and raising awareness for bullies or victims	10.0	Tell their parents	0.8	Tell their parents	0.7	Tell their parents	0.6
Raise awareness to discourage bullying (e.g. posters, discussions)	3.7	2. Discipline / punish bullies	13.7	2. Discipline / punish bullies	14.4	2. Discipline / punish bullies	21.1
Contact help lines	1.8	Discipline bullies in some way (e.g. keep them in playtime, stop them doing activities)	8.7	Suspend or Exclude bullies	7.3	Suspend or Exclude bullies	9.8
Pupils support those being bullied (e.g. support friends, buddy)	1.7	Suspend or Exclude bullies	4.2	Discipline bullies in some way (e.g. keep them in playtime, stop them doing activities)	5.5	Discipline bullies in some way (e.g. keep them in playtime, stop them doing activities)	6.8
Counselling, discuss problems or confidence building	1.4	Punish bullies in a harsh way (e.g. lock them up, physically hurt them)	0.9	Punish bullies in a harsh way (e.g. lock them up, physically hurt them)	1.5	Punish bullies in a harsh way (e.g. lock them up, physically hurt them)	4.6
Other support (e.g. bully box, establish no bully zones)	1.5	3. Support and raising awareness for bullies or victims	13.2	3. Support and raising awareness for bullies or victims	9.3	3. Support and raising awareness for bullies or victims	13.4

3. Ignore or avoid contact with bullies	7.5	Raise awareness to discourage bullying (e.g. posters, group discussions)	3.7	Raise awareness to discourage bullying (e.g. posters, group discussions)	2.0	Raise awareness to discourage bullying (e.g. posters, group discussions)	4.6
4. Discipline / punish bullies	6.4	Counselling, discuss problems or confidence building	3.1	Counselling, discuss problems or confidence building	2.4	Counselling, discuss problems or confidence building	2.4
Discipline bullies in some way (e.g. keep them in playtime, stop	4.6	Pupils support those being bullied (e.g. support friends, buddy	2.3	Pupils support those being bullied (e.g. support friends, buddy	2.0	Pupils support those being bullied (e.g. support friends, buddy	1.9
Suspend or Exclude bullies	1.0	Contact help lines	2.0	Contact help lines	0.7	Bullying to be taken more seriously by school or Improve anti-bullying policy	1.9
Punish bullies in a harsh way (e.g. lock them up, physically hurt them)	0.7	Bullying to be taken more seriously by school or Improve anti-	1.1	Bullying to be taken more seriously by school or Improve anti-	1.0	Other support (e.g. bully box, establish no bully zones)	1.8
5. Resolve bullying through negotiation or try and get along with	5.8	Other support (e.g. bully box, establish no bully zones)	1.1	Other support (e.g. bully box, establish no bully zones)	1.2	Contact help lines	0.7
6. Confront Bullies	5.1	4. Confront Bullies	7.2	4. Confront Bullies	6.0	4. Confront Bullies	10.6
Confront bullies in non-physical way (e.g. tell them to stop, stand up to	3.9	Confront bullies in non-physical way (e.g. tell them to stop, stand up	6.7	Confront bullies in non-physical way (e.g. tell them to stop, stand up	4.7	Confront bullies in non-physical way (e.g. tell them to stop, stand up	7.5
Confront bullies in a physical way (e.g. hit them back)	1.2	Confront bullies in a physical way (e.g. fight them back)	0.5	Confront bullies in a physical way (e.g. fight them back)	1.3	Confront bullies in a physical way (e.g. fight them back)	3.0
7. Miscellaneous	3.8	5. Ignore or avoid contact with bullies	5.2	5. Monitor/ deter Bullying	6.0	5. Miscellaneous	4.2
8. Staff actively intervene with situation	3.4	6. Resolve bullying through negotiation or try and get along with bullies	4.8	Use of Cameras (CCTV)	2.3	6. Staff actively intervene with situation	3.1
9. Monitor/ deter Bullying	3.3	7. Miscellaneous	3.5	Greater presence of staff (e.g. patrol school yard, more teachers)	3.8	7. Ignore or avoid contact with bullies	2.7
Use of Cameras (CCTV)	1.7	8. Monitor/ deter Bullying	3.4	6. Ignore or avoid contact with bullies	4.1	8. Monitor/ deter Bullying	2.4

Greater presence of staff (e.g. patrol school yard, more teachers)	1.6	Use of Cameras (CCTV)	1.8	7. Resolve bullying through negotiation or try and get along with bullies	2.0	Greater presence of staff (e.g. patrol school yard, more teachers)	1.9
9. Don't know	1.4	Greater presence of staff (e.g. patrol school yard, more teachers)	1.6	8. Miscellaneous	3.0	Use of Cameras (CCTV)	0.4
		9. Staff actively intervene with situation	2.9	9. Staff actively intervene with situation	2.6	9. Resolve bullying through negotiation or try and get along with bullies	2.1
		10. Don't know	1.6	10. Don't know	1.9	10. No point changing anything nothing can be done	2.0
				11. No point changing anything nothing can be done	0.4	11. Don't know	1.5

4.16 Special Schools

Summary of key finding from pupils in Special Schools

As the total number of questionnaires received from special schools was low (50 in total) these findings can only provide an indication of bullying in special schools. The results are shown in numbers not percentages in the appendix (see tables, [7.19-7.24](#) pp. 110-113).

- The most common type of bullying reported by pupils in key stages 1 and 2 was being called nasty names.
- The most common types of bullying reported by pupils in key stages 3 and 4 included being called nasty names, and being hit, kicked or pushed.
- Frequent bullying (i.e. all the time) was rare amongst pupils in key stages 1 and 2.
- Most pupils had seen others being bullied.
- The majority of pupils believed the school could help them if they were being bullied.

Pupils were invited in the questionnaire to respond to the open question “What do you think is the best way of stopping bullying?”

- Making friends with the bully/ies was the most common comment made by pupils in key stages 1 and 2.
- Telling teacher or family was the most common comment made by pupils in key stages 3 and 4.

5. DIFFERENCES IN THE INCIDENCE AND FREQUENCY OF BULLYING ACCORDING TO THE CHARACTERISTICS OF PUPILS AND SCHOOLS

5.1. **Introduction:** In addition to the comparisons of different age groups, outlined in the previous section, we also analysed the results from the survey separately according to pupils' gender and to characteristics of schools, including:

- the language of instruction in the schools; by comparing the incidence and frequency of bullying in schools which were predominately Welsh medium with those which are predominately English medium;
- size; by comparing the incidence and frequency of bullying in schools in different population quartiles;
- the percentage of pupils eligible for FSM; by comparing the incidence and frequency of bullying in schools in different FSM quartiles;
- the percentage of pupils whose ethnicity was other than white; by comparing the incidence and frequency of bullying in schools with different levels of ethnic diversity.

5.2 Like the analysis of differences in incidence and frequency of bullying amongst different age groups, z-tests were used to determine whether there was a significant difference in between two different results. In this section we only highlight examples where there are statistically significant differences.

5.3 **Considerations in interpreting the differences:** In interpreting the differences in the incidence of bullying in different types of schools, it is important to remember that the correlations we highlight in this section, between school types and the incidence of different types of bullying, do not necessarily mean that there is a causal link between the type or character of the school and the incidence of bullying in that school. For example, as the percentage of pupils eligible for FSM increases, the percentage of pupils reporting seeing others being bullied due to specific traits such as their disability tends to increase. This does not necessarily mean that higher rates of disadvantage somehow cause higher rates of bullying on the grounds of disability. The correlation may, for example, arise because rates of disability

are higher in more socio-economically disadvantaged schools. Similarly, in some cases, indicators of school support in addressing bullying, such as pupils' awareness of the school's anti-bullying policy, are higher in groups of schools whose pupils report higher levels of bullying. This may mean, for example, that reported rates of bullying are higher because pupils' awareness of bullying is higher. Equally, it might be because those schools had identified a greater need to tackle bullying.

5.4 Limits on the analysis of responses from pupils in primary schools: the small overall size of the primary school sample limited the comparative analysis we could undertake:

- For primary schools' FSM and pupil ethnicity, we could not compare the incidence and frequency of bullying in schools in different strata separately as the sample population was not large enough. Therefore, we compared the results of the two lower strata and the two higher strata in combination.
- The number of questionnaires from predominately Welsh medium schools was too low to enable them to be compared with English medium schools;
- We were also unable to compare differences in the incidence and frequency of bullying in schools in different sizes of primary schools.

5.5 Gender differences

Key differences in the incidence of bullying amongst boys and girls

[Table 7.3](#), page 95 in the appendix summarises results from the z-test and shows where there is a statistically significant difference in the results according to gender. It shows that:

- Girls in years 4, 6, and 7 were more likely to be bullied by being excluded from activities and groups of friends or ignored (indirect bullying) than boys.
- Girls in years 6, 7, and 10 were more likely to be bullied through social websites (cyber bullied) than boys.
- Boys in years 6, 7, and 10 were more likely to be bullied in a homophobic way

than girls.

- Boys in years 4, and 7 were more likely to be bullied by being hit, kicked or pushed (physically bullied) than girls.
- Girls in year 10 were significantly **less** likely to be confident that the school could help them if they were being bullied and less happy with the way their school dealt with bullying (bullying support) than boys.

5.6 Differences between pupils from secondary schools which are predominately Welsh medium, with secondary schools which are predominately English medium

Key differences in the incidence of bullying in predominately English and Welsh medium secondary schools

[Table 7.4](#), page 96 in the appendix summarises results from the z-test and shows where there is a statistically significant difference in the results according to the medium of instruction in schools. It shows that:

- Overall rates of some types of bullying were higher in English medium schools, particularly in year 7.
- In year 7 and 10, pupils from English medium schools were more likely to see others being bullied due to their appearance and their culture and beliefs.
- In year 7, pupils from English medium schools were more likely to be made aware of school bullying (i.e. through teachers and school council) and to be aware of the school anti-bullying policy.
- In year 7, pupils from English medium schools were more likely to be called mean names, to be made fun of, or to be teased in a hurtful way.

5.7 Differences between pupils from primary schools with different proportions of pupils from ethnic minorities

Key differences in the incidence of bullying in primary schools with different proportions of pupils from ethnic minorities

[Table 7.5](#), page 97 in the appendix summarises results from the z-test and shows where there is a statistically significant difference in the results according to the proportion of pupils in schools whose ethnicity is non white. It shows that:

- Year 4 pupils from schools with no or low ethnicity were more likely to be bullied in different ways, such as being excluded from activities and groups of friends or ignored (indirect bullying) and being hit, kicked or pushed (physically bullied), than pupils with a medium or high ethnicity.
- Year 4 pupils from schools with no or low ethnicity were more likely to be bullied in locations such as the classroom, corridors, yard, and canteen.
- Year 6 pupils from schools with no or low ethnicity were more likely to see others bullied due to their ethnicity and significantly **less** likely be made aware of school bullying (i.e. through teachers and school council).

5.8 Differences between pupils from secondary schools with different proportions of pupils from ethnic minorities

Key differences in the incidence of bullying in secondary schools with different proportions of pupils from ethnic minorities

[Tables 7.6-7.8](#), pages 98-99 in the appendix summarises results from the z-test and shows where there is a statistically significant difference in the results according to the proportion of pupils in schools whose ethnicity is non white. It shows that:

- Pupils in schools with high a proportion of pupils whose ethnicity was other than white (quartile 4) in Years 7 and 10, are more likely to see others bullied due to their culture and beliefs and their race than pupils from schools with low proportion of pupils whose ethnicity was other than white (quartile 1).
- Pupils in Year 7 in schools with high proportion of pupils whose ethnicity was other than white (quartile 4) are more likely to be bullied through being excluded from groups of friends or ignored and having lies spread about them pupils from schools with low ethnicity (quartile 1).
- Pupils in Years 7 and 10 in schools with high proportion of pupils whose ethnicity was other than white (quartile 4) are more likely to see others bullied due to their appearance, being different, and their learning difficulties than pupils from schools with a medium proportion of pupils whose ethnicity was other than white (quartile 2).
- Pupils in Years 7 and 10 in schools with high proportion of pupils whose ethnicity was other than white (quartile 4) are more likely to see others bullied due to their appearance, culture and beliefs and their race, than pupils from schools with a medium proportion of pupils whose ethnicity was other than white (quartile 3).

5.9 Differences in the incidence of bullying between pupils from primary schools with different proportions of pupils who are eligible for free school meals

Summary of key differences in the incidence of bullying between pupils from primary schools with different proportions of pupils who are eligible for FSM

[Table 7.9](#), page 101 in the appendix summarises results from the z-test and shows where there is a statistically significant difference in the results according to the proportion of pupils in schools eligible for FSMs. It shows that:

- Overall, there is little difference in reported rates of bullying, although pupils in schools with a higher proportion of pupils eligible for FSMs are more likely to report seeing others bullied than pupils in schools with a lower proportion of pupils eligible for FSMs.
- Year 4 pupils from schools with high proportion of pupils eligible for FSM (quartile 3 and 4) were more likely to report seeing others bullied for being different, and for their race and ethnic origin than pupils from schools with a low proportion of pupils eligible for FSM (quartile 1 and 2).
- Year 6 pupils from schools with a high proportion of pupils eligible for FSM (quartile 3 and 4) were **less** likely to be confident that the school could help them if they were bullied, or happy with the way the school dealt with bullying than pupils from school with a low proportion of pupils eligible for FSM (quartile 1 and 2).

5.10 Differences in the incidence of bullying between pupils from secondary schools with different proportions of pupils who are eligible for free school meals

Summary of key differences in the incidence of bullying between pupils from secondary schools with different proportions of pupils who are eligible for FSM

[Tables 7.10-7.13](#), pages 102 – 104 in the appendix summarises results from the z-test and shows where there is a statistically significant difference in the results according to the proportion of pupils in schools eligible for FSMs. It shows that:

- Overall, some types of bullying are higher in schools with a high proportion of pupils eligible for FSM. This is particularly marked in Year 7. However, indicators of school support, such as awareness of anti-bullying policy, is sometimes better in schools with a high proportion of pupils eligible for FSM.
- Year 7 and 10 pupils from schools with a high proportion of pupils eligible for FSM (quartile 4) were more likely to see others bullied for appearance and disability than pupils from schools with a low proportion of pupils eligible for FSM (quartile 1).
- Year 7 pupils from schools with a high proportion of pupils eligible for FSM (quartile 4) were more likely to be bullied within the last school year than pupils from schools with a low proportion of pupils eligible for FSM (FSM (quartile 1).
- Year 7 and 10 pupils from schools with a medium proportion of pupils eligible for FSM (quartile 3) were more likely to be bullied due to their culture and beliefs than pupils from school with a medium proportion of pupils eligible for FSM (quartile 2).
- Year 7 pupils from schools with medium proportion of pupils eligible for FSM (quartile 3) were more likely to be called mean names, or teased in a hurtful way and have other pupils tell lies or spread rumours about them than pupils from schools with a low proportion of pupils eligible for FSM (quartile 1).

5.11 Differences in the incidence of bullying between pupils from secondary schools with different sizes of pupil population

Summary of key differences in the incidence of bullying between pupils from secondary schools with different sizes of pupil population

[Tables 7.14-7.18](#), pages 105-109 in the appendix summarises results from the z-test and shows where there is a statistically significant difference in the results according to the size of the school It shows that:

- Pupils in year 7 and, to a lesser extent, in year 10 in larger schools were more likely to see others being bullied.
- Year 7 pupils from large schools (quartile 4) were more likely to see others bullied for their appearance and for being different, and be aware of the school's anti-bullying policy, than pupils from small schools (quartile 1).
- Year 10 pupils from large schools (quartile 4) were more likely to see others bullied for their race or ethnic origin and learning difficulties than pupils from schools with medium to low population of pupils (quartile 2).
- Year 7 pupils from schools with high population of pupils (quartile 4) were more likely to be aware of the school anti-bullying policy and made aware of bullying within the schools (through teachers/school council) than pupils from school with medium to high population of pupils (quartile 3).
- Year 10 pupils from schools with medium to low population of pupils (quartile 2) were significantly more likely to see others being bullied for their appearance or being different than pupils from schools with a low population of pupils (quartile 1).

6 CONCLUSIONS

Introduction

- 6.1. The conclusions use selected objectives of the study as a structure. These were to:
- Establish the prevalence of bullying in primary and secondary schools and PRUs via a representative survey of school pupils, capturing both the reported level from the perpetrators of bullying and the victims of bullying;
 - Identify the nature, extent and reasons for bullying that is ascribed to a pupil's age, gender, ethnicity, sexuality, disability, perceived economic deprivation and language;
 - Understand the level and type of cyber bullying that takes place – through text messages, email, chat rooms etc.;
 - Assess the pupils' awareness of sources of help with bullying problems and school based anti-bullying policies and support networks available to support young people, schools and parents;
 - Assess pupils' views on schools' approach to tackling bullying, especially from those pupils who have been bullied.
- 6.2. This section presents the survey findings in the context of the wider literature, to enable conclusions to be drawn about the nature and extent of school bullying in Wales, along with the implications of this research. The findings from other studies in the UK are broadly consistent with the findings from this survey and where there are differences, these are highlighted. In comparing the findings, it is important to bear in mind that due to differences in methodology and approach there are limitations in direct comparability between this survey and other studies. Studies from across the UK nations are also included in this section and therefore differences in policy, practice and culture across the UK nations may mean that findings from another UK nation would not apply to Wales.

The prevalence of bullying in years 4, 6, 7 and 10

- 6.3. Most surveys undertaken within the UK have shown that bullying is a major issue for pupils (DCSF, 2008a; Bullying UK, 2006; Oliver & Candappu, 2003; Whitney & Smith 1993; Eslea & Smith, 1994). However, there is a lack of hard evidence of the scale of bullying in schools in the other UK nations (DCSF, 2008a). For example, in contrast to other measures of pupil behaviour, such as rates of exclusion, official statistics on the number of pupils who are being bullied are not collected (LGBT Excellence Centre Wales, 2009). This makes this survey an important source of evidence concerning the prevalence of bullying in Wales.
- 6.4. This survey is consistent with other studies that highlight bullying as a major issue in the UK nations.
- 6.5. These results can be compared with those from a recent survey in Northern Ireland (Livesey et al., 2007) and the last Health Behaviour of School Age Children (HBSC) Survey (WHO, 2006), which included a Welsh sample. Both surveys are also based upon the Olweus questionnaire (Olweus, 2009a). These surveys are not directly comparable, as they were not conducted during the same school term and use different age groups. Nevertheless, these two studies provide the best source of comparative data that can be used to contextualise the findings from this study and consider whether the results are comparatively high or low.
- 6.6. There are other related studies that are less comparable because they measure prevalence or frequency of bullying using different scales, age groups, and timeframes (see e.g. OFSTED, 2008; SMBC, 2008; Scourfield, 2008; Funky Dragon, 2007; Bullying UK, 2006; ESCC, 2008b; Haines et al., 2004). For example, the Funky Dragon survey (2007) covered 11-18 year olds, and measured bullying during the pupils' entire time at school. In contrast, this survey covered specific year groups and measured the incidence and frequency of bullying over two shorter periods; two months and one year. Although it is not possible to directly compare those studies,

throughout this section references are made to the relative findings of those studies in comparison with this survey.

6.7. Table 6.1 overleaf shows the percentage of pupils that reported being bullied within the last two months in this survey, the Northern Ireland (NI) Survey and the HBSC Survey. It shows that the HBSC Survey found marginally higher levels of bullying among 11 year olds in comparison with Year 6 pupils in this survey (most pupils in this survey were 11 years old) and the N.I. Survey found a considerably higher level of bullying amongst year 6 pupils in Northern Ireland.

Table 6.1. showing comparable survey results on pupils that experienced bullying			
Type and timeline	NI survey (Livesey)	Wales (HBSC)	This survey
Age group	Year 6	11 year olds	Year 6
Pupils bullied within the last two months	43%	36%	32%*

*The majority of pupils surveyed (77%) were 11 years old.

6.8. In this survey there is an inverse relationship between the frequency and incidence of bullying; most pupils who are bullied are bullied infrequently (see graphs [4.1-4.3](#), pp. 20-22 and [4.4-4.6](#) pp. 22-24). Moreover most pupils are only bullied for a relatively short period (typically one or two weeks). A similar pattern emerges within the findings of the NI survey (Livesey et al., 2007) and other comparable studies.

6.9. Nevertheless, for a small minority of pupils, bullying can be persistent (over a year in duration) and intense, up to several times a week. This is consistent with other research, suggesting that between 5% and 10% of the pupil population experience “severe” bullying (Sharp et al., 2002).

6.10. Between 18% of pupils in year 6, falling to 11% in year 10 admit to bullying other pupils as part of a group (see graphs [4.24- 4.26](#), pp. 37-38). Smaller proportions admit bullying others on their own. There are many studies that find a relatively low percentage of pupils (from 5% to 12%) reporting

perpetration of bullying (NCH, 2005; Wolke et al., 2001; Smith et al., 1999b). Nevertheless, some studies suggest that children and young people are reluctant to admit that they bully others (NSPCC, 2003), making accurate measurement of perpetration difficult.

The nature, extent and reasons of bullying that is ascribed to a pupil's age, gender, ethnicity, sexuality, disability, perceived economic deprivation and language

- 6.11. **Age:** there is an inverse relationship between a pupil's age and the incidence and frequency of bullying they experience: older pupils tend to experience less bullying than younger pupils. This is consistent with other studies into bullying in the UK (Smith & Levan 1995; Smith et al., 1999a; Oliver & Candappu 2003; WHO, 2006; DCSF, 2008c). However, the types and relative frequency of different types of bullying are fairly stable across all four age groups (see [graphs 4.7-4.10](#), pp. 25-27).
- 6.12. **Gender:** girls and boys experience different types of bullying. Girls in all year groups were more likely to report a form of indirect bullying such as having lies or rumours spread about them (see [table 7.3](#), p. 95). Other studies (Butler, 2007; Livesey et al., 2007; Smith et al., 1999b) have also highlighted that girls are more likely than boys to experience indirect bullying. Girls in years 6, 7, and 10 were more likely to be cyber bullied than boys and this is also consistent with other studies (ESSCC, 2008a; Livesey et al., 2007; Smith et al., 2006).
- 6.13. Boys in years 4 and 7 were more likely to be physically bullied than girls; this reflects the wider evidence (Butler, 2007; Livesey et al., 2007; Smith et al., 1999b, DCSF, 2001; WAG, 2003) that has highlighted that boys are more likely to be directly bullied which often include physical bullying.
- 6.14. **Ethnicity:** The analysis of bullying and ethnicity is based upon pupils attributing their experiences of bullying to their ethnicity and those pupils who reported seeing others bullied because of their ethnicity. This survey did not ask pupils if they belonged to an ethnic minority group or not. Therefore it is

not possible to compare rates of bullying amongst different ethnic groups, as it cannot be assumed that they belonged to an ethnic minority group. The survey shows that the proportion of pupils being bullied due to their race or ethnicity is low. However, a high proportion report seeing others bullied due to their race or ethnic origin.

- 6.15. Although there are important differences in methodology, it is worth noting that other studies show a range of results on the influence of ethnicity upon levels of bullying. For example, a survey undertaken in South Wales (Lambert et al., 2006), found no relationship between bullying and belonging to an ethnic minority. On the other hand, there are studies that have found higher rates of racist bullying (Boulton, 1995; Katz et al., 2001).
- 6.16. **Sexuality:** This survey used proxy indicators of bullying ascribed to sexuality and this was described in the questionnaire as homophobic taunts, such as being called “gay” whether this is true or not and a separate question relating to bullying with a sexual meaning. The survey found that a relatively high proportion of pupils reported bullying for homophobic reasons (see [graphs 4.35-4.37](#), pp. 45-46). A similar proportion of pupils reported being bullied with mean names, comments or gestures that had a sexual meaning.
- 6.17. Although not directly comparable, other studies indicate that homophobic bullying is a major issue for pupils within the U.K and Wales. For example, a report for Stonewall by Ruth Hunt and Johan Jensen (2007), found that 65% of gay, lesbian and bi-sexual young people had experienced direct homophobic bullying. In Wales the evaluation of the Safe Space Programme¹⁵ (LGBT Excellence Centre Wales, 2009), found that “Derogatory language around LGBT issues is endemic in our schools with this being heard almost daily and sometimes even 10 times or more in the same day.”
- 6.18. **Disability:** across the year groups, pupils being bullied on the basis of their disability varied between 1% and 4% (see [graphs 4.31-4.34](#), pp. 42-44).

¹⁵ “The Safe Space programme aims primarily to tackle bullying and discrimination on the ground of sexual orientation and gender identity – although the focus on embracing diversity has a positive impact across the school population and therefore impacts on other types of bullying.” Within the Cardiff Local Authority.

- 6.19. Although not directly comparable, many studies have identified that pupils who have some form of disability are far more likely to be bullied than those who do not (DCSF, 2008c; Mencap, 2007; Office of the Children’s Commissioner, 2006; Alcock, 1999). For example, the Mencap study (2007) highlighted that children and young people with a learning disability were twice as likely to be bullied as other children.
- 6.20. **Perceived economic deprivation:** The analysis of bullying ascribed to economic deprivation focused upon the proportion of pupils in years 6, 7 and 10 reporting¹⁶ being bullied because of “a lack of money or not having certain things”. The percentage of pupils reporting this declined with age (see graphs [4.31-4.34](#), pp. 42-44).
- 6.21. The analysis of findings from schools with different proportions of pupils eligible for FSM (a commonly used measure of pupil deprivation) showed that some types of bullying are higher in schools with a high proportion of pupils eligible for FSM. This is particularly marked in year 7. However, indicators of school support, such as awareness of anti-bullying policies, were better in schools with a high proportion of pupils eligible for FSM. Findings of other studies into whether pupils from “poorer” families are more likely to be bullied are mixed. For example, the HBSC Survey (WHO, 2006), comments on the association found in many countries, including Wales, between lower family affluence and an increased incidence of bullying. A similar pattern emerges in other studies (Burns, 2005; Due et al., 2009). However, other studies and reviews have found only small differences between the levels of bullying amongst pupils from different socio-economic groups (DCSF, 2008b; Whitney & Smith, 1993).
- 6.22. **Language:** A low percentage of pupils reported¹⁷ being bullied for the “language I spoke” (see graphs [4.31-4.34](#), pp. 42-44).
- 6.23. There are few UK studies looking specifically at bullying linked to language, rather than race or ethnicity and the situation in Wales may be different to the

¹⁶ Pupils in year 4 were not asked this question.

¹⁷ Pupils in year 4 were not asked this question.

other UK nations, given the widespread use of both English and Welsh in schools.

6.24. It was not possible to directly compare the experiences of pupils who, for example, were disabled or perceived themselves to be economically deprived, with pupils who were not, because this level of detailed information about individual pupils was not collected. The decision not to collect this information was made because the scoping and piloting suggested that collecting this level of detailed information:

- Would add to the length of an already long and detailed survey, making it more burdensome to complete;
- Could be considered intrusive, increasing the risk that schools or pupils would choose not to participate; and/or
- Might not be taken seriously by pupils, threatening its validity as a measure.

The level and type of cyber bullying that takes place

6.25. Pupils were asked about three types of cyber bullying: bullying through social websites (such as Facebook and Bebo), bullying using mobile phones and bullying using email. Between 17% and 11% of pupils reported experiencing one or more forms of cyber bullying in the last two months and unlike other forms of bullying, the decline in the percentage of pupils experiencing cyber bullying, as pupils get older is small. This is consistent with a recent study by Smith et al (2006), which found no apparent correlation between age and cyber-bullying between the ages of 11-19.

6.26. As table 6.2 below shows, bullying using social websites was consistently higher than the other forms of cyber bullying. This contrasts with other studies (Smith et al., 2006; NCH, 2005), which found that text messaging was the most common form of cyber bullying. Nevertheless, the difference may be due to the sharp rise in recent years in the use of social websites (such as

Twitter¹⁸) and therefore the types and scale of cyber bullying may change considerably.

Table 6.2. The percentage of pupils in years 4, 6, 7 and 10 reporting different types of cyber bullying.			
	Social website	Mobile phone	Email
Year 6	12%	7%	6%
Year 7	11%	7%	6%
Year 10	9%	6%	4%

6.27. Due to the different methodologies used by other studies, it is not possible to make direct comparisons with these findings. Subject to this important caveat, it is worth noting that other studies show mixed evidence on the levels of cyber bullying in the UK (bullying UK, 2006; ESCC, 2008a; Smith et al., 2006; NCH, 2005).

Awareness of sources of help for pupils with bullying problems, and school based anti-bullying policies and support networks available to support young people, schools and parents.

6.28. The percentages of pupils who knew who to talk to in the school if they were bullied were very high – between 74% and 89%. A lower proportion of pupils were aware of their schools anti-bullying policy – between 67% and 69% (see graphs [4.46-4.49](#), pp. 59-61 and graphs).

6.29. Other studies show a lower awareness of anti-bullying policies. The Bullying UK survey (2006) showed that only half of pupils knew their school had an anti-bullying policy. The Funky Dragon study (2007) found that 58% of young people surveyed knew about the systems for tackling bullying in their school. This suggests that awareness of anti-bullying policies and sources of help may have improved in recent years.

6.30. The majority of the pupils in years 6, 7, and 10 who had experienced bullying had told their family, friends or a member of staff. This is in line with regional

¹⁸ “Twitter is a free social networking and micro-blogging service that enables its users to send and read each others' updates, known as *tweets*.” Wikipedia

surveys (ESCC, 2008b; BFBC, 2006). Nevertheless, in this survey a relatively large proportion of pupils in year 10 (19%) did not tell anyone.

Pupils' views on schools' approach to tackling bullying

- 6.31. **Confidence in the school's ability to help:** Pupils in years 4, 6, 7 and 10 were asked if they were "sure" (year 4) or "confident" (years 6, 7 and 10) that the school could help them if they were bullied. With the exception of year 10 (which is much lower), the results are very positive and are similar to the proportion of pupils reporting that their school has an anti-bullying policy.
- 6.32. **Satisfaction with the schools' response amongst pupils who have been bullied:**
Pupils in years 6, 7 and 10 who had been bullied were asked if they were happy with the way their school deals with bullying and between 56% and 72% strongly agreed or agreed with this statement (see graphs [4.50-4.52](#), pp. 62-63).
- 6.33. Satisfaction levels from other studies are mixed. On the one hand, the Safer Schools Study (ESCC, 2008a) found that 75% of pupils felt that staff took bullying seriously and that 77% of pupils felt that the school had quality support for pupils who are worried, sad or upset. Livesey et al (2007) found that the majority of year 6 pupils felt that teachers or other adults at school tried to put a stop to it when a pupil was being bullied. On the other hand, the Tellus survey in England (OFSTED, 2008) found that 44% of pupils who reported bullying were badly dealt with or not dealt with well within the school; and qualitative research from the Funky Dragon study (2007) in Wales showed a degree of dissatisfaction with the quality of systems on offer.

Implications and Recommendations

- 6.34. **There is encouraging evidence suggesting that levels of bullying have declined:** The HBSC survey (WHO, 2006) of pupils in Wales in 2005/2006, found that 36% of pupils aged 11, and 24% of pupils aged 15 had been bullied within the last two months. This is higher than this survey, which found

that 32% of pupils in year 6, and 15% of pupils in year 10, had been bullied within the last two months. This suggests that the percentage of pupils that are being bullied in Wales has declined since 2005/6.

- 6.35. **The urgent need to tackle sustained and frequent bullying:** Despite the encouraging evidence suggesting that bullying is declining in Wales, large numbers of pupils are victims of bullying and a small proportion of pupils in years 6, 7, and 10 are victims of bullying which is often both frequent and sustained over long periods of time. Pupils experiencing frequent and sustained bullying also had less confidence that their school could help them if they were bullied. This was a consistent finding across different types of schools and suggests that all schools need to identify more effective ways to both reduce this frequent and sustained bullying and to support these pupils.
- 6.36. **The pressing need to improve anti-bullying policies for older pupils:** Although the incidence of bullying declines with age, older pupils tend to be less satisfied with the support offered by schools. This is particularly marked amongst year 10 pupils.
- 6.37. **The need for anti-bullying policies to consider priorities:** The types and locations of bullying which have traditionally been common remain the most common for all year groups. The prevalence of some types of bullying, such as homophobic bullying, is also relatively high. In contrast, newer forms of bullying, such as cyber bullying, whilst not insignificant, are much less prevalent. This indicates priorities for anti-bullying strategies. Nevertheless, because this survey did not measure the impact of different types of bullying on individuals, schools may still judge that whilst the prevalence of some types of bullying is low, they should still be prioritised, because they have a particularly negative impact upon pupils.
- 6.38. **The need for anti-bullying policies to consider gender differences:** Girls and boys experience different types of bullying to a different extent and respond differently to schools' support. It is important that anti-bullying and support strategies reflect these differences.

6.39. **Teaching tolerance of the way people look:** Pupils in all age groups surveyed highlighted their appearance and factors associated with their appearance such as “weight” or “hairstyle” as major reasons why they felt they were being bullied. This indicates that anti-bullying strategies may need to focus more on exploring why pupils are bullied because of their appearance and how pupils can be encouraged to restrain from making comments which could be interpreted negatively in regard to the way other pupils look.

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7. APPENDIX

7.1 The characteristics of schools in the sample Tables 7.1. and 7.2. overleaf show the number of schools with certain characteristics who were invited to participate (the sample we aimed to achieve), and compares them with the characteristics of the schools from which we received questionnaires (the sample of schools we actually achieved). As outlined in the key, the tables are colour coded:

- The colour white represents those strata of schools where the difference between the number of schools invited to participate and those from which we received questionnaires, was 5 percentage points or less, meaning that we have good representation of schools with those characteristics.
- The colour grey represents those strata of schools where the number of schools invited to participate was more than 5 percentage points lower than the number of schools from which we received questionnaires, meaning that schools with these characteristics are under-represented; and
- The colour black represents those strata of schools where the number of schools invited to participate was more than 5 percentage points higher than the number of schools from which we received questionnaires, meaning that schools with these characteristics are over-represented.

Key to stratification tables 7.1. and 7.2.	
No more than 5% points difference	
5% points below	
5% points above	

Table 7.1. showing sample of primary schools with certain characteristics invited to participate in the survey in comparison with the primary schools from which we received questionnaires.		
Stratification Groups	% Sample invited	% Sample Received
English language	68	73
Welsh Language	32	27
FSM 1 st quartile	25	27
FSM 2 nd quartile	25	15
FSM 3 rd quartile	25	33
FSM 4 th quartile	25	25
None ethnicity*	31	16
Low ethnicity*	23	33
Medium ethnicity*	23	21
High ethnicity*	23	29

*Note: are not quartiles due to the large percentage of schools which had no ethnicity (see para 3.8).

Table 7.2. showing sample of secondary schools with certain characteristics invited to participate in the survey in comparison with the secondary schools from which we received questionnaires.		
Stratification Groups	% Sample invited	% Sample Received
English language	76	69
Welsh Language	24	31
FSM 1 st quartile	25	28
FSM 2 nd quartile	25	20
FSM 3rd quartile	25	25
FSM 4 th quartile	25	28
Ethnicity 1 st quartile	25	26
Ethnicity 2 nd quartile	25	24
Ethnicity 3rd quartile	25	25
Ethnicity 4 th quartile	25	24

Table 7.3. showing where there is a significant difference between gender results in each year group ([click here to return to the executive summary](#); [click here to return to section 5.5. of the main report](#); [click here to return to the conclusions](#))

The red colour represents indicators where there is a statistically significant difference (higher proportion)

Types of bullying	Year group and gender							
	Year 4		Year 6		Year 7		Year 10	
	Boys % (n=694)	Girls % (n=749)	Boys % (n=728)	Girls % (n=751)	Boys % (n=1121)	Girls % (n=1135)	Boys % (n=1006)	Girls % (n=1122)
<i>More likely to report within the last two months</i>								
Being hit, kicked, pushed or locked in doors	+17				+11			
Pupils telling lies/spreading rumours about them		+7		+8				+8
Being excluded from activities/groups of friends or being ignored		+11		+12		+9		
Being bullied in the classroom		+9		+8				
Being bullied through social websites				+10		+10		+7
Being bullied due to appearance				+7				
Being bullied in a homophobic way			+7		+11		+8	
Seeing others being bullied in a homophobic way					+8			
Seeing others bullied due to their culture or beliefs							+7	
Perpetrating bullying as part of a group							+8	
<i>As stated:</i>								
Being bullied more often within the last school year				+8				+7
Yes - confidence that the school could help them if they were being bullied							+8	
Happy with the way that their school dealt with bullying							+7	

Table 7.4. showing where there is a significant difference between schools which are predominately English and schools which are predominately Welsh ([click here to return to the executive summary](#); [click here to return to the main report section 5.6](#); [click here to return to the conclusions](#))

The red colour represents indicators where there is a statistically significant difference (higher proportion)

Types of bullying	Year group and school medium			
	Year 7		Year 10	
	English medium % (n=1618)	Welsh medium % (n=657)	English medium % (n=1543)	Welsh medium % (n=611)
<i>More likely to report within the last two months</i>				
Being called mean names, made fun of, or teased in a hurtful way	+7			
Seeing others being bullied	+14		+9	
Seeing others being bullied due to their appearance	+8		+8	
Seeing others being bullied due to their culture and beliefs	+7		+10	
Seeing others being bullied due to learning difficulties'	+11			
Seeing others being bullied for being different	+10			
Seeing others being bullied in a homophobic way	+8			
<i>As stated</i>				
Being made more aware of school bullying (through teachers/school council)	+8			
Being aware of the schools anti-bullying policy	+10			

Table 7.5. showing where there is a significant difference between primary schools with no ethnicity or low ethnicity and schools with a medium or high ethnicity. ([click here to return to the executive summary](#); [click here to return to the main report section 5.7](#); [click here to return to the conclusions](#))

The red colour represents indicators where there is a statistically significant difference (higher proportion)

Types of bullying	Year group and ethnicity			
	Year 4		Year 6	
	No ethnicity and low ethnicity % (n=747)	Medium and high ethnicity % (n=722)	No ethnicity and low ethnicity % (n=712)	Medium and high ethnicity % (n=788)
<i>More likely to report within the last two months</i>				
Other pupils leaving them out of things on purpose, exclude them from their group of friends, or totally ignore them (indirect bullying)	+7			
Being hit, kicked, pushed, shoved around, or locked indoors by other pupils (physical bullying)	+8			
Being threatened or forced to do things they did not want to	+8			
Being bullied in the classroom	+8			
Being bullied in the classroom corridors	+9			
Being bullied in the yard	+10			
Being bullied in the canteen	+7			
Being bullied due to their appearance	+8			
Seeing others being bullied due to their appearance	+11			
Seeing others being bullied for being different	+8			
Seeing others bullied due to their disability			+7	
<i>As stated</i>				
Being made aware of bullying within the school (through teachers or school council)				+7

Table 7.6. showing where there is a significant difference between schools with a low quartile of ethnicity with a schools with a high quartile of ethnicity ([click here to return to the executive summary](#); [click here to return to the main report section 5.8](#); [click here to return to the conclusions](#))

The red colour represents indicators where there is a statistically significant difference (higher proportion)

Types of bullying	Year group and ethnicity			
	Year 7		Year 10	
	Quartile 1 % (n=541)	Quartile 4 % (n=556)	Quartile 1 % (n=541)	Quartile 4 % (n=557)
<i>More likely to report within the last two months</i>				
Other pupils leaving them out of things on purpose, exclude them from their group of friends, or totally ignore them		+7		
Other pupils telling lies or spreading rumours about them and making others dislike them		+8		
Seeing others being bullied		+9		
Seeing others being bullied due to appearance		+9		
Seeing others being bullied for being different		+13		
Seeing others being bullied due to their culture and beliefs		+11		+11
Seeing others being bullied due to their race		+10		+13
Seeing others being bullied in a homophobic way		+8		
<i>As stated</i>				
Being happy with the way their school dealt with bullying	+9			
Knowing who to talk to in their school if they were being bullied			+7	

Table 7.7. showing where there is a significant difference between schools with a medium low quartile of ethnicity with a schools with a high quartile of ethnicity ([click here to return to the executive summary](#); [click here to return to the main report section 5.8](#); [click here to return to the conclusions](#))

The red colour represents indicators where there is a statistically significant difference (higher proportion)

Types of bullying	Year group and ethnicity			
	Year 7		Year 10	
	Quartile 2 % (n=564)	Quartile 4 % (n=556)	Quartile 2 % (n=497)	Quartile 4 % (n=557)
<i>More likely to report within the last two months</i>				
Being bullied more often within the last school year		+7		
Other pupils telling lies or spreading rumours about them and making others dislike them		+8		
Being bullied by other pupils mean names, comments, or gestures that had a sexual meaning		+7		
Being bullied in the corridors		+7		
Being bullied for being different		+8		
Seeing others being bullied		+7		+7
Seeing others bullied due to their appearance		+7		+9
Seeing others bullied for being different		+10		+8
Seeing others bullied due to learning difficulties		+9		+7
Seeing others bullied due to their disability		+7		
Seeing others bullied in a homophobic way				+11
Seeing others bullied due to their race or ethnic origin				+12
Perpetrating bullying (bullying others) as part of a group				+7
<i>As stated</i>				
Knowing that they have an anti-bullying policy in the school			+9	

Table 7.8. showing where there is a significant difference between schools with a medium high quartile of ethnicity with a schools with a high quartile of ethnicity ([click here to return to the executive summary](#); [click here to return to the main report](#) ;[click here to return to the conclusions](#))

The red colour represents indicators where there is a statistically significant difference (higher proportion)

Types of bullying	Year group and ethnicity			
	Year 7		Year 10	
	Quartile 3 % (n=601)	Quartile 4 % (n=556)	Quartile 3 % (n=535)	Quartile 4 % (n=557)
<i>More likely to report within the last two months</i>				
Being bullied in the corridors		+8		
Seeing others being bullied				+7
Seeing others bullied due to their appearance		+6		+9
Seeing others being bullied due to their culture and beliefs		+7		+8
Seeing others bullied due to their race or ethnic origin		+7		+14
Seeing others bullied in a homophobic way				+7
Seeing others bullied due to their disability				+8
Perpetrating bullying (bullying others) as part of a group				+6

Table 7.9. showing where there is a significant difference between schools that have a low FSM with schools that have a high FSM
[\(click here to return to the executive summary\)](#); [click here to return to the main report section 5.9](#); [click here to return to the conclusions](#))

The red colour represents indicators where there is a statistically significant difference (higher proportion)

Types of bullying	Year group and FSM			
	Year 4		Year 6	
	Quartile 1 and 2 % (n=575)	Quartile 3 and 4 % (n=894)	Quartile 1 and 2 % (n=587)	Quartile 3 and 4 % (n=913)
<i>More likely to report within the last two months</i>				
Seeing others being bullied		+8		
Seeing others being bullied for being different		+7		
Seeing others being bullied due to their race or ethnic origin		+8		
<i>As stated</i>				
Confidence that the school could help them if they were being bullied			+7	
Happy with the way the school dealt with bullying			+7	

Table 7.10. showing where there is a significant difference between schools that have a low FSM with schools that have a high FSM ([click here to return to the executive summary](#); [click here to return to the main report section 5.10](#); [click here to return to the conclusions](#))

The red colour represents indicators where there is a statistically significant difference (higher proportion)

Types of bullying	Year group and FSM			
	Year 7		Year 10	
<i>More likely to report within the last two months</i>	Quartile 1 % (n=601)	Quartile 4 % (n=665)	Quartile 1 % (n=518)	Quartile 4 % (n=628)
Being bullied more often within the last school year		+8		
Being called mean names, made fun of, or teased in a hurtful way		+9		
Other pupils telling lies or spreading rumours about them and making others dislike them		+8		
Being bullied due to being different		+8		
Seeing others being bullied		+9		
Seeing others being bullied due to their appearance		+10		+9
Seeing others being bullied for being different		+12		
Seeing others being bullied due to learning difficulties'		+8		
Seeing others being bullied due to their culture and beliefs		+9		+9
Seeing others being bullied in a homophobic way		+7		
Seeing others being bullied due to race or their ethnic origin		+7		+8
Seeing others being bullied due to their disability		+6		+10
Perpetrating bullying (bullying others) as part of a group		+7		
As stated				
Being aware of their school's anti-bullying policy		+8		

Table 7.11. showing where there is a significant difference between schools that have a medium low FSM with schools that have a high FSM ([click here to return to the executive summary](#); [click here to return to the main report section 5.10](#); [click here to return to the conclusions](#))

The red colour represents indicators where there is a statistically significant difference (higher proportion)

Types of bullying	Year group and FSM			
	Year 7		Year 10	
<i>More likely to report within the last two months</i>	Quartile 2 % (n=429)	Quartile 4 % (n=665)	Quartile 2 % (n=441)	Quartile 4 % (n=628)
Being bullied more often within the last school year		+10		
Being called mean names, made fun of, or teased in a hurtful way		+8		
Being bullied in the classroom		+8		
Seeing others being bullied		+7		+9
Seeing others being bullied for being different		+12		
Seeing others being bullied due to learning difficulties'		+10		+9
Seeing others being bullied due to their culture and beliefs		+11		+11
Seeing others being bullied in a homophobic way		+7		
Seeing others being bullied due to race or their ethnic origin		+9		+11
Seeing others being bullied due to their disability		+10		+15
<i>As stated</i>				
Being aware of their school's anti-bullying policy		+12		
Knowing who to talk to in their school if they were being bullied		+8		
Being made aware of bullying within the school (through teachers or school council)		+9		

Table 7.12. showing where there is a significant difference between schools that have a medium low FSM with schools that have a medium high FSM ([click here to return to the executive summary](#); [click here to return to the main report section 5.10](#); [click here to return to the conclusions](#))

The red colour represents indicators where there is a statistically significant difference (higher proportion)

Types of bullying	Year group and FSM			
	Year 7		Year 10	
	Quartile 2 % (n=429)	Quartile 3 % (n=567)	Quartile 2 % (n=441)	Quartile 3 % (n=543)
<i>More likely to report within the last two months</i>				
Being called mean names, made fun of, or teased in a hurtful way		+8		
Being bullied in the classroom		+7		
Seeing others being bullied for being different		+7		
Seeing others being bullied due to learning difficulties'		+7		
Seeing others being bullied due to their culture and beliefs		+8		+8

Table 7.13. showing where there is a significant difference between schools that have a low FSM with schools that have a medium high FSM ([click here to return to the executive summary](#); [click here to return to the main report section 5.10](#); [click here to return to the conclusions](#))

The red colour represents indicators where there is a statistically significant difference (higher proportion)

Types of bullying	Year group and FSM			
	Year 7		Year 10	
	Quartile 1 % (n=601)	Quartile 3 % (n=567)	Quartile 1 % (n=601)	Quartile 3 % (n=543)
<i>More likely to report within the last two months</i>				
Other pupils telling lies or spreading rumours about them and making others dislike them		+7		
Being called mean names, made fun of, or teased in a hurtful way		+9		
Seeing others being bullied		+7		
Seeing other being bullied due to their appearance		+7		
Seeing others being bullied due to being different		+7		
<i>As stated</i>				
Being aware of their school's anti-bullying policies			+9	

Key to tables 7.14. – 7.18. showing pupil populations of the school size quartiles

Quartile 1 = 258 - 585 pupils

Quartile 2 = 586 - 763 pupils

Quartile 3 = 764 - 974 pupils

Quartile 4 = 975+ pupils

Table 7.14. showing where there is a significant difference between schools that have a high pupil population with schools that have a low pupil population ([click here to return to the executive summary](#); [click here to return to the main report section 5.11](#); [click here to return to the conclusions](#))

The red colour represents indicators where there is a statistically significant difference (higher proportion)

Types of bullying	Year group and school size	
	Year 7	
	Quartile 1 % (n=639)	Quartile 4 % (n=561)
<i>More likely to report within the last two months</i>		
Seeing others being bullied		+9
Seeing others being bullied due to their appearance		+8
Seeing others being bullied for being different		+8
Seeing others being bullied due to their race or ethnic origin		+7
<i>As stated</i>		
Being made aware of bullying (through teachers/school council)		+19
Knowing who to talk to in the school if they were being bullied		+10
Being aware of the schools anti-bullying policy		+17

Table 7.15. showing where there is a significant difference between schools that have a high pupil population with schools that have a medium to low pupil population ([click here to return to the executive summary](#); [click here to return to the main report section 5.11](#); [click here to return to the conclusions](#))

The red colour represents indicators where there is a statistically significant difference (higher proportion)

Types of bullying	Year group and school size			
	Year 7		Year 10	
	Quartile 2 % (n=422)	Quartile 4 % (n=561)	Quartile 2 (% n=371)	Quartile 4 % (n=550)
<i>More likely to report within the last two months</i>				
Being bullied due to their appearance		+10		
Seeing others being bullied due to their culture or beliefs			+7	
Seeing other being bullied due to their race or ethnic origin			+9	
Seeing others being bullied due to their learning difficulties			+7	
Perpetrating bullying as part of a group		+7		
<i>As stated</i>				
Knowing who to talk to in the school if they were being bullied		+7		
Being aware of the schools anti-bullying policy		+7		

Table 7.16. showing where there is a significant difference between schools that have a high pupil population with schools that have a medium to high pupil population ([click here to return to the executive summary](#); [click here to return to the main report section 5.11](#); [click here to return to the conclusions](#))

The red colour represents indicators where there is a statistically significant difference (higher proportion)

Types of bullying	Year group and school size			
	Year 7		Year 10	
	Quartile 3 % (n=603)	Quartile 4 % (n=561)	Quartile 3 % (n=623)	Quartile 4 % (n=550)
<i>More likely to report within the last two months</i>				
Seeing others being bullied due to their learning difficulties			+8	
Seeing others being bullied due to their culture or beliefs			+7	
Seeing other being bullied due to their race or ethnic origin			+9	
<i>As stated</i>				
Being made aware of bullying (through teachers/school council)		+9		
Being aware of the schools anti-bullying policy		+10		
Being happy with the way their school deals with bullying				+7

Table 7.17. showing where there is a significant difference between schools that have a medium to high pupil population with schools that have a low pupil population ([click here to return to the executive summary](#); [click here to return to the main report section 5.11](#); [click here to return to the conclusions](#))

The red colour represents indicators where there is a statistically significant difference (higher proportion)

Types of bullying	Year group and school size			
	Year 7		Year 10	
	Quartile 1 % (n=639)	Quartile 3 % (n=603)	Quartile 1 % (n=586)	Quartile 3 % (n=623)
<i>More likely to report within the last two months</i>				
Seeing others being bullied due to their learning difficulties		+7		
Seeing others being bullied for being different		+8		+7
Seeing others being bullied due to their culture or beliefs				+7
Seeing other being bullied due to their race or ethnic origin		+8		
<i>As stated</i>				
Being made aware of bullying (through teachers/school council)		+10		
Being aware of the schools anti-bullying policy		+7		
Being happy with the way their school deals with bullying			+8	

Table 7.18. showing where there is a significant difference between schools that have a medium to low pupil population with schools that have a low pupil population ([click here to return to the executive summary](#); [click here to return to the main report section 5.11](#); [click here to return to the conclusions](#))

The red colour represents indicators where there is a statistically significant difference (higher proportion)

Types of bullying	Year group and school size			
	Year 7		Year 10	
	Quartile 1 % (n=639)	Quartile 2 % (n=422)	Quartile 1 % (n=586)	Quartile 2 % (n=371)
<i>More likely to report within the last two months</i>				
Seeing others being bullied due to their appearance				+8
Seeing others being bullied for being different		+8		+7
Seeing others being bullied due to their culture or beliefs				+8
Seeing other being bullied due to their race or ethnic origin				
<i>As stated</i>				
Being made aware of bullying (through teachers/school council)		+12		
Being aware of the school's anti-bullying policy		+12		+7
Being happy with the way their school deals with bullying		+7		

Summary of Special School Results (Tables 7.19. - 7.24.)

Table 7.19. Number of responses from pupils in special schools in years 4 and 6 (n=13)				
	No	Yes Sometimes	Yes All the time	Don't Know
I have been called nasty names	1	11	0	1
I have been hit, kicked or pushed	2	10	0	1
I have been left out of things on purpose	6	3	1	3
I have had lies told about me	2	7	0	4
I had money or other things taken away from me	7	4	0	2
I was threatened or forced to do things I didn't want to do	5	4	0	4
I have seen others being bullied	2	9	2	0

Table 7.20. Number of responses from pupils in years 4 and 5 in special schools (n=13)			
	Yes	No	Don't Know
Bullying has been talked about within the school	13	0	0
If I was bullied I would tell someone about it	12	0	1
I believe the school could help me if I had been bullied	13	0	0

Table 7.21. Number of responses from pupils in years 7 and 10 in special schools (n=37)

	No	Yes Sometimes	Yes All the time	Don't Know
I have been called nasty names	13	20	3	1
I have been left out of things on purpose	17	13	1	6
I have been hit, kicked or pushed	13	21	2	1
I have had lies told about me	9	14	7	5
I had money or other things taken away from me	23	8	0	4
I was threatened or forced to do things I didn't want to do	20	12	0	4
I was bullied because of the way I look	22	6	4	4
I was bullied for being different	21	12	2	2
I was bullied by being called gay as an insult (whether or not it is true)	21	7	1	6
I was bullied because of my learning difficulties	20	8	3	3
I was bullied because of my race or ethnic origin	25	4	0	5
I was bullied because of my disability	28	5	1	1
I have seen others being bullied	7	21	6	2

Table 7.22. Number of responses from pupils in years 7 and 10 in special schools (n=37)			
	Yes	No	Don't Know
Bullying has been talked about within the school	34	1	1
If I was bullied I would tell someone about it	28	6	3
I believe the school could help me if I had been bullied	28	5	3

Table 7.23. summarising pupils' comments on what they think is the best way of stopping bullying in special schools at secondary school age (n=37)¹⁹	
Themes²⁰	# of comments
Tell teacher	11
Tell family	10
Tell someone / anyone	6
Contact childline	2
Ignore the bullies	2
Expel or segregate them	2
Other pupils should support them	1
Tell their parents	1
Tell friends	1
More staff monitoring	1
Discuss the issue with bully	1

¹⁹ Twenty five from year 10, twelve from year 7

²⁰ Many of the pupils suggested more than one way of stopping bullying, these are all counted

Table 7.24. summarising pupils' comments on what they think is the best way of stopping bullying in special schools at primary school age (n=13)²¹	
Themes²²	# of comments
Make friends with the bully/ies	5
Tell teacher	4
Other pupils should support them	2
Ignore the bullies	3
Tell someone / anyone	1
Expel them	1

²¹ Eleven pupils from year 6, and two from year 4

²² Many of the pupils suggested more than one way of stopping bullying, these are all counted