

Don't Stand By, Stand Up: A Peer Group Anti-Bullying Intervention to Increase Pro-Defending Attitudes and Behaviour in Students that Witness Bullying.

Submitted by Kathryn Hornblower to the University of Exeter as a thesis for the degree of Doctorate in Educational, Child, and Community Psychology in May 2014

This thesis is available for Library use on the understanding that it is copyright material and that no quotation from the thesis may be published without proper acknowledgement.

I certify that all material in this thesis which is not my own work has been identified and that no material has previously been submitted and approved for the award of a degree by this or any other university.

Signature:.....

Summary of Contents

No	Section	Page
Section 1	Research Introduction	9
	1.1 Overview	9
	1.2 Framework for conducting design research	10
	1.3 Research Context	11
Section 2	Paper 1	12
2.1	Abstract	12
2.2	Introduction	12
	2.2.1 Background Literature	12
	2.2.2 The Present Study	16
2.3	Methodology	17
	2.3.1 Intervention	17
	2.3.2 Design	18
	2.3.3 Research Questions	19
	2.3.4 Participants	19
	2.3.5 Measures	20
	2.3.5.1 Quantitative Measures	20
	2.3.5.2 Qualitative Measures	21
	2.3.6 Procedures	22
	2.3.7 Ethics	22
2.4	Data Analysis	23
	2.4.1 Quantitative Data	23
	2.4.2 Qualitative Data	23
2.5	Results	24
	2.5.1 Research Question 1: What factors influenced decisions to defend victims of bullying?	24
	2.5.2 Research Question 2: To what extent was the intervention implemented as designed and what factors affected this?	26
	2.5.3 Research Question 3: What were the effects of the intervention programme?	27

	2.5.4. Research Question 4: How could the intervention be improved?	32
2.6	Discussion	33
	2.6.1 Decisions to Defend Victims	33
	2.6.2 Implementation Fidelity	36
	2.6.3 Effects of the Intervention	37
	2.6.4 Improvements	39
	2.6.5 Limitations	39
	2.6.6 Future Directions	40
Section 3	Paper 2	42
3.1	Abstract	42
3.2	Introduction	42
	3.2.1 Background Literature	43
	3.2.2 The Present Study	45
3.3	Methodology	45
	3.3.1 Intervention	45
	3.3.2 Design	46
	3.3.3 Research Questions	47
	3.3.4 Participants	47
	3.3.5 Measures	48
	3.3.5.1 Quantitative Measures: Student Participants	48
	3.3.5.2 Quantitative Measures: Staff Participants	49
	3.3.5.3 Qualitative Measures	50
	3.3.6 Procedures	50
	3.3.7 Ethics	51
3.4	Data Analysis	52
	3.4.1 Quantitative Data	52
	3.4.2 Qualitative Data	52
3.5	Results	52
	3.5.1 Research Question 1: What factors influenced decisions to defend victims of bullying?	52
	3.5.2 Research Question 2: To what extent was the	55

	intervention implemented as designed and what factors affected this?	
	3.5.3 Research Question 3: What were the effects of the intervention programme?	59
	3.5.4 Research Question 5: How could the intervention be improved?	65
3.6	Discussion	66
	3.6.1 Decisions to Defend Victims	66
	3.6.2 Implementation Fidelity	68
	3.6.3 Effects of the Intervention	69
	3.6.4 Improvements	70
	3.6.5 Limitations	71
	3.6.6 Future Directions	71
Section 4	Conclusion	73
Section 5	Implications for EP Practice	75
Section 6	References	76
Section 7	Literature Review	81
Section 8	Certificate of Ethical Research Approval	106
Section 9	Appendices for Paper 1	112
Section 10	Appendices for Paper 2	173
	Acknowledgements	251

Summary of Tables and Figures

Number	Table	Page Number
1	Framework for design research	10
2	Summary of the qualitative data of themes relating to decisions to defend a victim 1	25
3	Descriptive statistics of self-reports of the frequency and percentages of wearing the DSBSU wristband 1	27
4	Descriptive statistics for self-reports of defending others pre and post intervention in the matched sample 1	28
5	Descriptive statistics for self-reports of being defended pre and post intervention in the matched sample 1	28
6	Descriptive statistics for self-reports of being bullied pre and post intervention in the matched sample 1	28
7	Descriptive statistics for self-reports of bullying others pre and post intervention in the matched sample 1	29
8	Descriptive statistics of self reports of attitude and behaviour change post intervention 1	30
9	Summary of the qualitative data of themes relating to the effects of the intervention 1	31
10	Summary of the qualitative data of themes relating to improvements to the intervention 1	32
11	Summary of the qualitative data of themes relating to decisions to defend a victim 2	53
12	Descriptive statistics of self reports of the frequency and percentages of assembly attendance	55
13	Descriptive statistics of self-reports of the frequency and percentages of wearing the 'Don's Stand By Stand Up' wristband 2	55
14	Descriptive statistics of self-reports of the frequency	56

	and percentages of number of tutorial follow-up sessions received	
15	Descriptive statistics of self-reports of the frequency and percentages of participation in <i>International Stand Up to Bullying Day</i>	56
16	Summary of the qualitative data of themes relating to barriers to implementation	57
17	Descriptive statistics for self-reports of defending others pre and post intervention in the matched sample 2	59
18	Descriptive statistics for self-reports of being defended pre and post intervention in the matched sample 2	59
19	Descriptive statistics for self-reports of being bullied pre and post intervention in the matched sample 2	60
20	Descriptive statistics for self-reports of bullying others pre and post intervention in the matched sample 2	60
21	Descriptive statistics of self reports of attitude and behaviour change post intervention 2	61
22	Descriptive statistics of teachers' perceptions of attitude and behaviour change post intervention	62
23	Summary of the qualitative data of themes relating to the effects of the intervention 2	63
24	Summary of the qualitative data of themes relating to improvements to the intervention 2	65
25	Social cognitions relating to defending behaviour	94
26	Phase 2: Generating Initial Codes 1	155
27	Summary of the qualitative data of themes relating to decisions to defend a victim with data extracts 1	162
28	Summary of the qualitative data of themes relating to the effects of the intervention with data extracts 1	163
29	Summary of the qualitative data of themes relating to improvements to the intervention with data extracts 1	164

30	Summary of the qualitative data of themes relating to participants' perceived value of the intervention with data extracts	165
31	Descriptive statistics for self-reports of defending others pre and post intervention in the total sample and matched sample 1	166
32	Descriptive statistics for self-reports of being defended by others pre and post intervention in the total sample and matched sample 1	167
33	Descriptive statistics for self-reports of being bullied pre and post intervention in the total sample and matched sample 1	168
34	Descriptive statistics for self-reports of bullying others pre and post intervention in the total sample and matched sample 1	169
35	Summary of the qualitative data of themes relating to participants' perceived value of the intervention	170
36	Tutorial follow-up sessions and objectives	176
37	Phase 2: Generating Initial Codes 2	221
38	Summary of the qualitative data of themes relating to decisions to defend a victim with data extracts 2	232
39	Summary of the qualitative data of themes relating to barriers to implementation with data extracts	235
40	Summary of the qualitative data of themes relating to the effects of the intervention with data extracts 2	236
41	Summary of the qualitative data of themes relating to improvements to the intervention with data extracts 2	238
42	Summary of the qualitative data of themes student participants' perceived value of the intervention with data extracts	239
43	Summary of the qualitative data of themes relating to staff participants' perceived value of the intervention with data extracts	240

44	Descriptive statistics for self-reports of defending others pre and post intervention in the matched sample 2	242
45	Descriptive statistics for self-reports of being defended by others pre and post intervention in the total sample and matched sample 2	243
46	Descriptive statistics for self-reports of being bullied pre and post intervention in the total sample and matched sample 2	244
47	Descriptive statistics for self-reports of bullying others pre and post intervention in the total sample and matched sample 2	245
48	Descriptive statistics of participants' views of the value of the intervention	246
49	Summary of the qualitative data of themes student participants' perceived value of the intervention	247
50	Descriptive statistics of tutors' feedback	248
51	Summary of the qualitative data of themes relating to staff participants' perceived value of the intervention	249

1

Number	Figure	Page number
1	Latané and Darley's (1970) Decision model of prosocial behaviour	14
2	Model of decisions to defend victims of bullying 1	33
3	Model of decisions to defend victims of bullying 2	67
4	Piliavin, Rodin and Piliavin's (1969) arousal: cost/reward model	93

Section 1: Research Introduction

1.1 Overview

This two phase study employed a design research approach to develop, implement, evaluate, and refine a peer group anti-bullying intervention, based on psychological theories of helping behaviour and research into the role of bystanders in bullying. The aim of the intervention was to reduce bullying in schools by increasing the defending behaviour, whilst decreasing the reinforcing behaviour, of students who witness incidents of bullying. The programme was designed to be used by an Educational Psychology Service (EPS) in conjunction with schools. In paper 1 the first iteration of the intervention programme was implemented and evaluated, findings were then utilised to inform modifications to the design of the programme in paper 2. Data on factors that affect an individual's decision to defend victims of bullying were also gathered and, through synthesis with previous research, a model of this behaviour was developed. The research questions remained the same throughout both papers.

Design research comes from the philosophical perspective of pragmatism as it is consistent with the view that the focus should be on what works rather than deeper philosophical debates about what reality is (ontology) and how do we know (epistemology). Pragmatists opt out of answering questions relating to ontology and instead utilise approaches that take them further towards their goals (Reinking and Bradley, 2008). Human constructions of the world are seen as significant, but, "Once we agree about what is valued and important, reality becomes the process and means for getting there", (Reinking and Bradley, p. 37). Pragmatists judge the value of theory by what can be demonstrated to work and improve outcomes; Messick (1992) called this consequential validity. This is concordant with the design researcher's aim to determine how theory can best be applied in context specific settings. Furthermore, design researchers might take a stance of epistemological pluralism where no single way is seen as a superior way to investigate behaviour; instead the approach that best suits the research question is utilised (McGhee,

2001). This is reflected in this research through a mixed methodologies approach to data collection.

1.2 Framework for Conducting Design Research

The research was carried out following Reinking and Bradley's (2008) framework for conducting design research which is comprised of six questions:

<p><i>1. What is the pedagogical goal to be investigated, why is that goal valued and important, and what theory and previous empirical work speak to accomplishing that goal instructionally?</i></p>	<p>See literature review (section 7) and the introduction to paper 1 (section 2.2)</p>
<p><i>2. What intervention, consistent with a guiding theory, has the potential to achieve the pedagogical goal and why?</i></p>	<p>See the rationale for the design of the intervention programme in paper 1 (Appendix 1.1).</p>
<p><i>3. What factors enhance or inhibit the effectiveness, efficiency, and appeal of the intervention in regard to achieving the set pedagogical goal?</i></p>	<p>See the results and discussion sections of paper 1 and 2 (sections 2.5, 2.6, 3.5, and 3.6)</p>
<p><i>4. How can the intervention be modified to achieve the pedagogical goal more effectively and efficiently and in a way that is appealing and engaging to all stakeholders?</i></p>	<p>The findings from the first iteration of the intervention programme in paper 1 were used to inform modifications to the design of the intervention in the second iteration (see Appendix 2.1 for the rationale for the design of the intervention in paper 2).</p>
<p><i>5. What unanticipated positive and negative effects does the intervention produce?</i></p>	<p>See the results and discussion sections of both papers (sections 2.5.3, 2.6.3, 3.5.3, and 3.6.3).</p>
<p><i>6. Has the institutional environment changed as a result of the intervention?</i></p>	<p>See the results and discussion sections of both papers (sections 2.5.3, 2.6.3, 3.5.3, and 3.6.3).</p>

Table 1: Framework for design research

1.3 Context of Research

Bullying is defined as, “a form of aggressive behaviour characterized by repeated acts against victims who cannot easily defend themselves”, (Smith, Ananiadou, & Cowie, 2003, p. 591). It differs from general aggression in terms of repetition and imbalance of power (Smith, 2011). Although bullying is a long acknowledged form of human behaviour, systematic examination of the topic began with the work of Olweus in Scandinavia in the 1970s (Rigby, Smith, & Pepler, 2004). Since this time, a substantial amount of research has been conducted into the nature, prevalence, and consequences of bullying, as well as the effectiveness of interventions against it. It is a topic of great concern at an individual, school, and societal level.

The negative consequences of bullying are widely apparent and extensively documented (Hawker & Boulton, 2000; Arseneault, Bowes & Shakoor, 2009; Kim & Leventhal, 2008; Rothon, Head, Klineberg, & Stansfeld, 2011). A government commissioned survey investigated bullying as part of the staying safe component of the *Every Child Matters* outcomes (Department for Education and Skills [DfES], 2003). The findings confirmed that bullying is prevalent in UK schools and a priority issue for children and young people (Chamberlain, George, Golden, Walker, & Benton, 2010). Furthermore, the Education and Inspections Act (DfES, 2006) states that every school must have measures to prevent all forms of bullying amongst pupils, however the quality of these policies is variable (Smith et al 2012). The prevention of bullying is an area where Educational Psychologists (EPs) should devote their time and resources, in order to target the source of many emotional and progress related difficulties.

Section 2: Paper 1

2.1 Abstract

Psychological research into bullying has highlighted the importance of considering the role of bystanders within this complex social interaction (see literature review). The aim of this paper was to apply this research to develop an anti-bullying intervention programme that increases pro-defending attitudes and behaviour, and consequently reduces bullying. The methodology was a design experiment; in this first iteration, the intervention programme was designed, implemented, and evaluated in collaboration with staff and students at a secondary school. Data were collected using a mixed methods approach via questionnaires, focus groups, an interview, and observation. The results showed that there was no significant difference in prevalence estimates of defending or bullying pre and post intervention. However, two thirds of participants reported that their attitudes and behaviour had become more supportive of defending victims since the intervention. Qualitative data revealed a diversity of perspectives regarding the effects and value of the programme. A model outlining factors that influence decisions to defend a victim of bullying was developed from the results and previous literature. The findings from this paper were used to inform modifications to the design of the intervention programme for implementation in the second iteration in paper 2.

2.2 Introduction

2.2.1 Background Literature

Bullying is a widely acknowledged social problem which is considered to be particularly pertinent to children and young people (Chamberlain et al, 2010) and has many negative consequences (Hawker & Boulton, 2000). Traditional accounts of bullying tend to view it as an interaction between perpetrator/ perpetrators and a victim. However, since the 1990s, a growing body of research into the role of bystanders in bullying has emerged. This perspective understands bullying as a social group based phenomenon and focuses on the interaction between bullies,

victims, and bystanders, and how their responses affect the outcome (Twemlow, Fonagy, & Sacco, 2004).

Through videotaped observations of children in a school playground, O'Connell, Pepler, and Craig (1999) found that 21% of students who witnessed bullying actively imitated the behaviour, 54% passively watched, and only 25% intervened to defend the victim. Salmivalli, Lagerspetz, Bjorkqvist, Osterman and Kaukiainen (1996) provide a detailed exploration of what being a bystander can potentially entail through their investigation into the different roles that individuals can play. Aside from the roles of bully and victim, they discovered four participant roles: assistants join in and help the bully once a leader has initiated it; reinforcers provide an audience and positive feedback to the bully e.g. laughing, attention; outsiders withdraw from the situation; and defenders support the victim and try to stop the bullying.

O'Connell et al (1999) link the group processes surrounding bullying to the social learning theory of modelling and reinforcement (Bandura, 1977). They claim that, by witnessing bullying incidents, individuals are likely to imitate the bully's behaviour, especially if the bully is perceived as powerful, sharing similar characteristics, and receives rewards. Additionally, passively watching bullying may provide reinforcement to the bully via attention, therefore making their behaviour more likely to continue. Salmivalli (2010) claims that bullies are motivated by a desire to acquire power and high status in their peer group, an agentic goal that, if achieved through the reaction of bystanders, is likely to strengthen their behaviour. This claim was supported by research conducted by Kärnä, Salmivalli, Poskiparta, and Voeten (2008, as cited in Salmivalli, 2010) who found that the more classmates reinforced bullies, the more frequently bullying took place, whilst the reverse was true when victims were defended. This suggests that as well as exacerbating bullying, the reaction of bystanders in support of victims can also decrease bullying.

Although the majority of students report having anti-bullying attitudes (Boulton, Trueman, & Flemington, 2002) only a minority take action in defence of victims (Hawkins, Pepler, & Craig, 2001). This discrepancy between attitudes and behaviour has also been explored and researchers have reported many factors that influence a bystander's decision to defend a victim. These factors include:

agreeableness (Tani, Greenman, Schneider, & Fregoso, 2003); social self-efficacy (Gini, Albiero, Benelli, and Altoe, 2008); empathy (Nickerson, Mele, & Princiotta, 2008); gender (Lodge & Frydenberg, 2005); social status (Sainio, Veenstra, Huitsing, & Salmivalli, 2011); individual attitudes, and group norms (Salmivalli & Voeten, 2004). Thornberg et al (2012) developed a conceptual framework of bystander motivation to intervene based on five domains: interpretation of harm in the bullying situation, emotional reactions, social evaluating, moral evaluating, and intervention self-efficacy. The research shows that there are many factors that can impact upon a bystander's decision to defend, suggesting the decision is based on a complex interaction between a range of personal and situational variables.

Psychological theories of prosocial behaviour can also be applied in order to understand why a bystander may or may not defend a victim of bullying. Latané and Darley's (1970) decision model of helping states that when deciding whether to help, an individual must progress through a sequence of decisions as described in the following model:

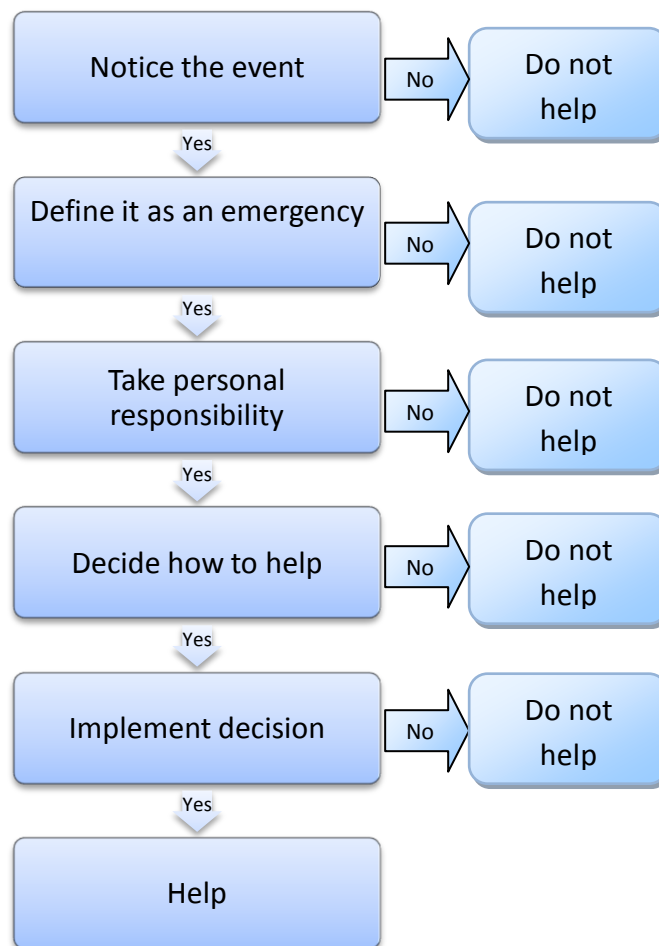


Figure 1: Latané and Darley's (1970) decision model of prosocial behaviour

Pozzoli and Gini (2013) tested the decision model as an explanation of bystander behaviour in children and adolescents who witness bullying. They found that pro-victim attitudes, personal responsibility, and coping strategies, along with peer and parental expectations, were significant factors in the decision to defend, therefore supporting predictions from the model. Furthermore, Piliavin, Rodin and Piliavin's (1969) arousal: cost/reward model can be used to explain how decisions to intervene could be based upon weighing up the costs and benefits of defending versus not defending.

Many different types of anti-bullying intervention exist and are based at a whole school, classroom, or individual level; some are proactive and others reactive (Thompson & Smith, 2011). Interventions based on the role of the bystander are classified under the general category of peer group interventions. The bystander approach attempts to reduce bullying by increasing awareness of the role that all individuals play in the group dynamics of bullying and encouraging students to support the victim (Salmivalli, 2010). It is distinct from other forms of peer support in that it involves all students rather than certain selected individuals. An advantage of this whole school approach is that it avoids the stigmatisation of bullies and victims (Smith, Schneider, Smith & Ananiadou, 2004).

Forms of bystander defender training have been developed in different countries with varying degrees of success. Polanin, Espelage, and Pigott (2012) conducted a meta-analysis into 12 bystander anti-bullying interventions worldwide and found that overall the programmes were successful at increasing bystander intervention. In England Thompson & Smith (2011) found that only 4% of schools reported using bystander defender training, and only 10% of local authorities recommended it. It was rated lowest in effectiveness in comparison to five other peer support strategies. Due to lack of details in the report it is unclear why these programmes were rated as the least effective.

The most successful bystander intervention to date is the KiVa programme, developed in Finland by a group at the University of Turku in conjunction with the Finnish Ministry of Education (Salmivalli, Poskiparta, Ahtola, & Haataja, 2013). It is a comprehensive programme based on the participant role approach and research into factors relating to bystander behaviour (see Salmivalli, 2010 for a review). The

programme was first evaluated via a large scale randomised control trial (RCT) for grades 4-6 (10-12 years), involving 78 schools (Kärnä et al, 2011b). The findings demonstrated improved outcomes for participants in the experimental condition in 7 out of 11 dependant variables including self-reported victimisation and bullying, and peer-reported victimisation, after nine months. Further evaluation of the programme demonstrated positive effects for grade 1-3 (7-9 years), however effect sizes were lower in grades 7-9 (13-15 years) (Kärnä et al, 2013). The programme was rolled out at a national level, results were weaker than in the RCT but significant for primary aged pupils (Kärnä et al, 2011a).

2.2.2 The Present Study

Research into the role of bystanders in bullying strongly suggests that their behaviour can influence the outcomes for victims by either reinforcing or challenging the bully's actions. However, relatively few psychologists have attempted to apply the findings by developing interventions that target bystanders, despite this being the conclusion of many researchers. Interventions of this nature do already exist, but their use in the UK is not widespread, and those that have been implemented have not been rated as highly effective (Thompson & Smith, 2011). As bystander anti-bullying interventions have been found to be effective in other countries, there is scope to develop the concept for use by EPs working in the UK. Hutchinson (2012) refers to the role of EPs in relation to this topic, suggesting: raising awareness; supporting young people to reflect on their role as bystanders; and systemic work. Designing an intervention programme, based on thorough consideration of research findings, is the most effective method to achieve this goal. As Norwich (2000) states, EPs are in a position to bridge the gap between academic research findings and practical application within an educational setting.

The intervention developed incorporated research into the role of bystanders in bullying situations, thus was strongly evidence based. In addition to this, models of prosocial behaviour provided a framework, in order to integrate implications from these well established psychological theories. A review of the literature has identified a number of objectives that the intervention needs to address in order to be effective. These relate to an understanding of what influences an individual's decision to defend, in order to tackle the dissonance between attitudes and

behaviours. The intervention shares aims with the KiVa programme, but it differs in terms of its components, and reflects the role of the EP as a practitioner who works collaboratively with schools and actively listens to the voice of young people. Current forms of bystander defender training are implemented in a top down directive fashion, without input from school staff or students. The use of a design research approach enables participants to play an active role in the development of the intervention programme, and facilitates the development of a product that is effective in a naturalistic school setting, thus offering a novel contribution to the field. This paper comprises the first iteration of a design research approach to developing an anti-bullying intervention based on the role of the bystander.

2.3 Method

2.3.1 Intervention

The intervention was designed in collaboration with two members of school staff, and students in the anti-bullying support team. It was intended to run alongside and enhance the school's existing anti-bullying policy and procedures. The intervention was based on psychological theories of helping behaviour and research into the role of peers in bullying situations. The aim was to reduce bullying by increasing pro-defending attitudes and behaviour, whilst decreasing the reinforcing behaviour, of students who witness incidents of bullying (see Appendix 1.1 for rationale for design of intervention programme 1).

The Don't Stand By Stand Up intervention programme 1 (DSBSU1) consisted of:

- An assembly designed and delivered by the researcher and the anti-bullying support team (see Appendix 1.2 for presentation).
- A 95 minute follow-up lesson designed in conjunction with the head of PSHE and delivered by school staff (see Appendix 1.3 for materials).
- A poster which visually reinforced the objectives of the interventions displayed around the school (see Appendix 1.4).
- A leaflet with more detailed guidance for students relating to bystander behaviour (see Appendix 1.5).

- Wristbands containing the phrase ‘Don’t Stand By Stand Up: I’m a Defender’ were given to participants (see Appendix 1.6).

2.3.2 Design

This paper forms part of a two part design experiment with the aim of designing, evaluating, and refining an anti-bullying intervention in a naturalistic setting. The aim of this type of research according to Reinking and Bradley (2008) is to,

“attempt to bring about positive change in education environments through creative, innovative, instructional interventions grounded in theory and guided by systematic data collection and analysis”, (p.6).

Design research was selected as the aim was to produce an artefact, in the form of an intervention, rather than just changing behaviour. Because design research takes place in real life environments, such as schools, there are many variables that cannot be controlled and many factors that will affect implementation. Instead of viewing this as a weakness to validity, as traditional positivists would (Pring, 2000), design researchers view it as addressing a need to examine how findings from basic research can be applied in realistic contexts. Design research takes a systemic approach, treating variables as interdependent and connected, as opposed to viewing them in isolation, so that researchers can establish what happens under naturalistic conditions (Salomon, 1991).

This research follows Reinking and Bradley’s (2008) framework for conducting design research as they provide a comprehensive structure for conceptualising, planning, carrying out, and reporting this type of work (see section 1.2). This paper describes the first part of the design experiment, focusing on the design and evaluation of the initial intervention programme. Design researchers take a stance of epistemological pluralism where no single way of investigating behaviour is seen as superior; instead the approach that best suits the research question should be utilised (McGhee, 2001). This was reflected in a mixed methodologies approach to data collection; quantitative data were collected via questionnaires, and qualitative data were collected via focus groups, an interview, and observation. The quantitative data were used to measure changes in variables pre and post intervention. As the same participants completed the questionnaires pre and post

intervention, and no control school was available, this constitutes a within-subjects design. The qualitative data were used to gain participants' viewpoints on the effects of the intervention, how it could be improved, its value, and to further understand influences on defending behaviour.

2.3.3 Research Questions

RQ1: What factors influenced decisions to defend victims of bullying?

RQ2: To what extent was the intervention implemented as designed and what factors affected this?

RQ3: What were the effects of the intervention programme?

RQ4: How could the intervention be improved?

RQ5: What were participants' views of the value of the intervention? Due to word count restrictions, see Appendix 1.21 for the results and Appendix 1.22 for discussion in relation to this research question.

2.3.4 Participants

One academy status, mainstream secondary school in the South West of England participated in the study. The sampling method was opportunity sampling as this school elected to take part in the research. This non-probability sampling technique was judged to be appropriate to use with design research as the aim is to develop and modify an intervention with a specific group under certain conditions, rather than evaluate the intervention under controlled conditions with a representative sample. As Reinking and Bradley (2008) state, the most important requirement for selecting a school is that they have, "some genuine investment in goals, intentions, and potential outcomes, as well as a willingness to have some flexibility in accommodating the intervention." (p.84). School staff selected the cohort of year 9 students to participate as they felt that this group in particular would benefit from the intervention. The participants were 172 students aged 13-14; 49% were female.

All participants took part in the intervention programme as part of their timetabled school schedule; they were invited to complete the questionnaire, pre and post intervention. A sub-sample of 19 students (12 females, 7 males), selected by

volunteer sampling, took part in the focus groups. In addition to this, 15 students aged 14 to 16 (11 females, 4 males), who were members of the school's anti-bullying support team, contributed to the design and delivery of the intervention programme, and took part in a focus group. Four members of teaching staff also contributed to the design, implementation, and evaluation of the intervention programme.

2.3.5 Measures

2.3.5.1 Quantitative Measures

Quantitative data were obtained via pre and post intervention questionnaires (see appendices 1.7 and 1.8) designed to estimate the prevalence of bullying and defending behaviour; self-reports of changes in participants' attitudes and behaviour since the intervention; and how often participants had worn the wristbands.

Prevalence estimate of bullying and defending: Guidance regarding increasing the validity and reliability of the prevalence estimation of bullying was taken from Solberg and Olweus (2003). Self-report method was used, as opposed to peer or teacher nominations, where cut off points to classify bullies and victims can be arbitrary and difficult to replicate. A clear definition of bullying was provided to reduce subjective interpretations of the concept of bullying. A precise reference period was specified i.e. the past half term, and specific temporal categories were provided i.e. several times a week. Questions 1 and 2 equate to the two global variables from the revised Olweus Bully/Victim Questionnaire (OBVQ) (Olweus 1996), with modifications to the reference period in order to fit the current study: "How often have you been bullied at school in the past half term?" Participants answered on a five-point scale ("I have not been bullied" to "several times a week"). Subsequent to testing the functionality of these variables, Solberg and Olweus (2003) concluded that they have high construct validity and psychometric properties. Furthermore, Kyriakides, Kaloyirou, and Lindsay (2006) performed an analysis on the OBVQ using the Rasch model and concluded that it has satisfactory construct validity and reliability (separation index >0.85), thus is suitable for international research into bullying. Questions 3 and 4 were adapted from the OBVQ in order to estimate the prevalence of defending.

Changes in attitudes and behaviour: Participants were asked to give a self-report response as to whether the intervention programme had led to changes in their

attitudes and/or behaviour with clarification of each of these terms provided. “Which statement best describes your attitude (thoughts, feelings, opinions)/behaviour (actions) towards defending victims of bullying since the start of the ‘Don’t Stand By, Stand Up’ programme?” Participants answered on a seven-point scale ranging from a lot more supportive, to no change, to a lot less supportive.

Wristbands: Asking participants how often they wore the wristbands was intended to measure to what extent this part of the intervention had been adopted. Participants answered using a five-point scale ranging from never to most of the time.

2.3.5.2 Qualitative Methods

Qualitative data was gathered via focus groups, an interview, and overt participant observation. Focus groups were conducted with the participants as opposed to interviews to elicit multiple views within a group context. Interaction between participants enables them to ask questions of each other, and reflect on the views of other group members, thus developing their understanding of the topic. Focus groups also encourage participation from individuals who might feel intimidated by being interviewed one to one (Kitzinger, 1995). The focus group approach complements a design research methodology as it allows a greater number of participants to contribute to the evaluation and the re-design of the intervention. On the other hand, problems with dominant group members, peer pressure, or other group dynamics may lead to biased information (Morgan, 1997). Kaplowitz and Hoehn (2001) found that participants were more likely to express controversial views in an individual interview rather than a focus group (see appendices 1.9 and 1.10 for topic guides).

A single semi-structured interview was conducted with one teacher, as she was the only member of staff available to participate (see Appendix 1.11). This approach allows for richer, fuller information to be gathered on the participants’ terms, however, interpersonal variables can lead to bias. Alternatively, if a survey of staff had been used, then the views of many more participants could have been included (Coolican, 1994).

Additional data was gathered through assuming the role of a participant-observer; contributing to the delivery of the intervention programme whilst also making

unstructured observations, thus constituting an ethnographic approach. This enables the researcher to gain a deeper understanding of the environment and culture of an institution, and the factors that might enhance or inhibit the intervention, and also develop close working relationships with staff (Reinking & Bradley, 2008). Observations of the follow-up lesson and meetings with the anti-bullying support team were conducted to enrich the data and examine how the intervention was received. The disadvantage to this approach is that the behaviour of the researcher may unduly influence the outcomes of the intervention and lead to bias (Reinking & Bradley, 2008).

2.3.6 Procedures

The intervention programme was delivered within one half term. The pre-intervention questionnaire was administered to participants as part of the assembly during the first week. This meant that the concept of defending could be explained before presentation of questions relating to it. The wristbands were given out during the assembly. Subsequently, participants took part in the follow-up lesson and the researcher observed these lessons when possible. Further visual reinforcement and information on the programme was provided through posters and leaflets. The post-intervention questionnaire was administered by teachers in PSHE lessons after half term; full instructions on administration were provided verbally. Participants who had agreed to be contacted to take part in the focus groups were invited to do so. Two focus groups were conducted with year 9 participants and one with the anti-bullying support team. An interview with a key member of staff was also conducted.

2.3.7 Ethics

A letter was sent to all parents/guardians outlining the aims and procedures of the research, contact details were provided should parents/guardians have any concerns or wish to discuss the intervention further (see Appendix 1.12). The participants were given a full explanation and overview of the project by the researcher, at the assembly, so that they were fully aware of the intervention that they were taking part in. Students were able to refuse to participate by declining to complete the questionnaire. Although physical attendance at the timetabled parts of the intervention was mandatory, the extent to which the ethos of the intervention was adopted and acted upon was dependent on the individual, therefore no participant

was forced to act against their will. A letter was sent to the parents/guardians of participants who had agreed to take part in the focus groups to explain the purpose, and a consent form was provided (see Appendix 1.13). An explanation of the purpose of the focus groups and confidentiality procedures was provided to the participants and informed consent was sought (see Appendix 1.14). A consent form was also provided for staff who took part (see Appendix 1.15). For further details on ethical considerations, including anonymity, confidentiality, and protection from harm, see the certificate of ethical research approval (section 8).

2.4 Data Analysis

2.4.1 Quantitative Data

Quantitative data collected via the questionnaire were analysed using SPSS to generate descriptive and inferential statistics. Due to a significant number of participants declining to provide their details on the questionnaire, it was not possible to match all pre and post intervention responses. Therefore, it was only possible to perform statistical analysis on a subsample of the data, those that identified themselves on both parts, thus potentially leading to sample bias. Furthermore, there was a difference in the number of participants who completed the questionnaire in the pre and post conditions.

A non-parametric Wilcoxon signed-ranks test was used to analysis the pre and post intervention prevalence estimates of defending and bullying as the data were related (within-subjects) and of nominal level (categorical). The purpose of this was to establish whether there were significant differences between prevalence rates subsequent to the intervention.

2.4.2 Qualitative Data

The qualitative data were analysed using NVivo software and Braun and Clarke's (2006) thematic analysis as a technique to identify, analyse and report patterns within the data. This method of analysis was selected as the most appropriate as it provides clear and concise guidelines, is independent of theory and epistemology, and it results in a rich and comprehensive account of the data.

The following guidelines were used to conduct the analysis:

1. Familiarising yourself with your data: the data was transcribed and re-read
2. Generating initial codes: see Appendix 1.16
3. Searching for themes: see Appendix 1.17
4. Reviewing themes: see Appendix 1.18
5. Defining and refining themes: see Appendix 1.19
6. Producing the report: see results section

The analysis was conducted mainly from a theoretical deductive ‘top down’ approach as the themes were found to be concordant with previous literature. An inductive approach of identifying new themes from the data was also allowed for. The analysis was conducted at a semantic level whereby participants’ responses were described, summarised, and interpretations were made. An interpretation of the themes extrapolated from the data was utilised in order to provide answers to the research questions posed, therefore the qualitative data reported in the results section does not represent a reflection of the entire data corpus but includes the themes that were judged to be relevant to the proposed research questions. Braun and Clarke’s checklist of criteria for a good thematic analysis was used to ensure that data analysis was conducted rigorously with minimal bias, and to increase validity. However, it is acknowledged that through identifying and interpreting themes the researcher has played an active role as a co-constructor of knowledge, meaning, and understanding.

2.5 Results

This section presents the key findings from student and staff participants, generated from analysis of the questionnaire, focus groups, interview, and observational data, in relation to each of the research questions.

2.5.1 RQ1: What factors influenced decisions to defend victims of bullying?

The following table provides a summary of the themes and subthemes relating to decisions to defend.

Themes (number of extracts)	Description
Define as Bullying (21)	There is ambiguity regarding what is classed as bullying; participants largely focus on physical forms of bullying.
Take Responsibility (3)	Participants can be reluctant to intervene if they don't feel it is their place.
Social Norms (18)	Participants' perceptions of what is acceptable and what is not will influence what they will tolerate.
Social Status (6)	Participants with higher social status are seen as having more influence over encouraging others to defend; they are also less likely to experience negative consequences from peers.
Decide how to Defend (2)	Participants may be willing to defend victims, but they are not sure how to go about it.
Implement Decision:	
<ul style="list-style-type: none"> Attitudes to Victim/Empathy (10) 	Participants with favourable attitudes to victims and higher levels of empathy are more likely to defend.
<ul style="list-style-type: none"> Relationship to Victim (2) 	Participants are more motivated to defend those that they have a relationship with e.g. family members or close friends.
<ul style="list-style-type: none"> Victim Shame (6) 	There seems to be a sense of shame in being a victim, which prevents victims from wanting to report it or wanting others to defend them.
<ul style="list-style-type: none"> Social Support (11) 	Participants reported being more likely to defend if they have the support of peers.
<ul style="list-style-type: none"> Self-efficacy (7) 	Participants' perceptions of their ability to defend and confidence to do so.
<ul style="list-style-type: none"> Benefits of defending/Cost of not defending (6) 	Benefits of defending can relate to intrinsic values or extrinsic rewards, costs relate to guilt.
<ul style="list-style-type: none"> Cost of defending from peers (18) 	Perceived negative consequences from peers, mainly becoming the next victim or exclusion from a social group.
<ul style="list-style-type: none"> Cost of defending from Teachers (6) 	Perceived negative consequences from teachers e.g. getting into trouble.

Table 2: Summary of the qualitative data of themes relating to decisions to defend a victim 1.

These results show that there are many factors that affect decisions to defend victims of bullying, consequently there are numerous potential barriers to increasing defending behaviour. Factors including defining an event as bullying, taking personal responsibility, social norms, social status, and knowing how to defend will influence participants' attitudes towards defending. Whether a pro-defending attitude results in defending behaviour is further dependant on a range of factors: empathy, relationship to the victim, victim shame, social support, self-efficacy, and perceived costs and benefits of defending and not defending. The most dominant factor appeared to be the perceived cost of defending from peers and whether it would result in social exclusion or becoming victimised. For example, *“If they thought that getting involved there'd be a chance that they'd be bullied instead, the bully might move on to the person that's trying to stand up to them.”*

2.5.2 RQ2: To what extent was the intervention implemented as designed and what factors affected this?

The assembly was delivered to all year 9 students who were present on the day. The researcher was able to observe some of the follow-up lessons. The amount of material covered in the lessons varied with the ability level of the group; 95 minutes was not sufficient to cover all the material in the lower sets but was adequate for the higher sets. The engagement of students in the lesson was also variable. There was no confirmation that all of the groups received the follow-up lesson. The posters and leaflets were visible around the school. The intervention was not implemented to the full specifications of the design.

The main barriers to implementing the programme appeared to be teachers' time due to the pressure of their work load. When teachers' capacity was stretched they were less able to devote time to designing and implementing the intervention. Another significant barrier was making time in the PSHE curriculum to deliver all of the content for the follow-up session due to the need to deliver the compulsory syllabus. Teachers were not always able to respond to requests regarding the project, for example doing a 30 minute refresher follow-up session with the groups during PSHE at the end of the half term. This again was due to time constraints.

Wristbands

Wearing the wristband could be used as an indicator that the intervention had been implemented as it demonstrates that participants were provided with them. Due to an error with the schools administration of the post intervention questionnaire only 33 participants answered a version of the questionnaire which contained a question about wearing the wristband. The data shows that over half of the participants who responded to this question wore the wristband often or most of the time post intervention (see Appendix 1.21 for discussion of the value of the wristband).

	Frequency (N = 33)	Percentage
Never	2	6.1%
Once or twice	6	18.2%
Sometimes	7	21.1%
Often	3	9.1%
Most of the time	15	45.5%

Table 3: Descriptive statistics of self-reports of the frequency and percentages of wearing the DSBSU wristband 1.

2.5.3 RQ3: What were the effects of the intervention programme?

Prevalence estimates of defending and bullying pre and post intervention were compared. Solberg and Olweus (2003) concluded that the '2 or 3 times a month' category was a suitable lower bound cut-off point for classifying participants as involved or not involved in bullying, therefore this cut-off point has been utilised. As not all participants provided personal details the matched sample is less than the total sample. Statistical tests were performed on the matched sample; as the distribution of scores in both samples appears similar it is acceptable to make a conclusion based on this data. Tables 4 to 7 show the number and percentages of participants reporting defending others, being defended, being bullied, and bullying others pre and post intervention in the matched sample. See Appendix 1.20 for a full breakdown of the data for the total and matched samples and by specific temporal category.

Prevalence Estimate of Defending Others

	Pre-intervention (N = 94)		Post-intervention (N = 94)	
Not involved	84	89.4%	86	91.5%
Involved	10	10.6%	8	8.5%

Table 4: Descriptive statistics for self-reports of defending others pre and post intervention in the matched sample 1.

A Wilcoxon signed-ranks test indicated that there was no significant difference between the proportions of participants involved and not involved in defending others pre and post intervention ($z = -.816$, $p = .414$, $N = 94$).

Prevalence Estimate of Being Defended

	Pre-intervention (N = 94)		Post-intervention (N = 94)	
Not involved	87	92.6%	89	94.7%
Involved	5	5.3%	5	5.3%
Missing data	2	2.1%	0	0

Table 5: Descriptive statistics for self-reports of being defended pre and post intervention in the matched sample 1.

A Wilcoxon signed-ranks test indicated that there was no significant difference between the proportions of participants involved and not involved in being defended pre and post intervention ($z = 0.00$, $p = 1.00$, $N = 92$).

Prevalence Estimate of Being Bullied

	Pre-intervention (N = 94)		Post-intervention (N = 94)	
Not involved	90	95.7%	87	92.6%
Involved	4	4.3%	7	7.4%

Table 6: Descriptive statistics for self-reports of being bullied pre and post intervention in the matched sample 1.

A Wilcoxon signed-ranks test indicated that there was no significant difference between the proportions of participants involved and not involved in being bullied pre and post intervention ($z = -1.34$, $p = .180$, $N = 94$).

Prevalence Estimate of Bullying Others

	Pre-intervention (N = 94)		Post-intervention (N = 94)	
	Not involved	93	98.9%	94
Involved	1	1.1%	0	0%

Table 7: Descriptive statistics for self-reports of bullying others pre and post intervention in the matched sample 1.

A Wilcoxon signed-ranks test indicated that there was no significant difference between the proportions of participants involved and not involved in bullying others pre and post intervention ($z = -1.00$, $p = .317$, $N = 94$).

In summary the findings show that there was no change in the amount of reported defending or bullying pre and post intervention. This suggests that the intervention was not effective in increasing defending behaviour or decreasing bullying. This result indicates that the intervention did not have the intended effect. Qualitative data suggests that the prevalence of bullying in the school was low to begin with; therefore there was little scope to achieve a significant reduction. This is consistent with the quantitative data which indicates that 90.1% of the participants were not involved in being bullied pre-intervention.

Changes in Attitudes and Behaviour

Participants were asked, “Which statement best describes your **attitude (thoughts, feelings, opinions)** and **behaviour (actions)** towards defending victims of bullying since the start of the ‘Don’t Stand By, Stand Up’ programme?”

	Attitudes		Behaviour	
	Frequency (N = 144)	Percentages	Frequency (N = 143)	Percentage
A lot more supportive of victims	25	17.4%	21	14.7%
Somewhat more supportive of victims	21	14.6%	24	16.8%
A little more supportive of victims	50	34.7%	52	36.4%
No change in attitude	48	33.3%	46	32.2%
A little less supportive of victims	0	0%	0	0%
Somewhat less supportive of victims	0	0%	0	0%
A lot less supportive of victims	0	0%	0	0%

Table 8: Descriptive statistics of self reports of attitude and behaviour change post intervention 1.

The data show that no participant reported a negative change in attitude or behaviour towards victims of bullying as a result of the intervention. Approximately two-thirds of the participants reported that the intervention changed their attitudes and behaviour to be more supportive of victims, ranging from a little to a lot. This suggests that the intervention was effective in increasing pro-defending attitudes and behaviour.

The following table provides a summary of the themes relating the effects of the intervention that arose from the qualitative data.

Theme (number of extracts)	Description
Opportunity to defend (5)	Some participants had not increased their defending behaviour as they had not witnessed bullying, therefore did not have the opportunity to defend.
Attitudes: Positive (17)	Some participants commented on ways in which their attitude had become more pro-defending.
Attitudes: No Effect (6)	Other participants reported that the intervention had had no effect on their attitudes.
Behaviour: Positive (13)	Some participants reported that they had defended or witnessed others defending victims following the intervention.
Behaviour: No Effect (9)	Other participants reported that the intervention had had no effects on their behaviour.

Table 9: Summary of the qualitative data of themes relating to the effects of the intervention 1.

The theme of little opportunity to defend, as bullying was not often witnessed, is consistent with the prevalence estimates of bullying, and with comments about bullying not being a large problem in the school. In terms of changes in attitudes and behaviour the findings were mixed; some comments suggest that the intervention did have a positive effect, for example, *“Everyone says it, like I’m gonna pay more attention to it”*. Whilst others suggest that it had no effect, *“I don’t think students really care.”* There were no comments to suggest that it had a negative effect. This is consistent with the quantitative data on changes in attitudes and behaviour and prevalence estimates of bullying and defending as these findings were mixed.

2.5.4 RQ4: How could the intervention be improved?

The following table provides a summary of the themes relating to improvements to the intervention.

Theme (number of extracts)	Description
Confidential Procedures (3)	Participants want reporting of bullying to be confidential.
Follow-up (11)	Although the message of the intervention was thought to have been clearly understood by the participants, there was a consensus that increased follow-up was important to reinforce the message.
Reward (6)	Participants appeared to value praise as a reward for defending. However, there was also uncertainty over whether students would want public recognition for defending or not.
Teachers (13)	Participants want to feel that they will be supported by staff if they defend victims of bullying.
School Culture (11)	The ethos of defending needs to be part of the whole school culture to be effective.

Table 10: Summary of the qualitative data of themes relating to improvements to the intervention 1.

Several suggestions were made as to how to improve the intervention and increase its effectiveness in increasing pro-defending attitudes and behaviour, therefore reducing bullying. These suggestions can be linked to the barriers to defending as highlighted in research question 1, for example increasing support from teachers would reduce the perceived cost from teachers for defending. Also, confidential reporting is linked to perceived cost from peers for defending. Embedding the ethos of pro-defending attitudes into the whole school culture, through increased follow-up, support from teachers, and possibly a reward for defending in the achievements evening was seen as key to increasing the effectiveness of the intervention. As one female support team member commented, *“I think we should make it more something for everyone, like you don’t have to be in the support group, make it*

something that goes on and people talk about throughout the whole school, something that's relevant and reminded about, and teachers and students talking about it.”

2.6 Discussion

2.6.1 Decisions to Defend Victims

Themes relating to factors that influence defending were consistent with previous research in suggesting that the decision is based on a complex interaction between many factors, as demonstrated in the following model:

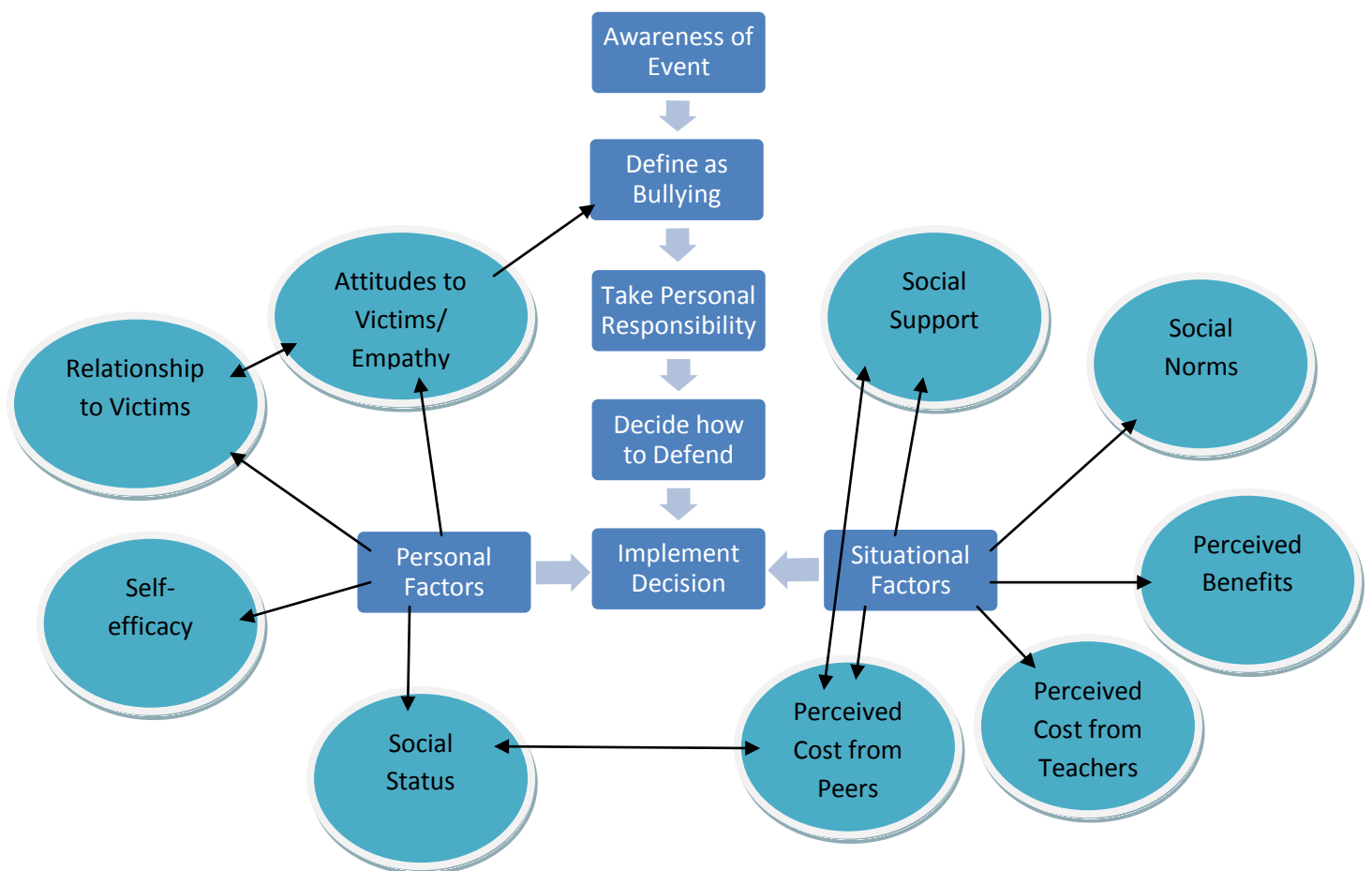


Figure 2: Model of decisions to defend victims of bullying 1

This model is based on a review of the literature into factors that affect defending behaviour, but is not exhaustive; factors supported by the findings from the data in this study have been included. It is derived from Latané and Darley’s (1970)

sequential decision model of prosocial behaviour, specifically the five steps that an individual will go through when deciding whether to defend a victim of bullying. However, it also takes into account personal and situational factors that may impact upon an individual's decision to act, thus providing explanation for the discrepancy between attitudes and behaviour (Salmivalli, 2010).

This is not the first attempt to apply Latané and Darley's (1970) model to understand defending behaviour. Pozzoli and Gini (2013) tested the predictive validity of three steps of the model: interpreting the event as an emergency (defining as bullying); taking personal responsibility; and deciding how to help; they also included a measure of peer and parental perceived expectations, which relates to social norms. The authors measured interpretation of the event as an emergency via attitudes towards bullying. Whilst the two constructs are undeniably linked, the claim that they are interchangeable is disputable. Through the analysis of self-report data from children and early adolescents, they provided verification of the importance of each factor in influencing defending behaviour. As all elements of Pozzoli and Gini's model are present in the proposed above model, their study can be taken as supporting evidence of these components.

Findings from this study showed that participants were more likely to defend someone they had a close relationship with e.g. a family member. This is consistent with Thornberg et al's (2012) finding that relationship to the victim can determine defending; close friends were more likely to be defended as opposed to those who are disliked. Previous research is also concordant with the finding that individuals with higher empathy for victims are more likely to defend (Nickerson et al, 2008; Barchia and Bussey, 2011). There is clearly a connection between attitudes/empathy and relationship to the victim in that individuals would have more empathy for those they know and care for. Furthermore, previous research supports the claim that individuals with higher self-efficacy for defending are more likely to defend others (Gini et al, 2008). Additionally, participants in this study suggested that if popular students were seen to support defending victims, this would be motivating for others. Individuals with higher social status are also more likely to defend because the potential negative costs from peers are less for them (Salmivalli, 2010).

Findings from this study indicated that defending was more likely if it was perceived as socially acceptable by peers. In terms of situational factors, several researchers have found evidence to support the claim that social norms influence individuals' decisions to defend (Salmivalli and Voeten, 2004; Rigby & Johnson, 2005b). Connected to normative beliefs, Lodge and Frydenberg (2005) found a link between high levels of emotional support from friends and increased intentions to defend. The distinction between social norms and social support relates to the distinction between attitudes and behaviour, social norms relating to the attitudes of the group, and social support to whether others act in defence of a victim.

The concept of weighing up the costs and benefits of intervening in situations where help is required was originally proposed by Piliavin et al (1969) in the arousal: cost/reward model. This model can be applied in relation to defending victims of bullying as it appears that individuals do consider the perceived consequences when deciding how to respond as a bystander. As Pozzoli, Ang, and Gini (2012) note, defending victims of bullying differs from other forms of prosocial behaviour as it involves potential social costs in relation to the reaction of the bully and their supporters. Data gathered in this study suggests that the perceived costs relating to peers, in becoming the next victim or exclusion from the social group, was the largest determinate of defending behaviour. Perceived lack of support from teachers, and potentially getting into trouble, was also a factor. Both of these variables have been identified in previous research (Lodge & Frydenberg, 2005; Unnever & Cornell, 2003). Benefits were seen as helping the victims and feeling proud of oneself. In line with this, Poyhonen, Juvonen and Salmivalli (2012) found that expected outcomes influenced decisions to defend; participants were more likely to defend if they expected this to improve their social status, reduce bullying, and make the victim feel better.

The model of decisions to defend victims of bullying can be compared and contrasted with Thornberg et al's (2012) conceptual framework of bystander motivation to intervene in bullying situations. This highlights five domains that influence defending behaviour: interpretation of harm in the bullying situation; emotional reactions; social evaluating; moral evaluating; and intervention self-efficacy. Interpretation of harm corresponds closely to defining the event as bullying as participants' perception as to whether an event was bullying or not appeared to

relate to how much harm it caused, i.e. there is ambiguity relating to teasing and bullying. Emotional reaction refers to empathy, fear of being victimised, and audience excitement. Although audience excitement was not alluded to by participants in this study, perhaps due to social desirability bias, the other two reactions are included in the model. Social evaluating refers to considering social relationships and positions e.g. friendship and social rank, referred to in this model as relationship to victim and social status. However Thornberg et al refer to the social status of the bully as well as that of the bystander. Thornberg et al also highlight the role of gender in that girls are more likely to be defenders and boys reinforcers or assistants; this is consistent with Salmivalli et al's (1996) research into participant roles in bullying. Moral evaluating relates to judging the bullying act as right or wrong and attributing responsibility. Judgements can relate to whether the victim deserves it (attitudes towards victim/empathy) and adult expectations of behaviour. However, there was no explicit mention of the normative beliefs of the peer group, which, when considering literature previously cited, is a significant omission. Finally intervention self-efficacy, or perception of how effective one's actions would be, corresponds to self-efficacy. It appears that the models are largely similar in the factors they include in this complex decision making process, they are merely organised differently. This congruency in identified factors suggests high construct validity for both models, although further research is needed to confirm this.

2.6.2 Implementation Fidelity

According to researcher observations, implementation fidelity was variable and it is highly likely that this will have negatively impacted upon the effectiveness of the intervention. Durlak & Dupre (2008) reviewed over 500 studies evaluating psychological interventions and concluded that there is strong evidence to support the claim that implementation fidelity affects the outcomes. Reasons for the variable implementation fidelity in this study centred upon teachers' capacity and constraints of the existing curriculum. The fact that data gathered in relation to this research question was purely based on observations by the researcher is a weakness as the findings lack detail. In order to rectify this in paper 2, data collection will be increased through the use of questionnaires and interviews with members of staff, therefore examining this topic with increased diligence.

2.6.3 Effects of the Intervention

The findings on the effects of the DSBSU1 anti-bullying intervention programme are mixed. The quantitative data on the prevalence estimates of defending and bullying suggest that the programme did not have a significant effect on either of these variables. On the other hand, self-report data on changes in attitudes and behaviour suggest that approximately two thirds of the participants changed their attitudes and behaviour to be more supportive of defending victims since the programme. However, the validity and reliability of this measurement has not been established. The mixed quantitative results are consistent with the qualitative results in that some participants reported that the intervention had the intended effect, whilst others reported that it had no effect. The prevalence of bullying was reported to be low prior to the implementation of the intervention, 90.1% of participants were classified as not involved. Therefore, due to a low base rate, it would have been difficult to obtain a significant difference in line with the intervention; this may explain the non-significant results. Findings from the qualitative data are consistent with this interpretation as many participants reported that they had not defended anyone as they had not witnessed bullying and therefore had not had the opportunity. Overall, the findings suggest that, whilst there may have been an increase in pro-defending attitudes and behaviour in some participants, this was not strong enough to have been effective in reducing bullying.

In relation to previous research on the effectiveness of anti-bullying interventions, Ttofi and Farrington's (2011) meta-analysis suggested that peer based strategies were ineffective at decreasing bullying. Furthermore, in a meta-analysis of the effectiveness of whole-school anti-bullying programmes it was found that only a small number of programmes have demonstrated positive results (Smith et al, 2004). This implies that it is difficult to design and implement an effective peer based whole school anti-bullying programme and that the findings from this study are consistent with previous attempts. Smith et al (2004) do not conclude that interventions of this nature cannot succeed, but that further research is needed to establish the conditions under which they can succeed, and that monitoring of programme implementation is important.

On the other hand Polanin et al (2012) conducted a meta-analysis on programmes that focus specifically on increasing bystander intervention. Twelve interventions were found that met inclusion criteria, and overall it was concluded that these programmes were successful. This indicates that the theoretical assumptions behind the DSBSU1 programme can lead to positive results, but that modifications to design and delivery are required to achieve results on a par with previous attempts.

In terms of comparisons with specific anti-bullying interventions the KiVa Programme (Karna et al, 2011b) is the most similar regarding theoretical assumptions. The average reductions in bullying and victimisation associated with this intervention were 20% during the RCT and 15% during the national rollout (Kärnä et al, 2011a). The KiVa programme therefore appears to have achieved a much higher degree of success than the DSBSU1 programme. This is unsurprising considering the disparity in scale between the programmes, and also the prestige the KiVa programme commanded in being a nationally recognised programme backed by the Finnish Ministry of Education. However, the effects were considerably weaker for the 13-15 age group, suggesting secondary pupils were less responsive, thus making the results less discordant with findings from this study. Salmivalli et al (2013) describe secondary pupils as a challenging age group, “not very responsive to school-based interventions against bullying” (p.84).

Findings regarding bystander anti-bullying interventions in England have been less encouraging, with bystander defending training being rated the least effective form of peer support strategy (Thompson & Smith, 2011). Due to a lack of detail in the reporting of this finding it is not possible to ascertain the components of this intervention or scale, therefore comparisons with the DSBSU1 programme cannot be made. Smith et al (2004) suggest that the high success rates of interventions in Scandinavian countries relates to the high quality of their education systems and culture of state intervention in social issues.

2.6.4 Improvements

Several suggestions for improvements to the intervention programme were made in order to increase its effectiveness, namely:

- Increase follow-up
- Confidential procedures for victims and defenders to report bullying e.g. email system
- Increase support and praise from teachers for defending
- Reward for defending
- Embed defending into the school ethos and culture e.g. involve all students and staff

These modifications would address some of the barriers to defending as outlined in the model above. Specifically: raising awareness of the role of bystanders in bullying and therefore highlighting personal responsibility; increasing awareness of pro-defending social norms; increasing social support; and decreasing perceived negative consequences from peers and teachers.

2.6.5 Limitations

One potential limitation of this study is the sensitisation effect; this refers to increased reporting of bullying due to an increased awareness and highlighting of the issue following an intervention. Furthermore, participants might recognise a wider range of behaviours as bullying e.g. rumour spreading (Smith et al, 2003). The consequence of this could be that the quantitative data on the prevalence estimates of bullying post intervention reflect this, and therefore inaccurately suggest the intervention has increased bullying. This is a possible explanation for the insignificant results and inconsistency with participant reports of changes in attitude and behaviour.

Another limitation is the timing of participants' completion of the pre-intervention questionnaire which, due to practical reasons, occurred immediately after the assembly. If the assembly had indeed been successful in increasing pro-defending attitudes, then it is likely that demand characteristics and social desirability bias would have affected the validity of participants' responses. Participants may have

been less likely to admit to bullying others, and more likely to report that they had defended victims. This could explain why, although non-significant, there was a slight decrease in the percentage of participants reporting that they had been involved in defending post intervention. This weakness will be rectified in the second iteration of the study as participants will be asked to complete the questionnaire prior to the assembly. However, a disadvantage of using a design experiment methodology is that there is no control group to determine whether prevalence estimates of defending and bullying might have changed anyway due to maturation.

A further limitation to this study is intervention fidelity; the school, although willing in intention, did not implement the intervention programme as precisely as intended. Due to time restraints, not all of the content of the follow-up sessions was covered with all groups, and there was no opportunity for continued follow up after the initial session. Smith et al (2003) identify effort invested by schools as a significant factor in determining the effectiveness of anti-bullying programmes. This is a common challenge in educational design research; Brown and Campione (1996) refer to it as 'lethal mutations'. When a design is being implemented in a school environment there will be many decisions regarding how to proceed that cannot be specified at the planning stage (Collins, Joseph, & Bielaczyc, 2004). This lack of control for the researcher, and the need to take into account many context specific factors that impact on the effectiveness of the intervention, is what sets the design research approach apart from traditional field experiments. As long as the mutations do not result in complete negation of the original design, identifying and accommodating these factors is part of the process. The extent to which the intervention was implemented as designed, and factors affecting this, were considered as one of the research questions, and the findings will be utilised to inform modifications to the intervention programme in paper 2.

2.6.6 Future Directions

In summary previous research into the effectiveness of anti-bullying interventions has demonstrated variable results. It appears that, although difficult to achieve, under optimum conditions interventions based on the role of bystanders can be successful, therefore with development the DSBSU1 programme has potential. This paper forms the first part of a design experiment with the aim of designing,

evaluating, and refining an anti-bullying intervention. The second paper will aim to utilise findings from this study in order to improve the effectiveness of the intervention at increasing pro-defending attitudes and behaviour, and subsequently reducing bullying. Factors affecting defending behaviour, and the model of decisions to defend victims, will be considered when making modifications to the intervention programme with the aim of enhancing factors that increase defending whilst reducing the barriers to defending. The revised intervention programme will be implemented and evaluated. Further research is also required in order to confirm the validity of the model of decisions to defend victims of bullying and inform further modifications and developments.

Section 3: Paper 2

3.1 Abstract

This paper describes the second part of a two phase design experiment with the aim of developing an anti-bullying intervention programme that increases pro-defending attitudes and behaviour, and consequently reduces bullying. The methodology was design experiment as findings from paper 1 were applied to inform modifications to the intervention programme, which was subsequently implemented and evaluated. Data were collected using a mixed methods approach via questionnaires, focus groups, interviews, and observation. The results show that there was no significant difference in prevalence estimates of defending or bullying, pro-defending attitudes, or self-efficacy for defending pre and post intervention. However, over 75% of participants reported that their attitudes and behaviour had become more supportive of defending victims since the intervention. Qualitative data from staff and students revealed a diversity of perspectives regarding the effects and value of the programme. The implementation of a key element of the programme was low and barriers to implementation are discussed. The model outlining factors that influence decisions to defend a victim of bullying, proposed in paper 1, was refined.

3.2 Introduction

Consideration from paper 1 indicated that it was necessary to place increased focus on research question 2: to what extent was the intervention implemented as designed and what factors affect this. Background literature in relation to this research question will now be discussed. Please see the introduction to paper 1 (section 2.2.1) and the literature review (section 6) for a discussion of the literature relating to the other research questions.

3.2.1 Background Literature

Implementation fidelity refers to the degree to which an intervention programme is delivered as intended by the developer (Dusenbury, Brannigan, Falco, & Hansen, 2003). Durlak and DuPre (2008) state that designing an intervention is only the first step, “transferring effective programs into real world settings and maintaining them there is a complicated, long-term process that requires dealing effectively with the successive, complex phases of program diffusion,” (p.327). Intervention fidelity can act as a moderating variable between an intervention and the outcomes (Carroll et al (2007). Well-founded judgements about the value of an intervention programme, and the validity of the underpinning theory, can only be made if implementation has been accurately assessed. Drawing erroneous conclusions regarding the effectiveness of an intervention at achieving the desired outcomes when implementation fidelity is low is known as a type III error (Dobson & Cook, 1980).

The first systematic investigation into implementation fidelity in educational interventions was the Rand report (Berman & McLaughlin, 1976) which highlighted concerns about the lack of implementation fidelity. Durlak and DuPre (2008) conducted a meta-analysis of 542 intervention studies for children and adolescents conducted between 1976 and 2006. They found that few studies achieve implementation rates of over 80%; positive results have been obtained with levels around 60%, suggesting that it is not necessary to strive for perfection. As Durlak and DuPre note, only a small number of evaluation studies report data on implementation. Yet studies that monitor implementation have been found to obtain greater effect sizes (DuBois, Holloway, Valentine, & Cooper, 2002). Several studies have provided evidence in support of the assertion that the degree of implementation is positively linked to outcomes and thus of paramount importance when evaluating a programme (Dane & Schneider, 1998; Durlak & Dupre, 2008).

From a review of literature, Dane and Schneider (1998) identified five elements of implementation fidelity that can be measured. Adherence refers to the extent to which implementation complies with the directions of the designer. Exposure measures the amount of the programme that is delivered in terms of frequency and duration. Quality of delivery refers to the manner in which providers deliver the programme. Participant responsiveness measures the extent to which participants

engage with the intervention. Finally, programme differentiation determines which elements of the programme are essential and which are redundant (Carroll et al, 2007). These elements can be measured via self-report or observation (Dusenbury et al, 2003). Self-report methods have limitations in relation to social desirability bias and reliance on memory, whereas observation is time consuming and practically difficult to achieve (Ahtola, Haataja, Kärnä, Poskiparta, & Salmivalli, 2013).

Carroll et al (2007) claim that it is important to measure all five elements in order to provide a comprehensive account of implementation fidelity. They proposed a conceptual framework to explain how the elements interact and moderate each other. For example, if participant responsiveness is low and the programme is not well received, this could result in low dosage if providers decide not to deliver all aspects. Carroll et al also include other moderating factors; intervention complexity refers to simpler interventions being more likely to be implemented due to fewer response barriers. Facilitation strategies e.g. support, training, and feedback, are claimed to influence the five elements. Further research is needed to test the validity of the framework.

Through meta-analysis, Durlak and DuPre (2008) identified 23 factors affecting implementation fidelity; these were grouped into five categories which interact within an ecological framework. This includes: community level factors e.g. funding; provider characteristics e.g. perceived need; innovation characteristics e.g. compatibility; prevention delivery systems e.g. communication; and prevention support systems e.g. training. This research was extensive as it amalgamated findings from five previous meta-analysis's plus additional studies, providing a comprehensive account of factors to consider when implementing interventions.

Kallestad and Olweus (2003) investigated factors affecting implementation of the Olweus Bullying Prevention Programme in 37 Norwegian schools. They found that the degree of implementation varied considerably at a class and school level. Factors that predicted implementation at the teacher level were: perceived level of bullying; perceived staff importance; read programme information; affective involvement; self-victimised as a child; and awareness of break times. Predictors at the school level were: openness in communication; orientation to change; and school

attention to bullying problems. The authors concluded that teachers were the key agents of change in successful implementation of an anti-bullying intervention.

A further issue to consider in relation to this topic is the fidelity-adaptation debate; this relates to tensions between adhering to a designer's specifications versus making modifications in response to provider requirements (Castro, Barrera, & Martinez, 2004). As previously discussed, research indicates that high implementation fidelity is associated with more positive outcomes. However, programmes are at risk of not being adopted if they do not suit the needs of the provider (Dusenbury et al, 2003). It is essential to monitor the types of adaptations that occur, and instead of viewing this as failure, use the data to inform an understanding of how the programme works in a naturalistic setting (Durlak & DuPre, 2008). This will lead to an understanding of programme differentiation in establishing which elements of the intervention are essential (Carroll et al, 2007). This is consistent with a design experiment approach which embraces the need to make modifications to a programme based on findings from real world environments (Reinking & Bradley 2008).

3.2.2 The Present Study

The aim of the present study is to implement and evaluate a second version of the DSBSU anti-bullying intervention programme based on modifications informed by findings from paper 1. As the literature discussed above suggests, it is of paramount importance to measure the degree of implementation fidelity in order to avoid making a type III error. A more in-depth understanding of factors that affect implementation is also required, therefore a more detailed investigation of the topic will be provided in this paper.

3.3 Method

3.3.1 Intervention

The intervention was designed in collaboration with two members of school staff, and students in the anti-bullying support team. It was intended to run alongside and enhance the school's existing anti-bullying policy and procedures. The intervention

was based on psychological theories of helping behaviour and research into the role of peers in bullying situations. Feedback from the first iteration of the intervention in paper 1 (see section 2.5.4.2) was utilised to make modifications to the design in iteration two (see Appendix 2.1 for full rationale for design). The aim was to reduce bullying by increasing the defending behaviour, whilst decreasing the reinforcing behaviour, of students who witness incidents of bullying.

Version two of the Don't Stand By, Stand Up intervention programme (DSBSU2) consisted of:

- An assembly designed and delivered in collaboration with the support team (see Appendix 1.2 for presentation).
- Five 30 minute follow-up sessions designed in conjunction with the head of PSHE and delivered in tutorial by the support team, school staff, and the researcher (see Appendix 2.2 for materials).
- Students were invited to take part in *International Stand Up to Bullying Day* (see appendices 2.1 and 2.3 for details).
- Raising awareness of confidential reporting of bullying to the support team via email.
- A poster which visually reinforces the objectives of the interventions displayed around the school (see Appendix 1.4).
- A leaflet with more detailed guidance for students relating to bystander behaviour (see Appendix 1.5).
- Wristbands containing the phrase 'Don't Stand By Stand Up: I'm a Defender' (see Appendix 1.6).

3.3.2 Design

This paper forms the second part of a two-part design experiment with the aim of designing, evaluating, and refining an anti-bullying intervention in a naturalistic setting (see section 2.3.2 for rationale). This paper describes the design, implementation, and evaluation of the second iteration of the programme. A mixed methods approach was used, as per paper one (see section 2.3.2).

3.3.3 Research Questions

RQ1: What factors influenced decisions to defend victims of bullying?

RQ2.a: To what extent was the intervention implemented as designed?

2.b: What factors affected this?

RQ3: What were the effects of the intervention programme?

RQ4: How could the intervention be improved?

RQ5: What were participants' views of the value of the intervention? Due to word count restrictions, see Appendix 2.20 for the results and Appendix 2.21 for discussion in relation to this research question.

3.3.4 Participants

One academy status mainstream secondary school in the South West of England participated in the study. The sampling method was opportunity sampling as this school elected to take part in the research (see section 2.3.4 for rationale). The student participants were aged 11-16; 50% were female. All students in the school were invited to take part in the intervention programme as part of their timetabled school schedule (see section 3.5.2 for degree of participation); this differs from iteration 1 which focused only on one year group. All students were invited to complete the questionnaire pre and post intervention; of 1,050 students enrolled, 594 responded to the pre-intervention questionnaire, and 434 to the post-intervention questionnaire. A sub-sample of fifty participants (22 females, 28 males), selected by volunteer sampling, took part in the focus groups. Furthermore 14 students (9 females, 5 males), who were members of the support team, contributed to the design and delivery of the intervention programme.

Two members of teaching staff contributed to the design of the intervention. Forty personal tutors were invited to participate in the delivery of the tutorial follow up sessions, sixteen of which responded to the teachers' feedback questionnaire, constituting volunteer sampling. Eight members of staff were interviewed; the sampling method was opportunity sampling as members of staff who were willing and available responded to the request.

3.3.5 Measures

3.3.5.1 Quantitative Measures: Student Participants

Quantitative data was obtained from student participants via pre and post intervention questionnaires (see appendices 2.4 and 2.5) designed to estimate the prevalence of bullying and defending behaviour; pro-defending attitude; self-efficacy for defending; self-reports of changes in participants' attitudes and behaviour since the intervention; frequency of wearing the wristbands; participation in *International Stand Up to Bullying Day*; assembly attendance; number of tutorial sessions received; perception of bullying as a problem in school; perception of need for an anti-bullying intervention; and perception of effectiveness of intervention at increasing defending, and decreasing bullying.

Prevalence estimate of bullying and defending: see section 2.3.5.1

Pro-defending attitude: A pro-defending scale containing 10 items was adapted from Rigby and Slee's (1991) Pro-victim scale; items relating to a pro-defending attitude were selected, for example, "*I like it when someone stands up for students that are being bullied*". The wording of a few items was adapted to make it more appropriate for the adolescent sample. Participants responded on 1-5 point scale (totally agree, slightly agree, unsure, slightly disagree, totally disagree) not a 3-point scale as Rigby and Slee had used, as it was thought appropriate to give participants a wider range of response choices. Karna et al (2011b) also used these items and a 5-point scale in their evaluation of the KiVa programme. Scores were averaged across the 10 items to make a single pro-defending score. The internal reliability of the pro-defending scale, as assessed by Cronbach's alpha, was $\alpha = .811$ ($n = 586$).

Self-efficacy for defending: Pöyhönen, Juvonen, and Salmivalli's (2010) self-efficacy for defending scale was used; this contains three items, for example, "*Reporting the bullying would be very easy for me*". The wording was adapted to fit with using the 5-point scale so that items on the questionnaire were presented in a consistent format. Scores were averaged across the three items to create a single self-efficacy for defending score. The internal reliability of the pro-defending scale, as assessed by Cronbach's alpha, was $\alpha = .666$ ($n = 586$), this is consistent with the reliability of $\alpha = .65$ as reported by Pöyhönen et al.

Changes in attitudes and behaviour: See section 2.3.5.1

Degree of implementation: To establish implementation fidelity, participants were asked how often they wore the wristbands using a 5-point scale ranging from never to most of the time. Participants were asked whether they attended the assembly, took part in *International Stand Up to Bullying Day*, and how many tutorial follow-up sessions they received.

Perceived value of the intervention: Participants were asked to rate on a scale of 0 to 10 the extent to which they: see bullying as a problem at school; think the DSBSU2 work was needed; think the DSBSU2 work was effective at increasing defending and decreasing bullying. An explanation of the value of the number was provided after each question e.g. 0 = not effective, 10 = very effective.

3.3.5.2 Quantitative Measures: Staff Participants

A questionnaire was sent to the staff who had been asked to take part in the delivery of the follow-up tutorial sessions in order to ascertain their views (see Appendix 2.6). A reminder of what the DSBSU2 programme had involved was provided and participants were asked how many of the follow-up sessions their tutor group had received. They were also asked to rate various aspects of the programme on a scale of 0 to 10, for example, *“Please provide a rating of the quality of the tutorial sessions materials (0 = poor, 10 = excellent)”*. Staff participants were asked whether the intervention programme had led to changes in students’ attitudes and/or behaviour with clarification of each of these terms provided. *“Which statement best describes students’ attitude (thoughts, feelings, opinions)/behaviour (actions) towards defending victims of bullying since the start of the ‘Don’t Stand By, Stand Up’ programme?”* Participants answered on a 7-point scale ranging from a lot more supportive, to no change, to a lot less supportive.

The staff questionnaire also contained a number of open questions designed to elicit qualitative responses in order to gather data on opinions and reasoning in relation to evaluating the project. For example, *“If your tutor group received less than 5 follow up tutorial sessions, why was this?”*

3.3.5.3 Qualitative Methods

Qualitative data was gathered via focus groups, interviews, and overt participant observation. Focus groups, as opposed to individual interviews, were conducted with the student participants, see section 2.3.5.2 for a rationale for this (see appendices 2.7 and 2.8 for topic guides).

Semi-structured interviews were conducted with the staff participants (see Appendix 2.9). In this instance interviews were selected because they allow the researcher to explore a topic in more detail with one individual in order to ascertain a greater understanding of their perspective. The interview was semi-structured to allow the researcher to achieve a certain amount of consistency in the information gathered between participants, but also to have flexibility and be guided by the participant. The disadvantage of this method is that interpersonal variables could result in increased bias as in a face to face context the participant may wish to please the researcher, which could result in demand characteristics and social desirability bias (Coolican, 1994).

Additional data was gathered through assuming the role of a participant-observer, contributing to the delivery of the intervention programme whilst also making observations via unstructured field notes, thus constituting an ethnographic approach, see section 2.3.5.2 for rationale.

3.3.6 Procedures

The intervention programme ran from the November 2013 until January 2014, the researcher and students from the support team attended a staff briefing to explain the aims and content of the programme. The pre-intervention questionnaire was administered to student participants in tutorial time by their tutors prior to the start of the programme. Staff were briefed on administration procedures and clear instructions were also provided in written form (see Appendix 2.10). The researcher worked with the support team to prepare for and deliver the assembly. The wristbands were given out during the assembly.

It was then intended that each student participant would receive five follow-up tutorial sessions delivered by students from the support team. The researcher worked with members of the team to train them in delivery of these sessions. It became apparent

that there were not enough student volunteers to cover all 40 tutor groups so the researcher also delivered sessions and attended three staff briefings to request that staff also contribute to the delivery of the sessions. Email reminders were sent to tutors, providing instructions on where to access the materials. Participants were also invited to take part in *International Stand Up to Bullying Day*; they were informed of this during the assembly, by posters around the school (see Appendix 2.3), and via word of mouth. An information letter explaining the purpose behind the day was sent to parents/guardians (see Appendix 2.13). Participants were provided with further visual reinforcement and information on the programme through the posters and leaflets.

The post-intervention questionnaire was administered by tutors during tutorial sessions after the follow-up sessions. Full instructions regarding administration were provided verbally and in written form (see Appendix 2.11). Questionnaires for staff participants were also distributed to each tutor. Student participants were selected to take part in focus groups via volunteer sampling; five focus groups were conducted with student participants and one with the support team. Staff participants were also invited to take part in interviews; eight interviews were arranged via opportunity sampling.

3.3.7 Ethics

Details of ethical considerations are provided in section 2.3.7 and in the certificate of ethical research approval (see section 8). Additional ethical considerations relating to paper 2 are as follows:

Information about the project including: aims; methods of collecting data; confidentiality and anonymity conditions; right to withdraw; how the data will be used and planned outcomes; and potential benefits of the research, was presented in written form at the start of the questionnaire. Tutors were instructed to read this information with the participants prior to administration; (see Appendix 2.12 for letter sent to all parents/guardians).

The objectives of *International Stand up to Bullying Day* were explained, participation was optional, and a letter was sent to parents/guardians (see Appendix 2.13). The

follow-up sessions were incorporated into tutorial time; therefore all students were expected to attend these classes as they would any other lessons.

A letter was sent to the parents/guardians of students who had agreed to take part in the focus groups to explain the purpose, and a consent form was provided (see Appendix 2.14).

3.4 Data Analysis

3.4.1 Quantitative Data

As in paper 1, see section 2.4.1.

3.4.2 Qualitative Data

As in paper 1, see section 2.4.2. See appendices 2.15 to 2.18 for stages 2-5.

3.5 Results

This section presents the key findings from student and staff participants, generated from analysis of the questionnaire, focus groups, interviews, and observational data, in relation to each of the research questions.

3.5.1 RQ1: What factors influenced decisions to defend victims of bullying?

The following table provides a summary of the themes and subthemes relating to decisions to defend.

Themes (number of extracts)	Description
Define as Bullying (26)	There is ambiguity over which behaviours should be classed as bullying, i.e. the line between banter and verbal bullying, and play fighting and physical bullying.
Take Personal Responsibility (5)	Participants can be reluctant to intervene if they don't feel it is their place or it is necessary for them to do so.
Social Norms (8)	Participants' perceptions of what is acceptable influences what they will tolerate.
Decide how to Defend (2)	Participants are not sure how to defend victims.
Implement Decision: Subthemes	
<ul style="list-style-type: none"> Attitudes to Victim/Empathy (5) 	Individuals are more likely to defend victims if they had a positive attitude and more empathy towards them.
<ul style="list-style-type: none"> Relationship to Victim (8) 	Participants are more motivated to defend those that they have a relationship with.
<ul style="list-style-type: none"> Victim Shame (3) 	Victims may not want others to defend them as accepting help may be a sign of weakness; admitting to being a victim could be seen as shameful and embarrassing.
<ul style="list-style-type: none"> Outcome (8) 	The outcome of defending is not always certain to be positive, participants can be reluctant to intervene for fear of making the situation worse.
<ul style="list-style-type: none"> Social Status (7) 	Participants seemed aware of their place in the pecking order and would not attempt to challenge a bully with higher social status, this could relate to age, popularity, or physical size and strength.
<ul style="list-style-type: none"> Social Support (15) 	Participants reported being more likely to defend if they have the support of peers.
<ul style="list-style-type: none"> Self-efficacy (7) 	Perceptions of ability to defend and confidence to do so.
<ul style="list-style-type: none"> Benefits of defending (3) 	Intrinsic values or extrinsic rewards.
<ul style="list-style-type: none"> Cost of defending from peers – Victimization (13) 	Defending could result in becoming the next victim.
<ul style="list-style-type: none"> Cost of defending from peers – Social exclusion (9) 	Defending could result in social exclusion, if it goes against social norms or if challenging a friend.
<ul style="list-style-type: none"> Reaction from teachers (4) 	Participants were unsure as to whether teachers would be supportive and give praise, or whether defending would lead to sanctions.

Table 11: Summary of the qualitative data of themes relating to decisions to defend a victim 2.

The results show that many factors influence decisions to defend and are largely consistent with the findings from paper 1. There is still a degree of ambiguity regarding the definition of bullying, *“I think that sometimes people think it’s just banter and it’s a joke but some other people have an opinion that it is bullying and people have different opinions on what is and what isn’t.”* It appears that the subjective nature of defining bullying is recognised and accepted by students and staff, i.e. it may depend on how sensitive the individual is, and therefore the definition lies with the perception of the victim as opposed to the intention of the perpetrator.

In terms of taking personal responsibility, some participants’ views reflected those of outsiders, in that if they were not directly involved they did not see themselves as having a role to play and thus would avoid/ignore the situation. Students and staff both recognised that students would be more likely to defend if they received a clear and consistent message that it was the right thing to do and that others would approve. If defending is not perceived to be socially acceptable, then not many students would have the courage to stand against the majority, this is a form of normative social influence. A further barrier was present if participants did not know how to defend, this related predominantly to cyber bullying.

Implementing the decision relates to the common disparity between attitudes and behaviour, which pertains to several individual and situational factors. The most commonly cited factor that increases the likelihood of implementing the decision was social support or knowing others would back them up, *“Maybe if all your friends were on your side, and then you’d have more people defending that would be more likely to stop it.”* This could be linked to a sense of collective self-efficacy, as well as a perceived reduction in negative consequences, as it would be difficult for a bully to victimise many defenders. Furthermore it would suggest that social exclusion would be an unlikely outcome. Participants acknowledged being more likely to help a victim if they were a friend or family member, and less likely to help if they didn’t like them. Presumably this relates to a cost/benefit analysis, social norms, and empathy for the victim as individuals would be willing to incur a higher cost for someone that meant more to them, and there is less guilt associated with not helping a stranger as it is not expected.

Negative consequences from peers in terms of becoming the next victim and social exclusion remained significant barriers to defending, *“It’s quite a brave thing to do because you’re putting yourself in danger, you might be bullied yourself.”* The reaction of teachers was also seen as influential regarding perceptions of whether the defender would get into trouble or be supported and praised. As with the ambiguity for students in deciding if a situation is bullying, there is also perceived ambiguity for a teacher in judging whether a defender’s actions were appropriate. Consideration of the outcome was important as potential defenders want to be sure that their actions will improve the situation rather than making it worse for themselves or the victim by antagonising the bully.

3.5.2 RQ2a: To what extent was the intervention implemented as designed?

The following descriptive statistics indicate to what degree each element of the intervention was received/engaged in by the student participants.

Assembly

	Frequency (N= 415)	Percentage
Attended	362	87.2%
Did not attend	53	12.8%

Table 12: Descriptive statistics of self-reports of the frequency and percentages of assembly attendance.

Wristbands

	Frequency (N = 415)	Percentage
Never	78	18.8%
Once or twice	90	21.7%
Sometimes	127	30.6%
Often	78	18.8%
Most of the time	42	10.1%

Table 13: Descriptive statistics of self-reports of the frequency and percentages of wearing the wristband 2.

Tutorial follow-up sessions

Number of Sessions	Frequency (N = 398)	Percentage
0	43	10.8%
1	111	27.9%
2	72	18.1%
3	29	7.3%
4	52	13.1%
5	91	22.9%

Table 14: Descriptive statistics of self-reports of the frequency and percentages of number of tutorial follow-up sessions received.

International Stand Up to Bullying Day

	Frequency (N = 415)	Percentage
Yes	337	81.2%
No	77	18.6%

Table 15: Descriptive statistics of self-reports of the frequency and percentages of participation in *International Stand Up to Bullying Day*.

The results indicate that the majority of participants received the assembly and chose to take part in *International Stand Up To Bullying Day*; therefore participation in these elements was high. However, the number of tutorial follow-up sessions participants received was variable, as was frequency of wearing the wristbands. The qualitative data suggests that not wearing the wristband did not necessarily reflect non-support for the project as many were lost or broken quickly. Furthermore, wearing the wristband did not necessarily reflect an adoption of the ethos as it was reported that some participants wore them because they were free and did not consider the meaning, and a few bullies wore them to deflect teachers' suspicions.

2.b: What factors affected implementation?

The following table provides a summary of the themes relating to barriers to implementation; specifically delivery of the tutorial session.

Themes (number of extracts)	Description
Time (35)	Tutors already had many demands on their time during tutorial making it difficult to include an additional activity.
Organisation and Communication (26)	Not all tutors appeared to be aware that they had been asked to deliver the sessions.
Priority (12)	Due to many competing demands on time, tutors had to make a choice about what to focus on during their sessions.
Teacher self-efficacy (12)	Some tutors reported not feeling confident to deliver the content of the sessions.
Student capacity (3)	The number of tutor groups to cover, and amount of sessions, was too great for the student volunteers to cover.
Student self-efficacy (16)	Some students were very comfortable and confident in delivering the sessions, whilst others were not.

Table 16: Summary of the qualitative data of themes relating to barriers to implementation.

The most commonly cited reason for not implementing the sessions was time, *“You’re trying to get busy people, to do something additional, which is very valuable, but it’s something they don’t necessarily have the time for.”* It is not just the time taken to deliver the session, although the materials had been designed to require minimal preparation, tutors reported that they required time to look through them in advance. Linked to this is teacher self-efficacy, some tutors reported that they had not delivered the sessions due to a lack of confidence and inexperience of dealing with the subject matter and wanted some form of preparation or training from an ‘expert’.

Also in connection to the issue of time is priorities, with time constraints tutors needed to make a choice to prioritise this work above other commitments, some did and others didn't, presumably the decision was based on what they considered to be more important. *"I let other things go, I haven't put targets on the VLE when I should have been. I'm quite happy to say that's what happened because I think this is more important."* Instruction from senior leadership is relevant here, as bullying is not perceived to be a huge issue at school, it has not taken a high place on the agenda; therefore tutors may have perceived their commitment to other activities to be more important.

The second most commonly cited reason for not implementing the sessions was organisation and communication. It was originally planned that students from the support team would deliver the sessions, however there were not enough students to cover the forty tutor groups and the number of volunteers dropped throughout the study. In an attempt to increase the implementation rate tutors were asked to deliver the sessions and information on how to access the materials was provided at staff briefing and via email. Despite this, it appeared that not all tutors were aware of their role and thus did not fulfil it, or perhaps were semi aware but did not become involved because a clear and consistent message had not been provided from the beginning. Not being a member of staff at the school, made it difficult for the researcher to organise the implementation and communicate with staff effectively, there was no clear nominated lead in school to support with this.

In terms of student delivery of the sessions, their capacity to manage this as previously mentioned was a large barrier. Students began to drop out as the project progressed and, due to ethical considerations, no attempt was made to persuade them to continue. As well as the time demands, some students were not confident in delivering the sessions, especially to the older pupils, and found it difficult to engage all students. *"I didn't have anybody to do it with and I felt ok doing it to year 7s but as I went up to older groups, because I didn't know any people, I felt a little bit nervous."* In addition to this they did not always feel they had support from staff. However, other students reported really enjoying it and appeared to gain a sense of accomplishment and pride.

3.5.3 RQ3: What were the effects of the intervention programme?

Prevalence estimates of defending pre and post intervention were compared. As in paper 1, the '2 or 3 times a month' category was used as a suitable lower bound cut-off point for classifying participants as involved or not involved. As not all participants provided personal details that made it possible to match pre and post scores, the matched sample is less than the total sample. Statistical tests were performed on the matched sample; as the distribution of scores in both samples appears similar, it is acceptable to make a conclusion based on this data. Tables 18 to 21 show the number and percentages of participants reporting defending others, being defended, being bullied, and bullying others pre and post intervention in the matched sample. See Appendix 2.19 for a full breakdown of the data for the total and matched samples and by specific temporal category.

Prevalence Estimate of Defending Others

	Pre-intervention (N = 320)		Post-intervention (N = 320)	
Not involved	284	88.8%	293	91.6%
Involved	36	11.2%	27	8.4%

Table 17: Descriptive statistics for self-reports of defending others pre and post intervention in the matched sample 2.

A Wilcoxon signed-ranks test indicated that there was no significant difference between the proportions of participants involved and not involved in defending others pre and post intervention ($z = -1.406$, $p = .160$, $N = 320$).

Prevalence Estimate of Being Defended

	Pre-intervention (N = 320)		Post-intervention (N = 320)	
Not involved	309	96.6%	311	97.2%
Involved	11	3.4%	9	2.8%

Table 18: Descriptive statistics for self-reports of being defended pre and post intervention in the matched sample 2.

A Wilcoxon signed-ranks test indicated that there was no significant difference between the proportions of participants involved and not involved in being defended pre and post intervention ($z = -.535$, $p = .593$, $N = 320$).

Prevalence Estimate of Being Bullied

	Pre-intervention (N = 320)		Post-intervention (N = 320)	
Not involved	299	93.4%	295	92.2%
Involved	21	6.6%	25	7.8%

Table 19: Descriptive statistics for self-reports of being bullied pre and post intervention in the matched sample 2.

A Wilcoxon signed-ranks test indicated that there was no significant difference between the proportions of participants involved and not involved in being bullied pre and post intervention ($z = -.730$, $p = .465$, $N = 320$).

Prevalence Estimate of Bullying Others

	Pre-intervention (N = 94)		Post-intervention (N = 94)	
Not involved	318	99.4%	319	99.7%
Involved	2	0.6%	1	0.3%

Table 20: Descriptive statistics for self-reports of bullying others pre and post intervention in the matched sample 2.

A Wilcoxon signed-ranks test indicated that there was no significant difference between the proportions of participants involved and not involved in bullying others pre and post intervention ($z = -.577$, $p = .564$, $N = 320$).

In summary the findings show that there was no change in the amount of reported defending or bullying pre and post intervention. This indicates that the intervention was ineffective in increasing defending and decreasing bullying. However, the total number of bullying incidents recorded by the school in the autumn term 2013 (when the majority of the intervention took place) was 32, in comparison to 74 in autumn term 2012.

Changes in Attitudes and Behaviour

Participants were asked, “Which statement best describes your **attitude (thoughts, feelings, opinions)** and **behaviour (actions)** towards defending victims of bullying since the start of the ‘Don’t Stand By, Stand Up’ programme?”

	Attitudes		Behaviour	
	Frequency (N = 410)	Percentages	Frequency (N = 410)	Percentages
A lot more supportive of victims	146	35.6%	102	24.9%
Somewhat more supportive of victims	110	26.8%	102	24.9%
A little more supportive of victims	82	20%	110	26.8%
No change in attitude	69	16.8%	92	22.4%
A little less supportive of victims	1	0.2%	3	0.7%
Somewhat less supportive of victims	1	0.2%	0	0%
A lot less supportive of victims	1	0.2%	1	0.2%

Table 21: Descriptive statistics of self reports of attitude and behaviour change post intervention 2.

Participants’ responses suggest that the majority changed their attitudes, at least a little, to be more pro-defending since the intervention. Conversely, a measure of pro-defending attitude was taken pre and post intervention; a dependant t-test demonstrated that there was no significant difference in pro-defending attitudes pre and post intervention ($t(319) = -.536, p > .05$); this data was within-subjects and interval level. Responses also suggest that the majority changed their behaviours, at least a little, to be more pro-defending since the intervention. However, a measure of self-efficacy for defending was taken pre and post intervention; a dependant t-test

demonstrated that there was no significant difference in self-efficacy for defending pre and post intervention ($t(317) = .772, p > .05$).

	Attitude		Behaviour	
	Frequency (N = 15)	Percentage	Frequency (N = 13)	Percentage
A lot more supportive of victims	7	46.7%	2	15.4%
Somewhat more supportive of victims	4	26.7%	5	38.5%
A little more supportive of victims	3	20%	5	38.5%
No change in behaviour	1	6.7%	1	7.7%
A little less supportive of victims	0	0%	0	0%
Somewhat less supportive of victims	0	0%	0	0%
A lot less supportive of victims	0	0%	0	0%

Table 22: Descriptive statistics of teachers' perceptions of attitude and behaviour change post intervention.

This data indicates that the majority of teachers that completed the questionnaire perceived that students' attitudes and behaviour had become more supportive of victims as a result of the intervention.

The following table provides a summary of the themes relating to the effects of the intervention.

Themes (number of extracts)	Description
No Opportunity to Defend (6)	Some participants commented that they had not witnessed any bullying, therefore had not had an opportunity to defend others.
Attitude: Positive (31)	Several participants commented on ways in which their attitude had become more pro-defending.
Attitude: No Effect (7)	Other participants reported that the intervention had had no effects on their attitudes, or that effects had not been sustained.
Behaviour: Positive (37)	Several participants reported that they had defended or witnessed others defending victims following the intervention.
Behaviour: No Effect (13)	Other participants reported that the intervention had had no effects on their behaviour.
Increased Awareness (29)	The intervention raised awareness of bullying as an issue in school.
New Concepts and Language (14)	The intervention introduced participants to the concept of the role of bystanders in bullying and also brought new terms into common usage.
Promotion of Support Team (10)	The profile of the anti-bullying support team was raised.
Unsure of Effects (6)	Some members of staff felt unable to comment on the effects of the intervention.

Table 23: Summary of the qualitative data of themes relating to the effects of the intervention 2.

In line with data in relation to frequency of bullying, a number of participants commented that they had not witnessed bullying, and therefore had not had the opportunity to display defending behaviour. The comments relating to effects on attitude change were mixed; some participants reported that pro-defending attitudes

had increased, whilst others perceived no change. This is largely consistent with the findings from the quantitative data which reveal varied results. The reported effects on behaviour change were similarly mixed, one participant commented, *"It's definitely made an impact, I know from personal experience and from friends that a lot of it [bullying] has stopped since this scheme started within school."* However another participant commented, *"I don't think it'll make much difference really"*.

The project was seen to have other positive effects; awareness of bullying as an issue had been brought to the forefront of thinking due to increased attention. In particular encouraging staff and students to consider what it is, their role in it, to what extent it is a problem, and what could/should be done about it. There was evidence that the project had shifted conceptualisation of bullying from the traditional view of a dyadic interaction between bully and victim, to an acknowledgement of more complex group process involving bystanders, for example, *"I thought it was good because I didn't know there was different people involved in bullying."* The work appears to have introduced new language into the school such 'bystander' 'reinforcer' 'defender'; terms that presumably were not in common usage before.

Some members of staff felt unable to comment upon the effects of the intervention, perhaps as they had little involvement with or awareness of the project. Or in some cases because they felt that it was an inscrutable construct to measure, *"I couldn't tangibly say what effect it's had to be completely honest."*

3.5.4. RQ4: How could the intervention be improved?

The following table provides a summary of the themes relating to improvements to the intervention.

Themes (number of extracts)	Description
Increase awareness and follow-up (22)	Include all tutor groups and maintain through additional follow-up.
Planning (15)	Clear planning, organisation, and communication is needed.
Increase teacher support (11)	Students want more support from teachers in tackling bullying.
Staff training (10)	Staff training on content of programme and delivery.
Stricter punishments (8)	Students want to see stricter punishments for bullying.
Confidential reporting (5)	Reporting bullying to school staff anonymously.
Praise and rewards (4)	Recognition and encouragement for defending from teachers.
Mediation (2)	Direct resolution of conflicts between bully and victim.
Not much can be done (5)	Barriers to defending are not within the control of staff and a certain amount of bullying is inevitable.

Table 24: Summary of the qualitative data of themes relating to improvements to the intervention 2.

Many of the suggestions for improvements addressed barriers to implementation. Some participants mentioned that they would like increased follow-up work, however these were generally students who had not received all the planned sessions. Conversely, some support team members and staff who had delivered the sessions thought that five was too many. Most were in agreement that continued follow-up was necessary to sustain the effects. In relation to issues with organisation and communication affecting implementation, clear planning and a nominated in-school lead was seen as essential, *“You have to be extremely explicit and clear about what you want people to do, any vagueness and that’s it.”* Some staff members suggested that dedicated time, authorised by the senior leadership team, in which to deliver the sessions would be helpful; this could also address time issues. In line

with teacher self-efficacy in delivering the sessions, some members of staff said that they would appreciate training, or at least being shown the materials and being familiar with them.

Many students perceived teachers' involvement in bullying to be fairly tokenistic and superficial, they sometimes acknowledge it, but their challenges were not perceived to be effective, "*Most teachers are actually outsiders.*" The students wanted to feel confident that if they were to defend a victim, they would have the full support of staff. Some students suggested that they would like to receive rewards, or at least praise from teachers, for defending. This could be linked to social norms and need for increased teacher support.

In relation to students being worried about possible victimisation as a consequence of defending, a confidential method of reporting was suggested, e.g. an anonymous box. There was a sense amongst some students that being a defender related to individual characteristics and personality, therefore not much can be done to encourage defending in others, "*not be worried about losing friends and stuff so there's not really much the school can do about that.*" There was also a perception that a certain degree of bullying was inevitable in any school, therefore interventions will never eradicate it completely.

3.6 Discussion

3.6.1 Decisions to Defend Victims

Findings in relation to factors that influence decisions to defend victims were largely consistent with findings from paper 1. Further support was provided for the model proposed in paper 1, with slight modifications:

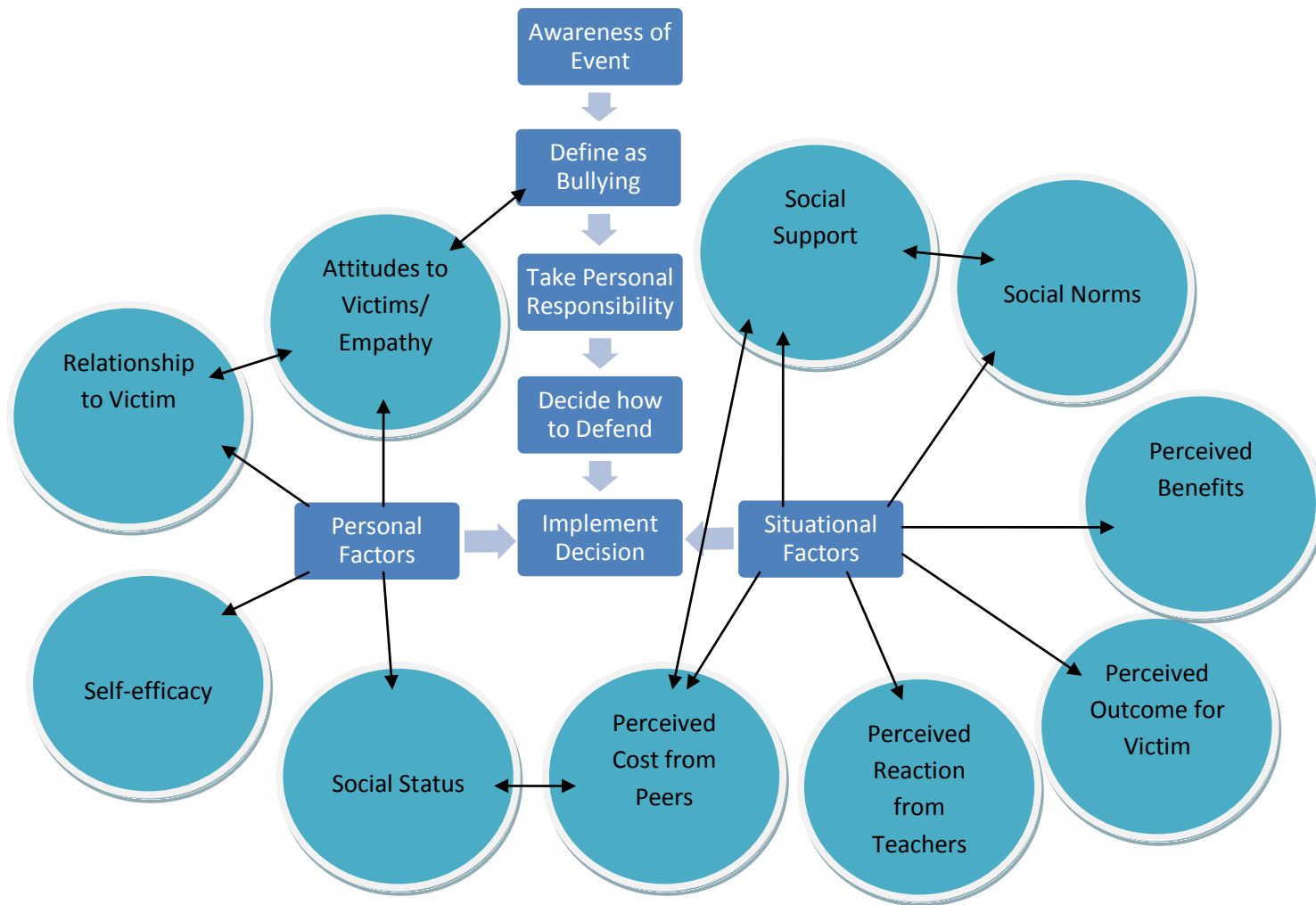


Figure 3: Model of decisions to defend victims of bullying 2

This model is derived from a review of the literature into factors affecting defending behaviour, as well as findings from papers 1 and 2. It describes the steps a person may go through when deciding whether to defend, based on Latané and Darley's (1970) decision model of prosocial behaviour. In addition to this, it includes personal and situational factors that determine whether the bystander will implement the decision, and thus provides explanation for the common discrepancy between attitudes and behaviour (Salmivalli, 2010). See section 2.6.1 for a discussion of the model in relation to previous literature. The situational factor of perceived outcome for the victim has been added as the data suggested this is an important consideration, in addition to perceived outcome for the bystander. Defending is not always perceived to have positive consequences for the victim if it antagonises the bully or causes the victim a sense of shame. Also, perceived cost from teachers has

been changed to perceived reaction from teachers as the reaction could be positive or negative depending on the teacher's assessment of the situation.

3.6.2 Implementation Fidelity

Self-report data from student participants indicated that implementation fidelity in relation to the assembly was high, and the majority of participants chose to take part in *International Stand Up To Bullying Day*. However, delivery of the follow-up tutorial was variable and only 43.3% of participants received three or more sessions, therefore implementation fidelity in regards to this element can be judged as low. Unfortunately, due to time constraints and practicalities, it was only possible to obtain a measure of exposure via self-report. Systematic observational data is needed to assess adherence and quality of delivery which could have varied considerably, however quality of delivery was given a mean score of 6.86 by tutors that responded to the questionnaire.

Observations, and comments from participants, indicate that participant responsiveness varied considerably. Insights into programme differentiation can also be obtained from the qualitative data, which indicates that the assembly and *International Stand Up To Bullying Day* were perceived to be the most valued components. However, this could reflect greater awareness of these elements due to higher implementation rates. Carroll et al (2007) claim that all five elements of implementation fidelity should be measured in order to provide a fully informed account; this was not achieved, and therefore constitutes a limitation of the study. Future work would require increased training for staff and students delivering the follow-up sessions, to increase adherence and quality of delivery, and also measurement of these aspects.

The factors found to affect implementation fidelity were: time; organisation and communication; priorities; capacity; and self-efficacy. All of these are included within Durlak and DuPre's (2008) list of factors affecting the implementation process, therefore denote unsurprising barriers consistent with previous research. Durlak and DuPre also highlight leadership, in terms of setting priorities, establishing consensus, and managing the overall process, as a factor, and a programme champion to rally support and negotiate solutions to problems. This is something that was missing from the process; through collaborative planning, the barriers relating to organisation

and communication could have been overcome. This was acknowledged upon reflection by one senior teacher:

“I think if I’d been on my mettle initially, I think logistically it would have been easier for you to have had an absolute nominated lead and you got caught between J and I and I think that that was tricky. I think as a school having an absolute clear lead is important so that’s something as a school we need to look at and hasn’t helped you with the process.”*

Data from staff and students indicated that overall the perceived level of bullying in the school was low; this could have affected implementation rates. Research shows that perceived level of bullying was a factor in the implementation of the Olweus Bullying Prevention Programme (Kallestad & Olweus, 2003). This is linked to perceived need, another factor referred to by Durlak and DuPre (2008). Although the quantitative and qualitative data from staff suggested that they did perceive there to be a need, and that it was an important issue, it appears that few were willing to demonstrate commitment to this view by overcoming barriers and fully supporting the programme delivery.

Ahtola et al (2013) investigated factors affecting implementation of the KiVa programme. They found that head teacher support for the programme was positively related to teacher’s adherence to contents, duration, and frequency of implementation. The authors concluded that, “Implementation is not only the responsibility of individual teachers but it happens in a context of the school community, the head teacher and the local-level resources and policies” (p.388). This is concordant with the researcher’s experience in that it is difficult to achieve a high degree of implementation fidelity without strong and consistent leadership support within the school.

3.6.3 Effects of the Intervention

The findings relating to the effects of the intervention were mixed. There was no significant difference in prevalence estimates of defending or bullying pre and post intervention, and pro-defending attitudes and self-efficacy for defending did not significantly increase, indicating the programme was unsuccessful in achieving its aims. Conversely, the majority of participants reported that the intervention led to

their attitudes and behaviour being at least a little more supportive of defending victims. Unfortunately, due to time constraints, it was not possible to test the reliability of this measure. Furthermore, data collected by the school suggested that rates of bullying dropped during the intervention period, although this only includes incidents that staff were aware of, therefore may not be an accurate reflection of the situation. The inconsistencies in the data could indicate weaknesses in the validity of the measures. Due to subjectivity in defining bullying, it is a difficult construct to operationalise and measure, even when a clear definition is provided (Ross & Horner, 2009). However, as pre-intervention base rates of reported bullying were low, it would have been difficult to obtain a significant reduction, and as several participants note, defending cannot occur if there is no bullying.

The qualitative data were similarly heterogeneous with anecdotal evidence of positive effects relating to attitudes, behaviour, increased awareness, and adoption of new language and concepts, while other accounts suggest little awareness and no effect. This indicates that effects were variable, which is unsurprising considering the varied implementation of the programme. The finding that the more follow-up sessions participants received, the more effective they perceived the intervention to be, supports the claim that low intervention fidelity was detrimental to the potential outcome. Furthermore, as RQ1 highlights, there are many factors that influence decisions to defend, therefore variability is highly likely. For a discussion of insubstantial effects in relation to previous interventions see section 2.6.3.

3.6.4 Improvements

Several suggestions for improvements to the intervention programme arose from the data:

- Clearer planning, organisation, and communication
- Ensure all tutor groups receive follow-up sessions
- Increase teacher support e.g. praise and rewards for defending
- Staff training
- Confidential reporting

The majority of the feedback related to the implementation of the programme; there were very few comments about the content, suggesting that this was largely judged

to be appropriate. Through clearer planning, organisation, and communication of instructions to members of staff, the other points could be addressed. This could ensure that implementation fidelity is increased as, with training, tutors should have increased self-efficacy to deliver the sessions. This is consistent with Durlak and DuPre's (2008) findings of the importance of the delivery system and support system in increasing implementation fidelity. Furthermore, increased awareness of ethos of the programme may increase teacher support for, and recognition of, defending behaviour. A confidential reporting system already exists; the fact that this was suggested again indicates that this information did not reach all participants.

3.6.5 Limitations

The main limitation of the study is that, due to a lack of within school support, poor organisation resulted in low implementation fidelity; this is discussed in the previous sections. DuBois et al (2002) found that studies that monitor implementation achieve greater effect sizes, therefore a method of monitoring implementation could be employed to improve results in future iterations. A further limitation is the low response rate of teachers completing the feedback questionnaire and volunteering to take part in an interview. It could be assumed that teachers who were involved in the project, or perceived it to be important, were more likely to respond, creating a biased sample. Therefore, it may be inaccurate to extrapolate the findings and apply them to the total population. Similarly, only 41% of the total student population responded to the post-intervention questionnaire, which could result in low population validity, thus generalisations may be inaccurate.

3.6.6 Future Directions

Due to low levels of implementation fidelity, findings regarding the effectiveness of the DSBSU2 intervention at increasing defending and reducing bullying are inconclusive. Drawing conclusions based on this data could result in a type III error (Dobson & Cook, 1980) therefore further implementation, with increased in-school support in relation to planning, organisation, and communication is needed. This would aim to overcome barriers to delivery, therefore providing an accurate evaluation of the programme when design specifications are adhered to. Additional research is also required to assess the validity of the model of decisions to defend victims of bullying.

Smith, Salmivalli, and Cowie (2012) state that instead of focusing solely on whether a programme works or not (main effect studies) it is important to consider, “what works, for whom, and under what circumstances” (p.438). Therefore, future research could focus on moderating factors such as age and gender. Smith (2010, as cited in Smith et al, 2012) analysed data from five interventions and found that they all had greater effects in primary schools. Additionally, Kärnä et al (2011a) found that the effects of the KiVa programme were stronger in primary than secondary aged participants. These findings suggest that it would be beneficial to adapt a version of the DSBSU programme for use with primary age pupils.

Another potential future direction is to focus more specifically on the role of bystanders in cyberbullying. Participants in this study expressed the view that it is the type of bullying that worries them the most, and it was also perceived to be the most difficult to address. Research suggests that cyberbullying differs from traditional bullying and therefore interventions that specifically relate to it should be developed (Smith et al, 2008). However, the role of bystanders in cyberbullying is relatively understudied (Bastiaensens et al, 2014). Although the DSBSU2 intervention was not designed solely for use in face to face bullying, development is required to include further aspects designed to tackle cyber-bullying and therefore increase its value in addressing all forms of bullying.

Section 4: Conclusion

This two-phase piece of design research has documented the design, implementation, modification, and evaluation of a peer group anti-bullying intervention based on psychological theories of helping behaviour and research into the role of bystanders in bullying situations. A statistically significant difference in prevalence estimates of defending and bullying pre and post intervention was not obtained. However, the majority of participants did report becoming more supportive of victims subsequent to the intervention. Furthermore, there were qualitative reports of increased awareness of bullying as an important issue in school, new language and concepts being adopted, and increased pro-defending attitudes and behaviour amongst some participants.

Low implementation fidelity of a key element of the programme (tutorial follow-up sessions) is thought to have significantly restricted the potential impact of the intervention. This was due to limited capacity and self-efficacy of staff and students in delivering this component, along with poor organisation and communication resulting from insufficient in-school support for the project. Nonetheless, as Yeaton and Sechrest (1981) note, when implementation fidelity is low, data that suggests an intervention had little effect is uninteresting. Further research could be conducted to implement the programme again, in a school that is willing and able to devote adequate resources to enable a high level of adherence to the programme design, in order to provide a more conclusive evaluation of effectiveness.

The results regarding low levels of effectiveness in reducing bullying in this research are consistent with findings of other similar intervention programmes in secondary school populations i.e. Kärnä et al (2011a). However, prevalence of bullying has been found to increase during early adolescence (Pellegrini & Long, 2002), and, considering the importance placed on peer relationships during this developmental period (Buhrmester, 1992) peer based anti-bullying interventions should not be discarded. Despite finding very little evidence for the effectiveness of whole school anti-bullying programmes in secondary schools, Smith et al (2004) advocate the continued use of interventions which are logically derived from theory, as the DSBSU programme is.

In addition to findings regarding effects and implementation, the research also provided further insight into factors that influence defending behaviour. A model to explain the complex social cognitions that occur when deciding to defend a victim of bullying was proposed, based on a synthesis of previous research and supported by data from both papers. A clear understanding of factors that increase defending behaviour can inform the development of interventions that are more effective at encouraging passive bystanders to become active defenders (Pozzoli, Ang, & Gini, 2012), therefore this represents a valuable contribution to the field.

Section 5: Implications for EP Practice

Anti-bullying work does not appear to be a high priority for EP involvement. However, in light of the physical, emotional, and educational effects (Aluede, Adeleke, Omoike, & Afen-Akpaida, 2008) this requires consideration. Recent political and economic factors have required Educational Psychology Services' to move towards traded models of service delivery, which allows for a greater diversity in work undertaken in responses to schools' needs (Fallon, Woods and Rooney, 2010). Therefore, if schools decide that they want to commission EPs to provide anti-bullying work, it would be possible to develop specialism in this area. This could involve the application of theory and research to develop anti-bullying interventions, thus bridging the gap between academia and practice (Norwich, 2000). There is further scope for EPs to work towards developing interventions, based on the role of the bystander, to accomplish a significant reduction in bullying in secondary school populations.

Hutchinson (2012) specifically discusses the role of the EP in regards to considering bystanders in the social dynamics of bullying. He states that EPs should raise awareness of the experiences and ambivalent emotions associated with being a bystander within educational settings. Hutchinson suggests that this could be achieved via individual case work supporting young people to reflect upon their role in bullying, and through systemic work shaping practice within the institution.

One possible role that EPs could fulfil is to advise schools on the development of their anti-bullying policies. A content analysis of the anti-bullying policies of 217 English schools found that the quality is highly variable and there are some marked deficiencies, indicating that further guidance is required (Smith et al, 2012). Smith et al suggest that local authorities could develop accreditation schemes which provide a framework for recognising effective policy and practice. EPs could provide a consultation service to support this process, based on knowledge and understanding of psychological research and theories relating to bullying. Government advice on bullying is yet to incorporate the peer ecology aspect (Hutchinson, 2012) therefore it is important for EPs to advocate this perspective.

Section 6: References

- Ahtola, A., Haataja, A., Karna, A., Poskiarta, E., & Salmivalli, C. (2013). Implementation of anti-bullying lessons in primary classrooms: How important is head teacher support? *Educational Research*, 55(4), 376-392.
- Aluede, O., Adeleke, F., Omoike, D., & Afen-Akpaída. (2008). A review of the extent, nature, characteristics and effects of bullying behaviour in schools. *Journal of Instructional Psychology*, 35(2), 151-158.
- Arseneault, L., Bowes, L., & Shakoor, S. (2009). Bullying victimization in youths and mental health problems: 'Much ado about nothing'? *Psychological Medicine*, 40(5), 717-729.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Barchia, K., & Bussey, K. (2011). Predictors of student defenders of peer aggression victims: Empathy and social cognitive factors. *International Journal of Behaviour Development*, 35(4), 289-297.
- Bastiaensens, S., Vandebosch, H., Poels, K., Van Cleemput, K., DeSmet, A., & De Bourdeaudhuij, I. (2014). Cyberbullying on social network sites: An experimental study into bystanders' behavioural intentions to help the victim and reinforce the bully. *Computers in Human Behaviour* 31, 259-271.
- Berman, P., & McLaughlin, M. W. (1976). Implementation of educational innovation. *The Educational Forum*, 40, 345-370.
- Boulton, M. J., Trueman, M., & Flemington, I. (2002). Associations between secondary school pupils' definitions of bullying, attitudes towards bullying, and tendencies to engage in bullying: Age and sex differences. *Educational Studies*, 28(4), 353-370.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Brown, A. L. (1992). Design experiments: Theoretical and methodological challenges in creating complex interventions in classroom settings. *The Journal of The Learning Sciences*, 2(2), 141-178.
- Brown, A. L., & Campione, J. C. (1996). Psychological theory and the design of innovative learning environments: On procedures, principles, and systems. In L. Schauble & R. Glaser (Eds.), *Innovations in learning: New environments for education* (pp. 289-325). England: Lawrence Erlbaum Associates.
- Buhrmester, D. (1992). The developmental courses of sibling and peer relationships. In F. Boer & J. Dunn (Eds.), *Children's sibling relationships: Developmental and clinical issues* (pp. 19-40). Hove: Psychology Press.
- Carroll, C., Patterson, M., Wood, S., Booth, A., Rick, J., & Balain, S. (2007). A conceptual framework for implementation fidelity. *Implementation Science*, 2(40), 1-9.
- Castro, F. G., Barrera, M., & Martinez, C. R. (2004). The cultural adaptation of prevention interventions: resolving tensions between fidelity and fit. *Prevention Science*, 5(1), 41-45.
- Chamberlain, T., George, N., Golden, S., Walker, F., & Benton, t. (2010). *Tellus4 national report* National Foundation for Educational Research Retrieved from <https://www.education.gov.uk/publications/eOrderingDownload/DCSF-RR218.pdf>.

- Collins, A., Joseph, D., & Bielaczyc, K. (2004). Design research: Theoretical and methodological issues. *The Journal of The Learning Sciences*, 13(1), 15-42.
- Coolican, H. (1994). *Research methods and statistics in psychology* (2 ed.). London: Hodder and Stoughton.
- Dane, A., & Schneider, B. (1998). Program integrity in primary and early secondary prevention: Are implementation effects out of control. *Clinical Psychology Review*, 18(1), 23-45.
- DfES. (2003). *Every Child Matters*. London: The Stationary Office.
- DfES. (2006). *Education and Inspections Act*. London: The Stationary Office Limited
- Dobson, D., & Cook, T. (1980). Avoiding type III error in program evaluation: Results from a field experiment. *Evaluation and Program Planning*, 3(4), 269-276.
- DuBois, D. L., Holloway, B. E., Valentine, J. C., & Cooper, H. (2002). Effectiveness of mentoring programs for youths: A meta-analytic review. *American Journal of Community Psychology*, 30, 157-198.
- Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology* 41, 327-350.
- Dusenbury, L., Brannigan, R., Falco, M., & Hansen, W. (2003). A review of research on fidelity of implementation: Implications for drug abuse prevention in school settings. *Health Education Research*, 18(2), 237-256.
- Fallon, K., Woods, K., & Rooney, S. (2010). A discussion of the developing role of educational psychologists within Children's Services. *Educational Psychology in Practice*, 26(1), 1-23.
- Gini, G., Albiero, P., Benelli, B., & Altoe, G. (2008). Determinants of adolescents' active defending and passive bystanding behaviour in bullying. *Journal of Adolescence*, 31, 93-105.
- Hawker, D., & Boulton, M. (2000). Twenty years' research on peer victimization and psychosocial maladjustment: A meta-analytic review of cross-sectional studies. *Journal of Child Psychology and Psychiatry*, 41(4), 441-455.
- Hawkins, L., Pepler, D., & Craig, W. M. (2001). Naturalistic observations of peer interventions in bullying *Social Development*, 10, 512-527.
- Hutchinson, M. (2012). Exploring the impact of bullying on young bystanders. *Educational Psychology in Practice*, 28(4), 425-442.
- Kallestad, J. H., & Olweus, D. (2003). Predicting teachers' and schools' implementation of the Olweus bullying prevention program: A multilevel study. *Prevention and Treatment*, 6(1), 21a.
- Kaplowitz, M. D., & Hoehn, J. P. (2001). Do focus groups and individual interviews reveal the same information for natural resource valuation? *Ecological Economics*, 36, 237-247.
- Karna, A., Voeten, M., Little, T. D., Alanen, E., Poskiarta, E., & Salmivalli, C. (2013). Effectiveness of the KiVa antibullying program: Grades 1-3 and 7-9. *Journal of Educational Psychology*, 105(2), 535-551.
- Karna, A., Voeten, M., Little, T. D., Poskiarta, E., Alanen, E., & Salmivalli, C. (2011a). Going to scale: A nonrandomised nationwide trial of the KiVa antibullying program for grades 1-9. *Journal of Consulting and Clinical Psychology*, 79(6), 796-805.
- Karna, A., Voeten, M., Little, T. D., Poskiarta, E., Kaljonen, A., & Salmivalli, C. (2011b). A large-scale evaluation of the KiVa antibullying program: Grades 4-6. *Child Development*, 82(1), 311-330.

- Kim, Y. S., & Leventhal, B. (2008). Bullying and suicide: A review. *International Journal of Adolescent Mental Health* 20, 133-154.
- Kitzinger, J. (1995). Introducing focus groups *British Medical Journal* 311, 299-302.
- Kyriakides, L., Kaloyirou, C., & Lindsay, G. (2006). An analysis of the Revised Olweus Bully/Victim Questionnaire using the Rasch measurement model *British Journal of Educational Psychology*, 76, 781-801.
- Latane, B., & Darley, J. M. (1970). *The unresponsive bystander: Why doesn't he help?* New York: Appleton-Century-Crofts.
- Lodge, J., & Frydenberg, E. (2005). The role of peer bystanders in school bullying: Positive steps toward promoting peaceful schools. *Theory into Practice*, 44(4), 329-+. doi: 10.1207/s15430421tip4404_6
- McGhee, P. (2001). *Thinking psychologically*. New York: Palgrave.
- Messick, S. (1992). The interplay of evidence and consequences in the validation of performance assessments. *Educational Researcher*, 23(2), 13-23.
- Miller, G. A. (1969). Psychology as a means of promoting human welfare. *American Psychologist* 24(12), 1063-1075.
- Morgan, D. L. (1997). *Focus groups as qualitative research*. Thousand Oaks CA: Sage Publications
- Nickerson, A. B., Mele, D., & Princiotta, D. (2008). Attachment and empathy as predictors of roles as defenders or outsiders in bullying interactions. *Journal of School Psychology*, 46(6), 687-703. doi: 10.1016/j.jsp.2008.06.002
- Norwich, B. (2000). *Psychology and education in interaction: Working with uncertainty in inter-related fields*. London: Routledge.
- O'Connell, P., Pepler, D., & Craig, W. (1999). Peer involvement in bullying: Insights and challenges for intervention. *Journal of Adolescence*, 22, 437-452.
- Oh, I., & Hazler, R. J. (2009). Contributions of Personal and Situational Factors to Bystanders' Reactions to School Bullying. *School Psychology International*, 30(3), 291-310. doi: 10.1177/0143034309106499
- Olweus, D. (1996). *The revised Olweus Bully/Victim Questionnaire for students*. Bergen: Norway: University of Bergen
- Pellegrini, A. D., & Long, J. D. (2002). A longitudinal study of bullying, dominance, and victimisation during the transition from primary school through secondary school. *British Journal of Developmental Psychology*, 20(2), 259-280.
- Piliavin, I. M., Rodin, J., & Piliavin, J. A. (1969). Good samaritanism: An underground phenomenon? *Journal of Personality and Social Psychology*, 13(4), 289-299.
- Polanin, J. R., Espelage, D. L., & Pigott, T. D. (2012). A Meta-Analysis of School-Based Bullying Prevention Programs' Effects on Bystander Intervention Behavior. *School Psychology Review*, 41(1), 47-65.
- Poyhonen, V., Juvonen, J., & Salmivalli, C. (2010). What Does It Take to Stand Up for the Victim of Bullying? The Interplay Between Personal and Social Factors. *Merrill-Palmer Quarterly-Journal of Developmental Psychology*, 56(2), 143-163.
- Poyhonen, V., Juvonen, J., & Salmivalli, C. (2012). Standing up for the victim, siding with the bully or standing by? Bystander responses in bullying situations. [Article]. *Social Development*, 21(4), 722-741. doi: 10.1111/j.1467-9507.2012.00662.x
- Pozzoli, T., Ang, R. P., & Gini, G. (2012). Bystanders' reactions to bullying: A cross-cultural analysis of personal correlates among Italian and Singaporean students *Social development* 21(4), 686-703.

- Pozzoli, T., & Gini, G. (2013). Why do bystanders of bullying help or not? A multidimensional model. *Journal of Early Adolescence*, 33(3), 315-340.
- Pring, R. (2000). *Philosophy of educational research* (2 ed.). London: Continuum.
- Reinking, D., & Bradley, B. A. (2008). *Formative and design experiments: Approaches to language and literacy research* New York: Teachers College Press.
- Rigby, K., & Johnson, B. (2005a). Introduction to The International Bystander Project *Pastoral Care in Education*, 23(2), 6-9.
- Rigby, K., & Johnson, B. (2005b). Student bystanders in Australian schools. *Pastoral Care in Education*, 23(2), 10-16.
- Rigby, K., & Slee, P. T. (1991). Bullying among Australian school children: Reported behavior and attitudes towards victims. *The Journal of Social Psychology* 131(5), 615-627.
- Rigby, K., Smith, P. K., & Pepler, D. (2004). Working to prevent bullying: Key issues. In P. K. Smith, D. Pepler & K. Rigby (Eds.), *Bullying in schools: How successful can interventions be?* Cambridge: Cambridge University Press.
- Ross, S. W., & Horner, R. H. (2009). Bullying prevention in positive behaviour support. *Journal of Applied Behavior Analysis*, 42(4), 747-759.
- Rothon, C., Head, J., Klineberg, E., & Stansfeld, S. (2011). Can social support protect bullied adolescents from adverse outcomes? A prospective study on the effects of bullying on the educational achievement and mental health of adolescents at secondary schools in East London. *Journal of Adolescence*, 34(3), 579-588.
- Sainio, M., Veenstra, R., Huitsing, G., & Salmivalli, C. (2011). Victims and their defenders: A dyadic approach. *International Journal of Behavioral Development*, 35(2), 144-151.
- Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behavior*, 15(2), 112-120. doi: 10.1016/j.avb.2009.08.007
- Salmivalli, C. (2014). KiVa: Against bullying. *The Psychologist*, 27(4), 258-259.
- Salmivalli, C., Lagerspetz, K., Bjorkqvist, K., Osterman, K., & Kaukiainen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behaviour*, 22(1), 1-15.
- Salmivalli, C., Poskiarta, E., Ahtola, A., & Haataja, A. (2013). The implementation and effectiveness of the KiVa antibullying program in Finland. *European Psychologist*, 18(2), 79-88.
- Salmivalli, C., & Voeten, M. (2004). Connections between attitudes, group norms, and behaviour in bullying situations. *International Journal of Behavioral Development*, 28(3), 246-258. doi: 10.1080/01650250344000488
- Salomon, G. (1991). Transcending the qualitative-quantitative debate: The analytic and systemic approaches to educational research. *Educational Researcher*, 20(6), 10-18.
- Sandstrom, J., & Bartini, M. (2010). Do perceptions of discrepancy between self and group norms contribute to peer harassment at school? *Basic and Applied Social Psychology* 32, 217-225.
- Smith, J. D., Schneider, B. H., Smith, P. K., & Ananiadou, K. (2004). The effectiveness of whole-school antibullying programs: A synthesis of evaluation research. *School Psychology Review*, 33(4), 547-560.
- Smith, P. K. (2011). Why interventions to reduce bullying and violence in schools may (or may not) succeed: Comments on this special section *International Journal of Behavioral Development*, 35(5), 419-423.

- Smith, P. K., Ananiadou, K., & Cowie, H. (2003). Interventions to reduce school bullying *The Canadian Journal of Psychiatry*, 48(9), 591.
- Smith, P. K., Kupferberg, A., Mora-Merchan, J. A., Samara, M., Bosley, S., & Osborn, R. (2012). A content analysis of school anti-bullying policies: a follow-up after six years. *Educational Psychology in Practice*, 28(1), 47-70.
- Smith, P. K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippett, N. (2008). Cyberbullying: Its nature and impact in secondary school pupils. *The Journal of Child Psychology and Psychiatry*, 49(4), 376-385.
- Smith, P. K., Salmivalli, C., & Cowie, H. (2012). Effectiveness of school-based programs to reduce bullying: A commentary *Journal of Experimental Criminology*, 8(4), 433-441.
- Solberg, M. E., & Olweus, D. (2003). Prevalence and estimation of school bullying with the Olweus bully/victim questionnaire. *Aggressive Behavior*, 29(3), 239-268.
- Tani, F., Greenman, P. S., Schneider, B. H., & Fregoso, M. (2003). Bullying and the big five: A study of childhood personality and participant roles in bullying situations *School Psychology International*, 24, 131-146.
- Thompson, F., & Smith, P. K. (2011). The use and effectiveness of anti-bullying strategies in schools, from <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR098>
- Thornberg, R., Tenenbaum, L., Varjas, K., Meyers, J., Jungert, T., & Vanegas, G. (2012). Bystander motivation in bullying incidents: To intervene or not to intervene? *Western Journal of Emergency Medicine*, 13(3), 247-252.
- Ttofi, M. M., & Farrington, D. P. (2011). Effectiveness of school-based programs to reduce bullying: a systematic and meta-analytic review *Journal of Experimental Criminology*, 7, 27-56.
- Twemlow, S. W., Fonagy, P., & Sacco, F. C. (2004). The role of the bystander in the social architecture of bullying and violence in schools and communities. In J. Devine, J. Gilligan, K. A. Miczek, R. Shaikh & D. Pfaff (Eds.), *Youth Violence: Scientific Approaches to Prevention* (Vol. 1036, pp. 215-232).
- Unnever, J. D., & Cornell, D. G. (2003). The culture of bullying in middle school. *Journal of School Violence*, 2(2), 5-27.
- Yeaton, W. H., & Sechrest, L. (1981). Critical dimensions in the choice and maintenance of successful treatments: Strength, integrity and effectiveness. *Journal of Consulting and Clinical Psychology*, 49(2), 156-167.

Section 7: Literature Review

Introduction

This paper presents an exploration of the literature on the role of bystanders in bullying of school aged individuals. The review is organised into 6 subsections: bullying; bullying as a group process; factors affecting defending behaviour; psychological theories of prosocial behaviour; anti-bullying interventions; and the rationale for research. The literature has been sourced over a seven month period. The academic search engines Web of Science, EBSCO, and Psychinfo were used to search for the key terms: bullying, bystander, participant roles, prosocial behaviour, and peer interventions. Articles considered relevant to the focus of the study were selected, with the following parameters for inclusion: research conducted in countries with similar education systems to the UK, adequate validity and reliability, full information available. Additionally, citations within the selected articles were used as direction to further relevant material. Information from book chapters known to relate to the study have also been included, along with pertinent government documentation. Due to word count restrictions, research judged to be most significant has been included.

Bullying

Bullying is defined as, “a form of aggressive behaviour characterized by repeated acts against victims who cannot easily defend themselves”, (Smith, Ananiadou, & Cowie, 2003, p. 591). It differs from general aggression in terms of repetition and imbalance of power (Smith, 2011). Bullying is largely acknowledged to take a physical, verbal, or indirect form, the latter category referring to more subtle harassment e.g. social exclusion or rumour spreading (Rigby, Smith, & Pepler, 2004). In more recent times, the category of cyberbullying has been added to describe attacks conducted via newer forms of technology or social media (Campbell, 2005). Although bullying is a long acknowledged form of human behaviour, systematic examination of the topic began with the work of Olweus in Scandinavia in the 1970s (Rigby et al, 2004). Since this time, a substantial amount

of research has been conducted into the nature, prevalence, and consequences of bullying, as well as the effectiveness of interventions against it. It is a topic of great concern at an individual, school, and societal level.

A government commissioned survey of the views of 253,755 children and young people investigated bullying as part of the staying safe component of the *Every Child Matters* outcomes (Department for Education and Skills [DfES], 2003). 46% of respondents said that they were bullied whilst in school, and 25% said they often worried about it. 19% named less bullying as one of the three most important issues that would improve their overall life; the same amount report that it had happened within the last four weeks. Almost 3 in 5 children thought that their school deals well with bullying (Chamberlain, George, Golden, Walker, & Benton, 2010). These figures confirm that bullying is prevalent in UK schools and of paramount importance to the well-being of students. With 26% feeling that their school responds 'not very well' or 'badly' to bullying it is clear that there is more work to be done. The Education and Inspections Act (DfES, 2006) states that every school must have measures to prevent all forms of bullying amongst pupils.

The negative consequences of bullying are widely apparent and extensively documented. Hawker and Boulton (2000) conducted a meta-analysis of research into psychosocial adjustment to peer victimisation and found it is linked to depression, loneliness, social and global self-esteem, and anxiety. Arseneault, Bowes and Shakoor (2009) reviewed evidence and concluded that bullying contributes independently to children's mental health problems and has effects lasting until late adolescence. In the most extreme and tragic cases bullying can result in suicide (Kim & Leventhal, 2008). The effects do not just relate to emotional well-being, there can also be a negative impact on academic achievement (Rothon, Head, Klineberg, & Stansfeld, 2011). As well as victims, bullies and bully-victims are also at risk on measures of adjustment; bullying is associated with externalising problems, poor school adjustment, and substance misuse (Gini & Pozzoli, 2009). It is clear that the prevention of bullying is an area that Educational Psychologists (EPs) should devote their time and resources to in order to target the source of many emotional and progress related difficulties.

Bullying as a Group Process

Traditional accounts of bullying tend to view it as an interaction between perpetrator/perpetrators and a victim. This perspective fails to acknowledge the wider social context and more complex group processes that occur in bullying situations. Aside from the bully and the victim, other individuals who are present, bystanders, also play a role, arguably more pivotal than is often recognised. Twemlow, Fonagy, and Sacco (2004) claim that instead of traditional dyadic definitions of bullying, used by leaders in the field such as Olweus in Norway, bullying should be defined in triadic terms. This perspective reflects, “an interactional effect between bully, victim, and bystander, in which the responses of each directly affect the harmfulness of the outcome” (p.9). Research into the characteristics, role, and impact of bystanders is a growing field, making a valuable contribution to the complex social phenomenon of bullying.

The term ‘bystander’ has not been clearly defined in the context of bullying and is used by researchers in subtly different ways. Nonetheless, the precise semantics of the term are important and clarification is needed. The Collins English Dictionary (2011) defines a bystander as, “a person present but not involved; chance spectator; onlooker” (p.131). As Twemlow et al (2004) point out this portrays the bystander as passive, when in fact their mere presence makes them a part of the, “victimisation process as a member of the social system” (p.5). Being a bystander could involve a variety of roles from defending the victim, to indirectly reinforcing the bully’s behaviour, to actively supporting the bully, whereby the distinction between bystander and bully becomes blurred. For the purposes of this discussion the term bystander will be used widely to describe an individual who is aware of a bullying situation yet is not directly targeted as a victim, nor the initiator of victimisation.

Salmivalli, Lagerspetz, Bjorkqvist, Osterman and Kaukiainen (1996) recognise bullying as a social group based phenomenon. They provide a detailed exploration of what being a bystander can potentially entail through their investigation into the different roles that individuals can play. 573 participants completed questionnaires rating how each child in their class, including themselves, fit 50 bullying situation behavioural descriptions. Aside from the roles of bully (8.2%) and victim (11.7%), they discovered four participant roles: assistants join in and help the bully once a

leader has initiated it (6.8%); reinforcers provide an audience and positive feedback to the bully e.g. laughing, attention (19.5%); outsiders withdraw from the situation (23.7%); and defenders support the victim and try to stop the bullying (17.3%). Gender differences were found with girls more likely to be defenders and outsiders, whilst boys were more likely to be reinforcers, assistants, or bullies. There were moderate positive correlations between the category that participants placed themselves into and the category nominated for them by their peers. This suggests that an individual's perception of their role corresponds somewhat to how others view their behaviour. However, the role that each individual takes is likely to vary between different situations and be more fluid than this categorisation methodology accounts for; this could explain the variance in scores.

Sutton and Smith (1999) replicated and adapted Salmivalli et al's (1996) study on a UK sample that varied in age to examine the generalisability of the findings. A factor analysis revealed four factors: defender; outsider; victim; and pro-bullying which incorporates the bully, assistant, and reinforcer scales. This does not necessarily mean, as the authors suggest, that bully, assistant, and reinforcer should not be recognised as distinct forms of behaviour. Instead, the overlap clearly shows that individuals often shift between the roles, meaning it is not practical to try to categorise individuals as consistently taking on one particular role. This does not weaken the validity of the concept of the six roles, it merely suggests that researchers should view the roles as fluid rather than stable. The implications of this are positive for interventions aiming to target the roles that students take in bullying situations. The authors conclude that the participant role approach, with some modifications to the original procedures, can be usefully and reliably applied as a method to investigate bullying as a group process.

A clear limitation to the preceding work is that social desirability effects may compromise validity when self-report measures are utilised. Both researchers reported a discrepancy between self-estimated and peer nominated roles, with participants displaying a 'self-serving attribution bias' (Osterman et al, 1994) in underestimating their aggressive behaviour and overestimating their pro-social behaviour. Consequently, an alternative to self-report methods is necessary to corroborate the findings. Through videotaped observations of children in a school

playground, O'Connell, Pepler, and Craig (1999) found that 21% of 120 students who witnessed bullying actively imitate the behaviour, 54% passively watch, and only 25% intervene to defend the victim. The categories used are not as specific as those used in Salmivalli et al's (1996) study, therefore it is difficult to make direct comparisons. However, when considering that only bystanders were classified, the findings are consistent with the view that the majority either indirectly reinforce or withdraw from the situation (passively watch) whilst sub-groups act either in support of or against the bully. The fact that the researchers recorded the observations in order to remove experimenter effects increases the ecological validity of this research. Additionally, through naturalistic observations Hawkins et al (2001) found that, whilst bystanders were present during bullying 88% of the time, they only intervened in 19% of cases. Again this proportion of defending behaviour is largely consistent with previous reports. Further observational research is needed to substantiate Salmivalli et al's (1996) participant role approach.

As well as identifying the various roles that bystanders can play, psychologists have examined how the behaviour of bystanders might exacerbate or minimise the situation. O'Connell et al (1999) link the group processes surrounding bullying to the social learning theory of modelling and reinforcement (Bandura, 1977). They claim that, by witnessing bullying incidents, students are likely to model the bully's behaviour, especially if the bully is perceived as powerful, sharing similar characteristics, and is rewarded. Furthermore, passively watching bullying may provide reinforcement to the bully via attention, therefore making their behaviour more likely to continue. In support of this claim they found a positive correlation between the number of peers present and duration of a bullying episode, suggesting bullies are encouraged by an audience. Furthermore, 20% of the time, peers actively imitated the bully's behaviour; this was most frequent in older boys (grades 4-6). This research highlights the group processes that play a highly influential role in maintaining and reinforcing bullying behaviour.

The reasons why individuals bully others are multi-faceted and complex, they range from bully/victim/peer/school/human nature/society attributing (Thornberg and Knutsen, 2011). Salmivalli (2010) claims that bullies are motivated by a desire to acquire power and high status in their peer group. Her view of bullying is in contrast

to the social skills deficit perspective which views aggression as the result of impairments in social information processing (Crick & Dodge, 1994). Alternatively, it is concordant with Sutton, Smith, and Swettenham's (1999) Theory of Mind perspective, which views bullies as having advanced social awareness and skills enabling them to successfully manipulate others to their own gain.

In support of her assertion, Salmivalli (2010) cites her investigation into status goals in bullies and victims (Sitsema, Veenstra, Lindenberg, and Salmivalli, 2009). Self-report questionnaires were used to measure goals and aggression, and peer nominations were used to identify bullies and victims. The results show a moderate positive correlation between the degree of bullying and agentic goals (attaching importance to power, status, and dominance). This indicates that the pursuit of status is a partial motivation for bullying; however, cause and effect cannot be established from a correlation. Further analysis revealed that agentic goals were found to be valued by adolescent male bullies but not female bullies or victims. The reasons for the gender difference were not thoroughly explored in this paper, but may be attributable to more general gender differences such as the claim that males are more often guided by agentic goals and females by communal goals (Carlson, 1971). Status goals were not found to be valued by preadolescent bullies, suggesting motivation for bullying becomes more strategic with age.

Björkqvist, Ekman, and Lagerspetz (1982) provide further evidence in support of the view that adolescent bullies are motivated by dominance. They found that in comparison to controls and victims, bullies viewed themselves as more dominant, held dominance ideals, and thought that dominance was what social norms required. The results were significant for both genders; however, the effect was stronger in males. Additionally, the finding, in a sample of 58 children, that witnesses to bullying are present 88% of the time (Hawkins et al, 2001) suggests that an audience is considered an important factor by bullies, and necessary to achieve their social goals of power and status. As these attributes are dependent on the reactions of the group, achievement of this goal is under the control of the peer group members.

Research has shown that, when peers support the victim, bullying is more likely to decrease, whereas when the bullies' behaviour is reinforced it is more likely to

continue. Kärnä, Salmivalli, Poskiparta, and Voeten (2008, as cited in Salmivalli, 2010) found that the more classmates reinforced bullies, the more frequently bullying took place, whilst the reverse was true when victims were defended. Kärnä, Voeten, Poskiparta, and Salmivalli (2010) found that the likelihood of vulnerable children (socially anxious and peer rejected) becoming victims was moderated by the reactions of bystanders; it was more likely when bystanders were high in reinforcing and low in defending. Furthermore, Saino, Veenstra, Huitsing and Salmivalli (2010) found that victims who were defended were better adjusted, and had higher social status and self-esteem than those who were not. However, it is impossible to determine whether this was the result of intervention from peers, or whether peers are more likely to defend victims who have higher social status. Hawkins et al (2001) found that when peers intervened to stop bullying their actions were effective 57% of the time. These studies imply that when bystanders choose to support the victim, instead of reinforcing the bully, the outcomes for the victim are more positive.

The research discussed clearly highlights a need to view bullying as a group process involving all members of a peer group in various roles as opposed to a simple interaction between bully and victim. Various roles that bystanders can play have been identified and the impact of their behaviour on bullying situations has been recognised. Both O'Connell et al's (1999) social learning approach and Salmivalli's (2010) status motivation account complement each other to provide a comprehensive explanation as to how the behaviour of bullies and bystanders might interact in a complex social system to maintain the victimisation of less popular members of the group. There is not a wealth of evidence in support of this perspective purely because it is not an area of research that has attracted much attention; however, the findings that do exist are consistent in supporting the view. Research into the group processes of bullying would benefit from increased diversity in methodology as it is largely based on self-report questionnaires, therefore significantly weakened by the problem of social desirability bias. As Baumeister and Leary (1997) state, "Convergence of evidence across multiple research methods normally entails that the given hypothesis is the most parsimonious conclusion" (p.316), further work is required before this can be claimed to have been achieved.

Factors affecting Defending Behaviour

Boulton, Trueman, and Flemington, (2002) report that the majority of students have attitudes in favour of supporting victims and against bullying. Despite this, research previously discussed indicates that the majority of students do not act in defence of victims. There appears to be cognitive dissonance (Festinger, 1957) between attitudes and behaviour in relation to reactions to witnessing bullying. A key question to address is why this dissonance occurs. O'Connell et al (1999) offer several suggestions. The discrepancy could in part be explained by social desirability influences on questionnaire responses. Students are aware that adults will expect them to report that they are supportive of victims, but this may not reflect their true attitudes. Secondly, students may be afraid that by intervening they are putting themselves at risk of becoming a victim, so inaction is the result of self-protection. Thirdly, students may lack confidence and competency in the social skills required to effectively intervene in the situation.

Research has shown that there are a multitude of factors that will influence an individual's decision to defend victims of bullying; some of which relates to the personal characteristics of the individuals, whilst others are situational. Obermann (2011) found lower levels of moral disengagement amongst defenders compared to bystanders who were unconcerned about victims. However, there was no significant difference in levels of moral disengagement between defenders and bystanders that felt guilty about not helping victims; this suggests that other factors set defenders apart from those that recognise it is their responsibility to act but do not. The following personal characteristics have been linked to defending behaviour: agreeableness (Tani, Greenman, Schneider, and Fregoso, 2003); social self-efficacy (Gini, Albiero, Benelli, and Altoe, 2008); empathy (Nickerson, Mele, and Princiotta, 2008; Barchia and Bussey, 2011); and secure attachment to mother (Nickerson et al, 2008). A number of studies have found that defenders are more likely to be female (Salmivalli and Voeten, 2004; Lodge & Frydenberg, 2005; Oh & Hazler, 2009; Obermann, 2011). Furthermore, defenders have also been found to have high social status (Salmivalli et al, 1996; Sainio et al, 2010). This could mean that defending peers increases one's social status, or that only individuals with high status are willing to face the possibility that intervening may put them at risk of becoming a target.

As well as individual differences, situational factors will also influence decisions to defend. Lodge and Frydenberg (2005) found the following combination of factors related to intentions to defend: victim is a friend; productive style of coping; high self-esteem, altruistic feelings; high in emotional support from friends. The social context is an essential factor in determining decisions to defend. Normative beliefs, self-regulating beliefs about the acceptability of social behaviours (Huesmann & Guerra, 1997), play a key role. Salmivalli and Voeten (2004) found that individual attitudes and group norms were both significant predictors of the participant role students took in bullying situations; anti-bullying attitudes and norms were associated with defending and outsider roles. As this research suggests that normative social influence, and the desire to conform in order to receive approval, is high, interventions need to address the social climate in order to be effective.

Poyhonen, Juvonen and Salmivalli (2012) investigated students' motivation to defend a victim, remain passive, or reinforce the bully. The results corroborated the finding that the more self-efficacy students had regarding defending, the more likely they were to do so. In addition to this, expected outcomes influenced decisions to defend; students were more likely to defend if they expected this to improve their social status. Expectations that defending would reduce bullying and make the victim feel better were positively related to defending behaviour. Consistent with this finding Barchia and Bussey (2011) report that collective self-efficacy was a significant predictor of defending behaviour. However, in Poyhonen et al's (2012) research, these factors were moderated by the value that students placed upon these outcomes, indicating the importance of personal and group values. Placing a low value on decreasing bullying and the victim feeling better was associated with reinforcing behaviour. This study indicates that social cognitions are predictive of behaviour; thus interventions should aim to target these cognitions.

The International Bystander Project aimed to examine how children respond as bystanders and what factors influence their behaviour (Rigby & Johnson, 2005a). McLaughlin, Arnold, and Boyd (2005) report on the findings from the English sample and state that primary school children are more likely to tell a teacher whilst secondary school children are more likely to directly intervene. Secondary students were also more likely to report that they would ignore bullying. The two main reasons given for this were not wanting to be involved and self-protection; not

wanting to make it worse was also mentioned. In terms of intervening, perceptions of friends' expectations were more closely linked to whether a student said they would intervene than teachers' or parents' expectations. Other factors linked to intentions to help were having intervened in the past, and pro-victim attitudes. These results were concordant with the Australian sample (Rigby & Johnson, 2005b). Further evidence for the importance of perceived peer pressure to intervene was obtained in samples of Italian and Singaporean students by Pozzoli, Ang, and Gini (2012), suggesting high population validity. Pro-victim attitudes were only found to be a significant predictor in the Italian students suggesting that this factor is influential in individualist cultures.

The research discussed consistently demonstrates the importance of personal attitudes and normative beliefs in influencing defending behaviour. However, a limitation of this research, and that into personal characteristics of defenders, is that it is based on self-report measures of students' intentions to behave in certain ways. As previously mentioned, there is a disparity between students' attitudes and behaviour in this domain; therefore the results may not necessarily have strong predictive validity. Some studies also use peer nominations to measure behaviour, but the validity of this approach could also be questioned as participants' perceptions of others behaviour could be prone to bias. A greater diversity in methodologies is needed to strengthen evidence relating to factors that influence decisions to defend; though qualitative evidence is beginning to emerge.

In order to gain an insight into the bystanders' experiences and understandings, Hutchinson (2012) interviewed eight 12-13 year olds; an interpretative phenomenological analysis approach was used to analyse the data. Four themes emerged: the power and limits of language; the power of moral frameworks; dynamic social systems; and the psychological consequences of bystanding. All participants demonstrated a desire to defend based on empathy and moral beliefs. However, they express mixed views regarding actions in relation to perceptions of the consequences of intervening; some thought intervention would effectively alter the social system, others did not. Inaction was associated with feelings of guilt, disappointment, and isolation. This research supports the view that decisions to defend are based on complex social cognitions, taking into account many factors; it also highlights the ambivalence that bystanders often feel.

Thornberg et al (2012) conducted semi-structured interviews with 30 students; a grounded theory approach was used to analyse the data. From this the authors developed a conceptual framework of bystander motivation to intervene based on five domains. These are: interpretation of harm in the bullying situation, emotional reactions, social evaluating, moral evaluating, and intervention self-efficacy. The framework highlights the complex interplay between the many factors that influence decisions to defend. It is highly detailed and concordant with the data gathered in quantitative studies. In order to be fully comprehensive and integrate all previous research findings the framework could include more reference to personal characteristics i.e. agreeableness, attachment, and reference to normative beliefs and expected outcomes in social evaluating section. Further research is needed to validate the model with different populations; however, it provides a useful framework to inform effective intervention. The fact that research using different methodologies shows concordant findings provides strong evidence that conclusions are valid.

Psychological Theories of Prosocial Behaviour

Prosocial behaviour is defined as, “any act that helps or is designed to help others, regardless of the helpers’ motives” (Taylor, Peplau, & Sears, 2003, p.371). Defending a victim of bullying can be classified under this broad definition, thus social psychological research into prosocial behaviour may provide insight into the bystander behaviour of individuals witnessing bullying (O’Connell et al, 1999). A classic theory of prosocial behaviour was proposed by Latané and Darley (1970). They claim that when deciding whether to help a victim, an individual must progress through a sequence of decisions as described in the following model:

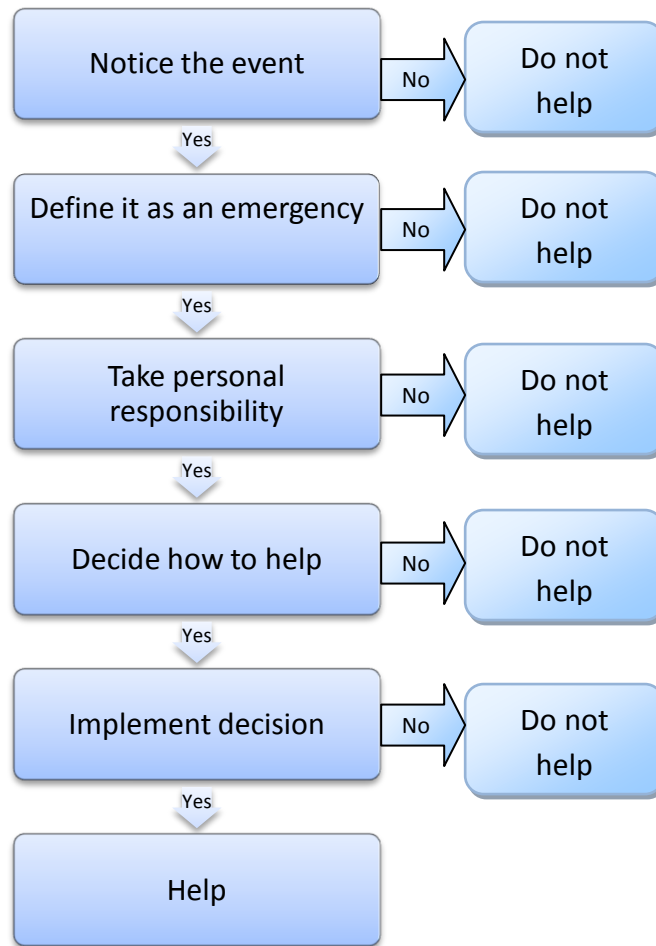


Figure 1: Latané and Darley's (1970) Decision model of prosocial behaviour

Latané and Darley (1970) highlight the importance of the bystander effect in that the more people who are present, the less the likelihood that the bystanders will intervene. Several explanations are offered for this: diffusion of responsibility refers to the assumption that someone else will take action; evaluation apprehension is the fear of being judged by others; and pluralistic ignorance is a form of social influence whereby, in ambiguous situations, the passive reaction of others is used to make a judgement that the situation does not require intervention. For reviews of evidence in support of these assertions see Latané and Nida (1981) and Fischer et al (2011). Conversely Levine and Cassidy (2010) demonstrate that under certain conditions, increased group size can encourage rather than inhibit intervention. Therefore, the relationship between number of bystanders and intervention is more complex than previously described.

The decision model has parallels with Thornberg et al's (2012) framework in that individuals are seen as progressing through a sequence of steps from noticing the

situation to taking action. Although Thornberg et al's model is more context-specific and detailed, Latane and Darley's (1970) emphasis on the number of bystanders present could be utilised to provide further insight into decisions to defend bullying victims. Sandstrom and Bartini (2010) apply the concept of pluralistic ignorance to explain passive bystander behaviour in adolescents that witness bullying. Using questionnaires, they found a correlation between perceived discrepancy between personal anti-bullying attitudes and group norms, and teacher rated bystander behaviours. Students who thought that their attitudes towards bullying were more prosocial than their peers were less likely to defend victims. The authors suggest that making students aware that many others have a similar misconception would be an effective way to empower bystanders to mobilise and intervene on behalf of victims. Pozzoli and Gini (2013) tested the decision model as an explanation of bystander behaviour in children and adolescents. They found that pro-victim attitudes, personal responsibility, and coping strategies, along with peer and parental expectations, were significant factors in the decision to help, therefore supporting predictions from the model. Further research is needed to examine and develop Latané and Darley's explanations of bystander behaviour in the context of bullying.

In addition to Latané and Darley's (1970) model of helping behaviour, Piliavin, Rodin and Piliavin (1969) propose the arousal: cost/reward model which considers motivation in the helping decision process. When individuals witness an incident requiring action they experience unpleasant emotional arousal which they are motivated to reduce. Whether they act or not depends on weighing up the outcomes of helping versus not helping, as depicted in the diagram below:

Cost of helping e.g. effort, embarrassment, physical harm	Cost of not helping e.g. self blame, perceived censure from others
Reward of not helping e.g. continuation of other activities	Reward of helping e.g. praise from self, victim, and others

Figure 4: Piliavin, Rodin and Piliavin's (1969) arousal: cost/reward model

Intervention is more likely when the perceived costs of helping are low and benefits high; for a review of evidence relating to this model see Dovidio, Piliavin, Gaetner, Sv Schroeder, and Clark (1991). Support for the claim that students who experience higher levels of physiological arousal are more likely to defend victims of bullying

was obtained by Barhight, Hubbard, and Hyde (2013). The research into factors affecting defending behaviour previously discussed can be integrated to provide an example of the social cognitions a student might process according to this model.

	Costs	Benefits
Defending	<ul style="list-style-type: none"> • Becomes target for bullying • Decreased sense of self-efficacy if ineffective • Time • Effort 	<ul style="list-style-type: none"> • Increased status and popularity • Increased sense of self-efficacy if effective
Not defending	<ul style="list-style-type: none"> • Guilt and distress due to empathy with victim, victim being a friend 	<ul style="list-style-type: none"> • Avoid becoming a target • Avoid threat to status and popularity • Audience excitement

Table 25: Social cognitions relating to defending behaviour

Social norms are critical to the perceived costs/benefits of defending victims. In environments where defending victims is acceptable and valued, defending behaviour will be rewarded by positive reactions from peers; however, if it is not valued the costs in terms of social rejection are higher (Tsang, Hui, & Law, 2011). Research into factors affecting defending behaviour when witnessing bullying is largely concordant with general theories of prosocial behaviour, thus can be synthesised in order to provide a comprehensive picture of what motivates students to defend victims of bullying. An understanding of this can be applied to develop more effective interventions, based on creating optimum conditions for defending.

Anti-bullying Interventions

There are many different types of anti-bullying intervention; some are proactive and others reactive. Interventions can be based at a whole school, classroom, or individual level (Thompson & Smith, 2011). Interventions vary considerably in terms of scale, and the number and type of components utilised. Smith et al (2004) provide a review of 14 major anti-bullying interventions that have been conducted in

Europe, North America, and Australia since the 1980s. They conclude that, although there is evidence that bullying can be reduced, the effects are modest. Ttofi and Farrington (2011) conducted a systematic review and meta-analysis into the effectiveness of anti-bullying programmes; they scrutinized 44 interventions that met criteria for inclusion. Overall, they found that the majority of programmes were effective, with bullying decreasing on average by 20-23%, and victimisation by 17-20%. Programmes with higher intensity and duration were associated with larger decreases in bullying. The programme elements found to be most effective were parent/training meetings, firm disciplinary methods, and improved playground supervision. Of particular interest was the finding that programmes based on work with peers were associated with an increase in victimisation. In terms of implications for policy and practice, the authors claim that work with peers should not be used.

In response to Ttofi and Farrington's (2011) assertion Smith, Salmivalli, and Cowie (2012) argue that the category of 'work with peers' is too broad to make general conclusions about. There are many programmes that involve different forms of working with peers, with varying degrees of effectiveness, therefore a blanket judgement, "could lead to the abandonment of many useful schemes" (p.436). However, Ttofi and Farrington (2012) reply, reiterating their point that many programmes based on work with peers are not supported by data showing a reduction in levels of bullying, some even reporting an increase. They cite several examples, none of which focus specifically on encouraging the whole group to reflect on their role as bystanders. Ttofi and Farrington's position is certainly in contrast to the conclusions of research on bullying as a group process previously cited; many authors advocate the development of interventions based on mobilising bystanders to act in support of victims rather than reinforce bullying behaviour. Furthermore, quantitative data on rates of bullying does not provide insight into why interventions are successful or unsuccessful. Further research using qualitative methods is required in order to clarify which elements of programmes are effective, under which conditions, and why.

Many interventions target peers to prevent and respond to bullying; some examples of this approach include buddy schemes, circle of friends, peer mentoring, and peer mediation. The type of peer support strategy of interest in relation to the previous discussion of bullying as a group process can be referred to as bystander defender

training. This approach attempts to involve the whole peer group in reducing bullying by increasing awareness of the role that all students play in the group dynamics of bullying and encouraging students to support the victim (Salmivalli, 2010). It is distinct from other forms of peer support in that it involves all students rather than certain selected individuals. Other interventions contain elements directed at the group level, e.g. class meetings and class rules (Olweus, 2004), but do not explicitly focus on the role and impact of bystanders. A survey into the use of peer support initiatives in 240 English schools reported that an estimated 62% of schools use peer support schemes, however, bystander defender training was not reported to be one of them (Houlston, Smith, & Jessel, 2009). Nevertheless, utilising bystanders as a form of peer support is viewed as a valuable strategy to challenging bullying, with benefits for defenders and victims (Cowie & Hutson, 2005).

Forms of bystander defender training have been developed in different countries with varying degrees of success. Twemlow et al (2004) report results from 'The Peaceful Schools Project' which was implemented in elementary schools in the U.S.A. The programme has four components: positive climate campaign; classroom management plan; physical education programme; and peer or adult mentorship. Participation in the intervention was linked to increased achievement test scores and decreased victimisation of children. In Hong Kong the P.A.T.H.S. (Positive youth development program in Hong Kong) curriculum was developed to educate students on the role of bystanders in bullying and encourage them to be prosocial bystanders by enhancing positive identity, self-efficacy, and self-determination (Tsang et al, 2011). The authors claim that the programme is evidenced based and effective; though they do not provide any data in support of this assertion.

Polanin, Espelage, and Pigott (2012) conducted a meta-analysis into anti-bullying programmes that aim to increase bystander intervention. They reviewed 12 studies that met criteria for inclusion, 7 were published in journals. The research was conducted in the USA or Europe. Findings indicate that overall the programmes were successful at increasing bystander intervention. However, the majority of studies measured intentions to intervene rather than actual behaviour. As previously discussed there is a dissonance between attitudes and behaviour, therefore these results do not necessarily indicate increased positive outcomes for victims. The meta-analysis did not focus on measures of bullying and victimisation,

therefore whether these interventions were effective at decreasing these behaviours is unknown. The authors advocate the development of interventions that address bullying as a group process and explicitly target bystanders attitudes and behaviour.

In England, the Unit for School and Family studies at Goldsmiths University produced a report on 'The Use and Effectiveness of Anti-Bullying Strategies in Schools' (Thompson & Smith, 2011). Bystander defender training was named as one of the six peer support strategies that has been used in schools to combat bullying. From the sample included in the research, only 4% of schools reported using bystander defender training, and only 10% of local authorities recommended it. Bystander defender training received lower effectiveness ratings than the five other peer support strategies. This research, and that of Houlston et al (2009), suggests that current forms of bystander defender training in the UK are not highly utilised or valued.

The most effective and comprehensive form of bystander defender training is the KiVa programme, developed in Finland by Karna et al (2011b) with backing from the Ministry of Education. It is based on two lines of research: the social standing of aggressive children, and participant roles in bullying. "KiVa is predicated on the idea that a positive change in the behaviour of classmates can reduce the rewards gained by bullies and consequently their motivation to bully in the first place", (p.313, Karna, et al, 2011). The programme involves 20 hours of lessons with three aims: raise awareness of the role that the group plays in maintaining bullying, increase empathy toward victims, and promote children's' strategies for supporting the victim. It also involves a computer game, bright vests for recess supervisors, posters, and policies for the following up of bullying incidents mediated by trained teachers.

The programme was evaluated via a large scale randomised control trial involving 78 schools. The findings showed beneficial effects in 7 out of 11 dependant variables including self-reported victimisation and bullying, and peer-reported victimisation, after nine months. Further analysis found KiVa was effective at reducing all nine different forms of bullying e.g. verbal, material etc.. (Salmivalli, Karna, & Poskiparta, 2011). Thus the researchers conclude that the intervention is effective in reducing bullying; the effects were larger for primary than secondary students (Salmivalli & Poskiparta, 2012). Non-significant results were explained by the 'sensitization

effect', which refers to increased reporting of bullying due to an increased awareness and highlighting of the issue as a result of an intervention (Smith et al, 2003). The research had high methodological rigor and a large sample size; however this positivist approach lacks insight into participants' perspectives and the meaning they give to the experience. Nevertheless, it provides empirical support for the view that an intervention, which could be classified as bystander defender training, can increase positive outcomes for victims of bullying. The evidence is in contrast to the claim by Ttofi and Farrington (2011) that peer support strategies are not effective and should not be used.

Rational for Research

From reviewing the literature into bullying as a group process, it is apparent that bullying is more than a dyadic interaction between the victim and the bully, and that the behaviour of every group member will impact upon the situation. Although descriptions of the crucial role of bystanders in the social dynamics of bullying, and factors that affect defending behaviour, is a growing area of research, relatively few psychologists have attempted to apply the findings. The conclusions of many studies previously discussed point to the development of interventions that target bystanders. In reference to their conceptual framework of bystander motivation to intervene in bullying situations, Thornberg et al (2012) conclude, "future research on intervention may evaluate anti-bullying practices that are constructed based, in part, on these motivations" (p.251). Prominent psychologists in the field advocate the development of interventions that address the social conditions that are conducive to bullying; thus there is strong implication that further work towards this goal would be beneficial.

Although interventions of this nature already exist, their use in the UK is not widespread, and those that have been implemented have not been rated as highly effective (Thompson & Smith, 2011). Therefore, there is scope to develop the concept of bystander defender training for use by EPs working in the UK. Hutchinson (2012) is the only author to refer specifically to the role of the EP in relation to this topic. He discusses raising awareness, supporting young people to reflect on their role as bystanders, and systemic work. Designing an intervention programme, based on thorough consideration of research findings, would be the

most effective method to achieve this goal. EPs are in a position to bridge the gap between academic research findings and practical application in an educational setting (Norwich, 2000).

The intervention that I intend to develop will incorporate research into the role of bystanders in bullying situations, so that it is strongly evidence based. In addition to this, models of prosocial behaviour will provide a framework, in order to integrate implications from these well established psychological theories. From a review of the literature I have inferred a number of objectives that the intervention would need to address in order to be effective. These relate to an understanding of what influences an individual's decision to defend, in order to tackle the dissonance between attitudes and behaviours. The intervention will share aims with the KiVa programme. However, the programme will differ in terms of its components, and will reflect the role of the EP as a practitioner who works collaboratively with schools and actively listens to the voice of young people. Current forms of bystander defender training are implemented in a top down directive fashion, without input from school staff or students. Pepler et al (2004) state that schools need to be given less direction and more autonomy in developing anti-bullying programmes, in order to increase their commitment and motivation to implement the intervention. The use of a design research approach will enable participants to play an active role in the development of the intervention programme, and facilitate the development of a product that is effective in a naturalistic school setting, thus offering a novel contribution to the field.

References

- Arseneault, L., Bowes, L., & Shakoor, S. (2009). Bullying victimization in youths and mental health problems: 'Much ado about nothing'? *Psychological Medicine*, 40(5), 717-729.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Barchia, K., & Bussey, K. (2011). Predictors of student defenders of peer aggression victims: Empathy and social cognitive factors. *International Journal of Behaviour Development*, 35(4), 289-297.

- Barhight, L. R., Hubbard, J. A., & Hyde, C. T. (2013). Children's physiological and emotional reactions to witnessing bullying predict bystander intervention. *Child Development, 84*(1), 375-390.
- Baumeister, R. F., & Leary, M. R. (1997). Writing narrative literature reviews *Review of General Psychology 1*(3), 311-320.
- Bjorkqvist, K., Ekman, K., & Lagerspetz, K. (1982). Bullies and victims: Their ego picture, ideal ego picture and normative ego picture. *Scandinavian Journal of Psychology, 23*, 307-313.
- Boulton, M. J., Trueman, M., & Flemington, I. (2002). Associations between secondary school pupils' definitions of bullying, attitudes towards bullying, and tendencies to engage in bullying: Age and sex differences. *Educational Studies, 28*(4), 353-370.
- Campbell, M. A. (2005). Cyber bullying: An old problem in a new guise? *Australian Journal of Guidance and Counselling, 15*(1), 68-76.
- Carlson, R. (1971). Sex differences in ego functioning: Exploratory studies of agency and communion. *Journal of Consulting and Clinical Psychology, 37*(2), 267-277.
- Chamberlain, T., George, N., Golden, S., Walker, F., & Benton, t. (2010). *Tellus4 national report* National Foundation for Educational Research Retrieved from <https://www.education.gov.uk/publications/eOrderingDownload/DCSF-RR218.pdf>.
- Collins. (2011). *Collins English dictionary* Glasgow: Harper Collins Publishers
- Cowie, H., & Hutson, N. (2005). Peer Support: A strategy to help bystanders challenge school bullying. *Pastoral Care in Education, 23*(2), 40-44.
- Crick, N. R., & Dodge, K. A. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. *Psychological Bulletin, 115*(1), 74-101.
- DfES. (2003). *Every Child Matters*. London: The Stationary Office.
- DfES. (2006). *Education and Inspections Act*. London: The Stationary Office Limited
- Dovidio, J. F., Piliavin, J. A., Gaertner, S., Schroeder, D. A., & Clark, R. D. (1991). The arousal: Cost-reward model and the process of intervention: A review of the evidence. In M. Clark (Ed.), *Prosocial behaviour: Review of personality and social psychology* (Vol. 12, pp. 86-118). Newbury Park Sage.

- Festinger, L. (1957). *A theory of cognitive dissonance*. Stanford: Row, Peterson and Company.
- Fischer, P., Krueger, J. I., Greitemeyer, T., Vogrincic, C., Kastenmuller, A., & Frey, D. (2011). The bystander-effect: A meta-analytic review on bystander intervention in dangerous and non-dangerous emergencies. *Psychological Bulletin*, *137*(4), 517-537.
- Gini, G., Albiero, P., Benelli, B., & Altoe, G. (2008). Determinants of adolescents' active defending and passive bystanding behaviour in bullying. *Journal of Adolescence*, *31*, 93-105.
- Gini, G., & Pozzoli, T. (2009). Association between bullying and psychosomatic symptoms: A meta-analysis. *Pediatrics*, *123*, 1059-1065.
- Hawker, D., & Boulton, M. (2000). Twenty years' research on peer victimization and psychosocial maladjustment: A meta-analytic review of cross-sectional studies. *Journal of Child Psychology and Psychiatry*, *41*(4), 441-455.
- Hawkins, L., Pepler, D., & Craig, W. M. (2001). Naturalistic observations of peer interventions in bullying. *Social Development*, *10*, 512-527.
- Houlston, C., Smith, P. K., & Jessel, J. (2009). Investigating the extent and use of peer support initiatives in English Schools. *Educational Psychology* *29*(3), 325-344.
- Huesmann, L. R., & Guerra, N. G. (1997). Children's normative beliefs about aggression and aggressive behaviour. *Journal of Personality and Social Psychology*, *72*(2), 408-419.
- Hutchinson, M. (2012). Exploring the impact of bullying on young bystanders. *Educational Psychology in Practice*, *28*(4), 425-442.
- Karna, A., Voeten, M., Little, T. D., Poskiarta, E., Alanen, E., & Salmivalli, C. (2011a). Going to scale: A nonrandomised nationwide trial of the KiVa anti-bullying program for grades 1-9. *Journal of Consulting and Clinical Psychology*, *79*(6), 796-805.
- Karna, A., Voeten, M., Little, T. D., Poskiarta, E., Kaljonen, A., & Salmivalli, C. (2011b). A large-scale evaluation of the KiVa antibullying program: Grades 4-6. *Child Development*, *82*(1), 311-330.
- Karna, A., Voeten, M., Poskiarta, E., & Salmivalli, C. (2010). Vulnerable children in varying classroom context: Bystanders' behaviors moderate the effects of risk factors on victimization. *Merrill-Palmer Quarterly*, *56*(3), 261-282.

- Kim, Y. S., & Leventhal, B. (2008). Bullying and suicide: A review. *International Journal of Adolescent Mental Health* 20, 133-154.
- Latane, B., & Darley, J. M. (1970). *The unresponsive bystander: Why doesn't he help?* New York: Appleton-Century-Crofts.
- Latane, B., & Nida, S. (1981). Ten years of research on group size and helping. *Psychological Bulletin*, 89(2), 308-324.
- Levine, M., & Cassidy, C. (2010). Groups, identities, and bystander behaviour: How group processes can be used to promote helping. In S. Sturmer & M. Snyder (Eds.), *The psychology of prosocial behaviour*, Chicester: Blackwell Publishing Ltd.
- Lodge, J., & Frydenberg, E. (2005). The role of peer bystanders in school bullying: Positive steps toward promoting peaceful schools. *Theory into Practice*, 44(4), 329-+. doi: 10.1207/s15430421tip4404_6
- McLaughlin, C., Arnold, R., & Boyd, E. (2005). Bystanders in schools: What do they do and what do they think? Factors influencing the behaviour of English students as bystanders. *Pastoral Care in Education* 23(2), 17-22.
- Nickerson, A. B., Mele, D., & Princiotta, D. (2008). Attachment and empathy as predictors of roles as defenders or outsiders in bullying interactions. *Journal of School Psychology*, 46(6), 687-703. doi: 10.1016/j.jsp.2008.06.002
- Norwich, B. (2000). *Psychology and education in interaction: Working with uncertainty in inter-related fields*. London: Routledge.
- O'Connell, P., Pepler, D., & Craig, W. (1999). Peer involvement in bullying: Insights and challenges for intervention. *Journal of Adolescence*, 22, 437-452.
- Obermann, M. L. (2011). Moral disengagement among bystanders to school bullying. *Journal of School Violence* 10, 239-257.
- Oh, I., & Hazler, R. J. (2009). Contributions of Personal and Situational Factors to Bystanders' Reactions to School Bullying. *School Psychology International*, 30(3), 291-310. doi: 10.1177/0143034309106499
- Olweus, D. (2004). The Olweus bullying prevention programme: Design and implementation issues and a new national initiative in Norway In P. K. Smith, D. Pepler & K. Rigby (Eds.), *Bullying in schools: How successful can interventions be?* (pp. 13-36). Cambridge: Cambridge University Press

- Osterman, K., Bjorkqvist, K., Lagerspetz, K., Kaukiainen, A., Huesmann, L. R., & Fraczek, A. (1994). Peer and self-estimated aggression and victimisation in 8-year-old children from five ethnic groups. *Aggressive Behavior, 20*(6), 411-428.
- Pepler, D., Smith, P. K., & Rigby, K. (2004). Looking back and looking forward: Implications for making interventions work effectively. In P. K. Smith, D. Pepler & K. Rigby (Eds.), *Bullying in schools: How successful can interventions be?* (pp. 307-324). Cambridge: Cambridge University Press.
- Piliavin, I. M., Rodin, J., & Piliavin, J. A. (1969). Good samaritanism: An underground phenomenon? *Journal of Personality and Social Psychology, 13*(4), 289-299.
- Polanin, J. R., Espelage, D. L., & Pigott, T. D. (2012). A meta-analysis of school-based bullying prevention programs effects on bystander intervention behaviour. *School Psychology Review, 4*(1), 47-65.
- Poyhonen, V., Juvonen, J., & Salmivalli, C. (2012). Standing up for the victim, siding with the bully or standing by? Bystander responses in bullying situations. [Article]. *Social Development, 21*(4), 722-741. doi: 10.1111/j.1467-9507.2012.00662.x
- Pozzoli, T., & Gini, G. (2013). Why do bystanders of bullying help or not? A multidimensional model. *Journal of Early Adolescence, 33*(3), 315-340.
- Rigby, K., & Johnson, B. (2005a). Introduction to The International Bystander Project *Pastoral Care in Education, 23*(2), 6-9.
- Rigby, K., & Johnson, B. (2005b). Student bystanders in Australian schools. *Pastoral Care in Education, 23*(2), 10-16.
- Rigby, K., Smith, P. K., & Pepler, D. (2004). Working to prevent bullying: Key issues. In P. K. Smith, D. Pepler & K. Rigby (Eds.), *Bullying in schools: How successful can interventions be?* Cambridge: Cambridge University Press.
- Rothon, C., Head, J., Klineberg, E., & Stansfeld, S. (2011). Can social support protect bullied adolescents from adverse outcomes? A prospective study on the effects of bullying on the educational achievement and mental health of adolescents at secondary schools in East London. *Journal of Adolescence, 34*(3), 579-588.
- Sainio, M., Veenstra, R., Huitsing, G., & Salmivalli, C. (2010). Victims and their defenders: A dyadic approach. *International Journal of Behavioral Development, 35*(2), 144-151.

- Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behavior, 15*(2), 112-120. doi: 10.1016/j.avb.2009.08.007
- Salmivalli, C., Karna, A., & Poskiarta, E. (2011). Counteracting bullying in Finland: the KiVa program and its effects on different forms of being bullied. *International Journal of Behavioral Development, 35*(5), 405-411.
- Salmivalli, C., Lagerspetz, K., Bjorkqvist, K., Osterman, K., & Kaukiainen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behaviour, 22*(1), 1-15.
- Salmivalli, C., & Poskiarta, E. (2012). KiVa antibullying program: Overview of evaluation studies based on a randomised controlled trial and national rollout in Finland. *International Journal of Conflict and Violence 6*(2), 294-302.
- Salmivalli, C., & Voeten, M. (2004). Connections between attitudes, group norms, and behaviour in bullying situations. *International Journal of Behavioral Development, 28*(3), 246-258. doi: 10.1080/01650250344000488
- Sandstrom, J., & Bartini, M. (2010). Do perceptions of discrepancy between self and group norms contribute to peer harassment at school? *Basic and Applied Social Psychology 32*, 217-225.
- Sitsema, J., Veenstra, R., Lindenberg, S., & Salmivalli, C. (2009). An empirical test of bullies' status goals: Assessing direct goals, aggression, and prestige. *Aggressive Behavior, 35*, 57-67.
- Smith, P. K. (2011). Why interventions to reduce bullying and violence in schools may (or may not) succeed: Comments on this special section *International Journal of Behavioral Development, 35*(5), 419-423.
- Smith, P. K., Ananiadou, K., & Cowie, H. (2003). Interventions to reduce school bullying *The canadian Journal of Psychiatry, 48*(9), 591.
- Smith, P. K., Pepler, D., & Rigby, K. (2004). *Bullying in schools: How successful can interventions be?* Cambridge: Cambridge University Press.
- Smith, P. K., Salmivalli, C., & Cowie, H. (2012). Effectiveness of school-based programs to reduce bullying: A commentary *Journal of Experimental Criminology, 8*(4), 433-441.
- Sutton, J., & Smith, P. K. (1999). Bullying as a group process: An adaptation of the participant role approach *Aggressive Behavior, 25*(2), 97-111.

- Sutton, J., Smith, P. K., & Swettenham, J. (1999). Bullying and 'Theory of Mind': A critique of the 'Social Skills Deficit' view of anti-social behaviour. *Social Development, 8*(1), 117-127.
- Tani, F., Greenman, P. S., Schneider, B. H., & Fregoso, M. (2003). Bullying and the big five: A study of childhood personality and participant roles in bullying situations *School Psychology International, 24*, 131-146.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2003). *Social psychology* (11 ed.). New Jersey: Pearson Education LTD.
- Thompson, F., & Smith, P. K. (2011). The use and effectiveness of anti-bullying strategies in schools, from <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR098>
- Thornberg, R., & Knutsen, S. (2011). Teenagers' explanations of bullying. *Child Youth Care Forum, 40*(3), 177-192.
- Thornberg, R., Tenenbaum, L., Varjas, K., Meyers, J., Jungert, T., & Vanegas, G. (2012). Bystander motivation in bullying incidents: To intervene or not to intervene? *Western Journal of Emergency Medicine, 13*(3), 247-252.
- Tsang, S. K. M., Hui, E. K. P., & Law, B. C. M. (2011). Bystander position taking in school bullying: The role of positive identity, self-efficacy, and self-determination *The Scientific World Journal, 11*, 2278-2286.
- Ttofi, M. M., & Farrington, D. P. (2011). Effectiveness of school-based programs to reduce bullying: a systematic and meta-analytic review *Journal of Experimental Criminology, 7*, 27-56.
- Ttofi, M. M., & Farrington, D. P. (2012). Bullying prevention programs: The importance of peer intervention, disciplinary methods and age variations. *Journal of Experimental Criminology, 8*(4), 443-462.
- Twemlow, S. W., Fonagy, P., & Sacco, F. C. (2004). The role of the bystander in the social architecture of bullying and violence in schools and communities. In J. Devine, J. Gilligan, K. A. Miczek, R. Shaikh & D. Pfaff (Eds.), *Youth Violence: Scientific Approaches to Prevention* (Vol. 1036, pp. 215-232).

Section 8: Certificate of Ethical Research Approval

Certificate of ethical research approval

DISSERTATION/THESIS

Your student no: 520002545

Title of your project: Don't Stand By, Stand Up: A Peer Group Intervention to Increase Defending Behaviour in Students that Witness Bullying

Brief description of your research project:

The aims of the project are:

- ▶ To develop a peer group anti-bullying intervention, based on psychological theories of prosocial behaviour and research into the role of peers in bullying situations, to be used by an Educational Psychology Service.
- ▶ To reduce bullying in schools by increasing the defending behaviour and decreasing the reinforcing behaviour of students who witness incidents of bullying.

The intervention that I intend to develop and evaluate would aim to fulfil the following objectives:

- Encourage students to reflect on their role in the group dynamics of bullying
- Encourage students to support victims of bullying
- Increase empathy for victims of bullying
- Increase self-efficacy for students to defend victims of bullying by teaching safe strategies
- Create a social climate that promotes the support of victims by targeting group norms

- Increase expectations of the positive outcomes of defending victims and encourage students to value these outcomes
- Be inclusive and potentially involve all members of a school population
- Be practical and feasible for an EP to deliver in schools

I will work with the school to design the intervention programme, it is likely to involve:

- An assembly designed and delivered by myself and the anti-bullying support group*.
- Three PSHE lessons designed by myself and the head of PSHE and delivered by school staff.
- A poster which visually reinforces the objectives of the interventions to be displayed around the school, designed by the anti-bullying support group.
- A leaflet with more detailed guidance for students relating to bystander behaviour, to be designed by myself and the anti-bullying support group.

*The anti-bullying support group are a group of 10-15 mainly year 11 students who volunteer to support victims of bullying.

I will implement the intervention in the summer term with Y9 students and collect quantitative and qualitative data in order to evaluate it. Please see copies of questionnaires and interview schedules. Then, after making necessary modification, implement it and evaluate it again with a new cohort of Y9 students in the autumn term.

Give details of the participants in this research (giving ages of any children and/or young people involved):

The participants in this study will be approximately 200 year 9 students attending a mainstream comprehensive school in Cornwall. The age range will be 13-14, there will be a mixture of male and female participants.

Give details (with special reference to any children or those with special needs) regarding the ethical issues of:

- a) **informed consent**: Where children in schools are involved this includes both headteachers and parents). Copy(ies) of your consent form(s) you will be using must accompany this document. a blank consent form can be downloaded from the GSE student access on-line documents:

The school that I plan to work with has elected to take part in the research, through permission from the Headteacher and a senior member of staff. However, the individual students from whom data will be collected have not volunteered. After consideration I have decided not to provide students with the option of opting out of the intervention programme as it will be part of their school timetable. The lessons will be incorporated into the PSHE curriculum; therefore all students will be expected to attend these classes as they would any other lessons and failure to do so may result in detriment to their academic progress. This has been agreed with a senior member of staff at the school. Although physical attendance at the timetabled parts of the intervention will be mandatory, the extent to which the ethos of the intervention is adopted and acted upon will depend on the individual, therefore no participant is being forced to act against their will.

The participants will be given a full explanation and overview of the project by myself, at the assembly, so that they are fully aware of the intervention that they are taking part in. Information about the project including: aims; methods of collecting data; confidentiality and anonymity conditions; right to withdraw; how the data will be used and planned outcomes; and potential benefits of the research, will be presented verbally, as well as in written form, at the start of the questionnaire. Providing information about the aims of the project will not compromise its validity, therefore no information will be withheld. Students with special educational needs will be provided with appropriate adult support and guidance to take part in the research.

Although attendance at the timetabled part of the intervention programme will not be optional, providing data for the research will be. Students will be able to decide whether they will contribute to this process. All students in the cohort will be asked to complete the questionnaire. Students will be able to withdraw their consent by declining to complete the questionnaire; completion of the questionnaire will result in implied consent. A sub-sample of students and teachers will be asked to take part in interviews. These participants will be fully informed of the aims and purpose of this, as well as the conditions for confidentiality, and will be asked to give written consent to participate. Participants will be informed that they have the right to withdraw from the process at any time without any negative consequences. Participants will not be pressured or coerced into taking part in any way.

As the participants in the research will be under the age of 16 years consent will also be sought from their parents or legal guardians. Participation in timetabled aspects of the intervention programme, i.e. attendance at the assembly and PSHE lessons, will be compulsory in line with school policy on attendance. A letter will be sent to all parents/guardians outlining the aims and procedures of the research; see Appendix 5. I will

provide contact details so parents can contact me if they wish to discuss it further or have any concerns. If parents do not wish for their child's data to be used in the research they can inform me or the school and I will not include the data in the analysis. For activities involving a sub-sample of students i.e. interviews, active consent will be sought from the students and their parents/guardians. This will involve a letter outlining the purpose of the interviews which will need to be signed and returned; see Appendix 6 and 7.

b) anonymity and confidentiality

All data gathered from individual participants will be kept confidential. The only exception to this is if information is provided during the interviews which reveals a child is suffering or at risk of 'significant harm' as defined by the South West Safeguarding and Child Protection Group, (see <http://www.online-procedures.co.uk/swcpp/contents/working-together-2010/1-28-1-31/>). In this case safeguarding procedures will be adhered to in line with the local authority's policy. Participants will be informed of this condition to confidentiality prior to data collection. If during the interviews a child reports that they are being bullied, or that another child is being bullied, I will advise them to seek support via the schools anti-bullying procedures and will direct them towards this support. I will report the information to school staff if they wish me to do so. I will also provide details on the student information sheet that accompanies the questionnaires on support available in school for students that are being bullied, and external websites that offer further support.

Data will not be anonymised at source, instead students will be asked to provide their initials and tutor group. This is necessary to enable me to request follow up interviews with students who provide responses of particular interest, this is known as purposive sampling. Students will be given the option to indicate whether or not they are happy to be contacted for a follow up interview. The participants' responses will only be identifiable to me and my research supervisors for research purposes, with the exception of safeguarding issues, and participants will be made aware of this.

Give details of the methods to be used for data collection and analysis and how you would ensure they do not cause any harm, detriment or unreasonable stress:

Data will be collected via a questionnaire to be completed by the entire cohort of Y9 students. In addition to this a sub-sample of students and teachers, selected by a combination of purposive and volunteer sampling, will be asked to take part in interviews.

The quantitative data will be analysed via statistics using SPSS, the qualitative data will be analysed via thematic analysis using NVivo.

One possible risk that this research might pose relates to the potential costs for students that are encouraged to defend victims of bullying. The defender may acquire negative consequences such as becoming a target for bullying or disruption to peer relationships. This would be the opposite of the desired result of the intervention; nevertheless I recognise that it could happen. In light of this, this issue will be addressed as part of the programme. It will be made very clear to students that they are not expected to engage in situations that will put them at risk. No student will be pressured to do anything that they do not feel confident or comfortable to do. Instead emphasis will be placed on indirect safe strategies to support a victim, rather than engaging in conflict, such as befriending victims, reporting bullying to staff, and not leaving peers in vulnerable situations. The intervention will in no way promote aggressive intervention by peers, but instead attempt to teach more effective and prosocial techniques. Overall, the aim of the project is to reduce bullying, and therefore the risk of physical and psychological harm that students experience. The background literature suggests that promoting defending behaviour is a reasonable way to achieve this aim and no study on bystander defender training, that I am aware of, has reported an increase in bullying as a result. Therefore, I feel that the potential risk is justified in regards to the overall aim, as long as this risk is well managed by myself and school staff. It is difficult to identify all potential risks at the outset of an investigation; however this is the only foreseen risk. In the event that the intervention does result in harm to a student this will be addressed via the school's existing anti-bullying policies, specifically, indicated actions whereby teachers resolve issues of bullying with the bullies and victims.

Give details of any other ethical issues which may arise from this project (e.g. secure storage of videos/recorded interviews/photos/completed questionnaires or special arrangements made for participants with special needs etc.):

The electronic data will be stored on the university U drive. In all electronic files pupils will be identified by numbers, not by names or initials. The list which matches participants to these numbers will be stored in a separate location from all other data, and on a different password protected stationary computer hard drive, only accessible to me. The questionnaires will be stored in a locked cupboard in my home until all data has been entered onto the computer, then they will be destroyed. Participants with learning and literacy needs will be given adult support to complete activities within the lessons as part of the intervention programme in line with school policy. Support will also be available to

complete the questionnaires. Myself, or a teacher, will read aloud the questions as the students answer them to provide support for students with literacy difficulties.

Give details of any exceptional factors, which may raise ethical issues (e.g. potential political or ideological conflicts which may pose danger or harm to participants):

No known exceptional factors.

This form should now be printed out, signed by you on the first page and sent to your supervisor to sign. Your supervisor will forward this document to the School's Research Support Office for the Chair of the School's Ethics Committee to countersign. A unique approval reference will be added and this certificate will be returned to you to be included at the back of your dissertation/thesis.

N.B. You should not start the fieldwork part of the project until you have the signature of your supervisor

This project has been approved for the period: April 13 **until:** May 14

By (above mentioned supervisor's signature): *TS Monweh* **date:** 16/4/13

***N.B. To Supervisor:** Please ensure that ethical issues are addressed annually in your report and if any changes in the research occur a further form is completed.*

GSE unique approval reference: D / 12 / 13 / 21

Signed: *[Signature]* **date:** 11/4/13
Chair of the School's Ethics Committee

Chair of the School's Ethics Committee
updated: April 2011

Section 9: Appendices for Paper 1

Appendix Number	Appendix	Page Number
1.1	Rationale for Design of Intervention Programme: Iteration 1	113
1.2	DSBSU 1 Assembly PowerPoint	119
1.3	DSBSU 1 Follow up Lesson Materials	131
1.4	Poster	137
1.5	Leaflet	138
1.6	Photo of Wristband	140
1.7	Pre-intervention Questionnaire	141
1.8	Post-intervention Questionnaire	144
1.9	Focus Group Topic Guide: Support Team	147
1.10	Focus Group Topic Guide: Year 9 Participants	148
1.11	Teacher Interview Schedule	149
1.12	Parent Information Letter	150
1.13	Focus Group Parental Consent Letter	151
1.14	Student Consent Form	153
1.15	Staff Consent Form	164
1.16	Phase 2: Initial Codes	155
1.17	Phase 3: Searching for Themes	156
1.18	Phase 4: Reviewing Themes	157
1.19	Phase 5: Defining and Refining Themes	161
1.20	Tables to show descriptive statistics for pre and post intervention in the total sample and matched sample, by specific temporal category	166
1.21	Results for RQ5 1	170
1.22	Discussion for RQ5 1	172

Appendix 1.1

Rationale for Design of the Intervention Programme: Iteration 1

A review of the literature highlighted the following points:

- Bullying is more than a dyadic interaction between perpetrator/perpetrators and victims, instead it is a group based phenomenon in which the responses of bullies, victims, and bystanders directly affect the outcome (Twemlow, Fonagy, & Sacco, 2004; Salmivalli, 2010).
- Individuals are more likely to continue bullying if their behaviour is reinforced by the reaction of others i.e. through attention (O'Connell, Pepler, and Craig, 1999) or agentic goals (status and dominance), achievement of which is dependent upon the reaction of peers (Björkqvist, Ekman, and Lagerspetz, 1982; Salmivalli, 2010). Whereas negative reactions will decrease bullying (Hawkins, Pepler, and Craig, 2001).
- There are 6 different roles an individual can play in a bullying situation (Salmivalli, Lagerspetz, Bjorkqvist, Osterman and Kaukiainen, 1996):
 - Bully (initiator, leader)
 - Assistant (join the leader)
 - Reinforcer (provide positive feedback e.g. laughing, admiration)
 - Outsider (ignore or avoid the situation)
 - Defender (support the victim)
 - Victim (receives aggression)
- There is a cognitive dissonance between attitudes and behaviour; the majority of individuals report anti-bullying attitudes (Boulton, Trueman, and Flemington, 2002), however only a minority actually act in defence of victims (Salmivalli, 2010; Pozzoli and Gini, 2010).
- Personal factors that enhance defending behaviour include:

- Attitudes to victims/Empathy (McLaughlin, Arnold, and Boyd, 2005; Nickerson, Mele, and Princiotta, 2008; Barchia and Bussey, 2011; Poyhonen, Juvonen and Salmivalli, 2012)
- Relationship to victim (Lodge and Frydenberg, 2005; Thornberg et al, 2012)
- Self-efficacy (Gini, Albiero, Benelli, and Altoe, 2008; Poyhonen, Juvonen and Salmivalli, 2012)
- Social status (Salmivalli, Lagerspetz, Bjorkqvist, Osterman and Kaukiainen, 1996; Saino, Veenstra, Huitsing, & Salmivalli, 2010)
- Gender: girls are more likely to defend than boys (Salmivalli, Lagerspetz, Bjorkqvist, Osterman and Kaukiainen, 1996; Salmivalli and Voeten, 2004; Lodge & Frydenberg, 2005; Oh & Hazler, 2009; Obermann, 2011)
- Self-esteem (Lodge and Frydenberg, 2005)
- Agreeableness (Tani, Greenman, Schneider, and Fregoso, 2003)
- Secure attachment to mother (Nickerson, Mele, and Princiotta, 2008)
- Situational factors that enhance defending behaviour include:
 - Social norms (Salmivalli and Voeten, 2004)
 - Social support/ collective self-efficacy (Lodge and Frydenberg (2005; Barchia and Bussey, 2011)
 - Expected outcomes for self and victim (Poyhonen, Juvonen and Salmivalli, 2012; McLaughlin, Arnold, and Boyd, 2005)
- Research into prosocial behaviour can be applied to understand the reactions of bystanders in bullying i.e. Latané and Darley's (1970) decision model which states that an individual must pass through 5 steps in deciding to help: notice the event; define it as an emergency; take personal responsibility; decide how to help; and implement the decision.

- Piliavin, Rodin and Piliavin's (1969) arousal: cost/reward model states that an individual will weight up the costs versus the rewards of helping when making a decision to intervene.
- The conclusion of many studies into the role of bystanders in bullying has been that peer group level anti-bullying interventions, based on the role of the bystander, should be developed (Lodge & Frydenberg, 2005; Thornberg et al, 2012; Polanin, Espelage, & Pigott, 2012).
- Interventions based on this perspective have been found to be successful in other countries e.g. the KiVa Programme (Karna et al, 2011b), but success in the UK has not been well documented (Thompson & Smith, 2011).
- Current forms of bystander defender training are implemented in a top down directive fashion, without input from school staff or students, however if schools are given less direction and more autonomy in developing anti-bullying programmes, this may increase their commitment and motivation to implement the intervention (Pepler, Smith, and Rigby, 2004). The use of a design research approach will enable participants to play an active role in the development of the intervention programme, and facilitate the development of a product that is effective in a naturalistic school setting, thus offering a novel contribution to the field.

In light of these findings, the following objectives for an intervention programme were proposed:

- Encourage participants to reflect on their role in the group dynamics of bullying
- Encourage participants to support victims of bullying or at least not reinforce bullying behaviour
- Increase empathy for victims of bullying
- Increase self-efficacy for participants to defend victims of bullying by teaching safe strategies

- Create a social climate that promotes the support of victims by targeting group norms
- Increase expectations of the positive outcomes of defending victims and encourage participants to value these outcomes
- Be inclusive and potentially involve all members of a school population
- Be practical and feasible for an EP to deliver in schools with the support of staff and students

How the intervention will address each step:

1. Notice the bullying
 - Raise awareness of bullying – whole project, posters, leaflets
2. Define it as bullying
 - Discussions on ‘What is bullying?’ - activity 1
 - Recognition of more subtle forms of bullying e.g. rumour spreading, leaving people out – assembly
3. Take responsibility
 - Develop understanding of bullying as a group process and the role of bystanders – assembly
 - Increase sense of ‘bystander power’ – assembly
 - Encourage each student to reflect on their behaviour and how that might influence the situation positively or negatively – activity 2
 - Discussion on why people may/ may not defend victims – activity 3, video: Bullying from a bystander’s eyes
4. Decide how to help
 - Discussions on ways to defend victims – activity 4 and 5
 - Teach effective and pro-social strategies to intervene – assembly and lesson

5. Implement way to help

- Raise self-efficacy for defending – video: Don't be a bystander
- Increase motivation to defend (costs vs. rewards) – activity 6
 - ▶ Increase empathy for victims of bullying – assembly and lesson
 - ▶ Create a social climate that promotes the support of victims by targeting group norms – all elements of project
 - ▶ Increase expectations of the positive outcomes of defending victims and encourage students to value these outcomes – all elements of project

Elements of the Intervention Programme

Assembly

The assembly was approximately 30 minutes long and was delivered by myself and students from the anti-bullying support team. The aim was to introduce the project and to explain the ethos, key terms, and concepts. The objectives for participants were:

- To understand the different roles of bystanders in bullying.
- To understand how bystanders can influence the outcomes of bullying.
- To gain knowledge of effective ways to defend victims of bullying.

See Appendix 1.2 for presentation which provides details of the contents. Explicitly teaching participants about the psychological theories surrounding the role of bystanders in bullying can be considered 'giving psychology away' (Miller, 1969). Images used in the presentation were sourced from Google images. Film clips were sourced from YouTube and were selected by myself to illustrate certain points; they are freely available for viewing by anyone who has access to the internet.

Follow-up Lesson

The follow-up lesson was designed by myself and the head of PSHE and was delivered by PSHE teachers as part of students scheduled time table. The lesson

was 95 minutes long, see Appendix 1.3 for materials and lesson plan. The aim of the follow-up lesson was to reinforce learning from the assembly and provide opportunity for the participants to take part in discussions on the key themes and interactive activities.

Film clips were sourced from YouTube and were selected by myself to illustrate certain points; they are freely available for viewing by anyone who has access to the internet.

Wristbands

The wristbands were included as a way to visually reinforce the message of the programme, wearing them allowed participants to express their support for defending victims of bullying. Sandstrom and Bartini (2010) found that many individuals had pro-defending attitudes but were reluctant to defend because they were not aware that others shared those values, thus mistakenly thought they would be going against group norms. Therefore the wristbands were included in an attempt to overcome this barrier as, if participants wore them in support of the programme, others would be more aware of pro-defending group norms.

The wristbands contained the phrase, 'Don't stand by stand up: I'm a Defender'. They were pink as this is in-keeping with *International Stand Up To Bullying Day*, I asked students in the support team if they thought the colour pink would discourage boys from wearing them but they thought not so we jointly agreed to keep the colour to tie it in with the story. See Appendix 1.6 for a photograph of the wristband.

Posters and Leaflets

Posters and leaflets were displayed around the school to provide further visual reinforcement and reminders of ethos of the project. The leaflet contained information from the assembly on definitions of bullying, the effects, the role of bystanders, and prosocial strategies for defending.

DSBSU1 Assembly PowerPoint



OBJECTIVES

- ◉ To understand the different roles of bystanders in bullying.
- ◉ To understand how bystanders can influence the outcomes of bullying.
- ◉ To gain knowledge of effective ways to defend victims of bullying.

WHAT IS BULLYING?

Bullying is when someone is deliberately aggressive or hurtful towards someone else, who can not easily defend themselves, repeatedly over time. This can be:

- ◉ Physical e.g. hitting, kicking, pushing
- ◉ Verbal e.g. calling names, threatening, putting someone down

WHAT IS BULLYING?

- ◉ Indirect e.g. leaving someone out of a group, spreading rumours.
- ◉ Cyber e.g. online, mobile phones.
- ◉ Having money or possessions taken or messed about with.

EFFECTS

- ◉ Fear/ anxiety
- ◉ Loss of confidence
- ◉ Sadness/ depression
- ◉ Sleep difficulties/ nightmares
- ◉ Loss of appetite
- ◉ Headaches/ stomach aches
- ◉ Performing badly at school
- ◉ Not wanting to go to school
- ◉ Social anxiety disorder
- ◉ A temptation to bully others for revenge
- ◉ Suicide

WHO ARE THE VICTIMS?

Bullies often victimise people because they are different in some way. This could be related to:

- ◉ Race
- ◉ Religion
- ◉ Nationality
- ◉ Appearance
- ◉ Sexuality
- ◉ Wealth

BUT ANYBODY CAN BE A
VICTIM



Nobody deserves it

WHO IS INVOLVED?

- ◉ Obviously in bullying there is a bully/bullies and a victim/victims.
- ◉ Actually everyone who witnesses bullying or who is aware of it is involved in the situation.
- ◉ People who do not lead the bullying and who are not victims are known as bystanders.

BYSTANDERS - ASSISTANTS

- ◉ Assistants - join in and help the bully once someone else has started it. They may copy what the bully does.



BYSTANDERS - REINFORCERS



- ◉ Reinforcers - provide an audience and encourage the bully. They might laugh, point, tell others etc.. All of this attention reinforces the bullying.

BYSTANDERS - OUTSIDERS

- Outsiders - ignore the situation and do not want to be involved. They may walk away or turn their backs on victims.



BYSTANDERS - DEFENDERS



- Defenders - try and help the victim and stop the bullying. There are many ways to defend the victims.

WHAT DOES THE BULLY WANT?

There are many reasons why people bully, however they are only likely to keep bullying if they get something out of it.

- Power
- Dominance
- Status
- Attention
- Popularity
- Admiration
- Laughs

Witnesses are present 88% of the time!

THE BYSTANDERS HAVE THE POWER!



The bullies can only get what they want if the bystanders give it to them.

- ◉ The vast majority of students report having attitudes against bullying.
- ◉ However, only a small minority actually stand up for victims.

So why don't more people defend victims of bullying?

- ◉ It's none of my business
- ◉ Don't care about victims
- ◉ Think victims deserve it
- ◉ Scared of becoming a victim
- ◉ Scared of bully
- ◉ Scared friends will turn against you
- ◉ Don't know what to do

I didn't say anything because I thought that the bully would start picking on me.

No one else stuck up for her. If someone else had stuck up for her, I would have stuck up for her as well.

I feel good about myself. I stand up for my friends in trouble. I'll sort it out. My friends are a part of me.

WHO ARE THE DEFENDERS?

People that defend are likely to:

- Have more empathy
- Be more popular
- Be more confident
- Be more respected
- Be more friendly



VIDEO

Pink Shirt anti-bullying story

<http://www.youtube.com/watch?v=fSsCkYLMl-c>

HOW CAN YOU BE A DEFENDER?

- ◉ Don't encourage the bullies - if you don't want to be a defender, at least don't be an assistant or reinforcer.
- ◉ Don't leave victims in vulnerable situations.
- ◉ Give victims support and friendship.
- ◉ Report online abuse, don't share/like it etc...

HOW CAN YOU DEFEND VICTIMS?

- ◉ Report bullying to school staff and parents.
- ◉ Get help from the support group.
- ◉ Diffuse the situation e.g. change the subject, get people's attention onto something else.

HOW CAN YOU DEFEND VICTIMS?

- ◉ Ask the bully to stop non-aggressively

BUT

- ◉ Only if you feel comfortable and confident to do so, don't put yourself at risk.

VIDEO

I am the majority

<http://www.youtube.com/watch?v=48Hlw44smD4>



Stand up to bullies
Don't let them control you.

IF BULLYING IS WRONG THEN
BYSTANDERS NEED TO SUPPORT THE
VICTIMS NOT THE BULLIES.

Bystanders have the
power to stop bullying!

DSBSU 1 Follow-up Lesson

Bullying



What is it?

A student is being bullied when another student or several other students:

- hit, kick, push, shove around, or threaten him or her
- say mean and hurtful things, make fun of him or her
- call him or her mean and hurtful names
- completely ignore or exclude him or her from their group of friends
- leave him or her out of things on purpose
- tell lies or spread false rumours about him or her
- send mean notes and try to make other students dislike him or her
- tease repeatedly in a mean and hurtful way
- do other hurtful things like that

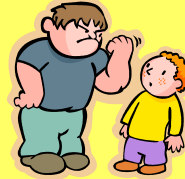
Are some more bully than others?

- Use the six situation cards to decide whether or not bullying is taking place.
- Rank each in order of seriousness:

Worst situation of bullying VICTIM	BULLY
1	
2	
3	
4	
5	
6	

Think about a time when YOU saw or knew about someone being bullied.

- What happened?
- How did you feel about it?
- What did you do?
- What did others do?
- Are you happy about the way you acted?



Costs Vs. Benefits

Divide your page to make a table like this:

	costs	benefits
Being a defender		
Not being a defender		

Place each of these possible outcomes in your table where you think it fits best:

Become a target for bullying

Feel distressed about the victim

Become more respected

Feel good about doing the right thing

Show empathy

Put in Effort

Enjoy more status

Avoid becoming a target

Become more popular

Feel guilty

Feel one of the crowd

Put in time

http://www.youtube.com/watch?v=_lmysAx4YT0

Discuss:

How could each of the six victims be helped?

<http://www.youtube.com/watch?v=pSyoFBFwfYo>

Think about a time when you saw someone defending someone else.

- What happened?
- What did the defender do?
- What were the consequences for the bully/victim/defender?

- How did you feel about what the defender did?
- What did you learn from this?

Heroes



Find out about a hero who stood up to powerful people by defending a victim or victims. This could be someone from history or current times, or even a fictional character.

Prepare a 5 minute presentation to tell their story.

Examples: Rosa Parks, Ghandi, Nelson Mandela, Martin Luther King, Tiananmen Square student, Aung San Suu Kyi, David Shepherd and Travis Price of Berwick, Nova Scotia.

Activities

Activity 1: Use vignettes as a stimulus for discussion on 'What is bullying?' – Are some more like 'bullying' than others?

Activity 2: Think about a time when you saw or knew about someone being bullied (writing or discussion).

- What happened?
- How did you feel about it?
- What did you do?
- What did others do?
- Are you happy about the way you acted?
- What would you have liked to have done differently?

Activity 3: Complete cost vs. benefits table followed by group discussion

Activity 4: Using vignettes, ask students what they could do in each situation to help the victim. (Discuss in small groups, then whole class).

Activity 5: Think about a time when you saw someone defending someone else. (Discuss in pairs then as a class)

- What happened?
- What did the defender do?
- What were the consequences for bully/victim/defender?
- How did you feel about what the defender did?
- What did you learn from this?

Activity 6: In small groups find out about a hero who stood up to people more powerful in defence of a victim/ victims. This could be someone from history or current times, or even a fictional character. Prepare a 5 minute presentation to tell their story.

Examples: Rosa Parks, Ghandi, Nelson Mandela, Martin Luther King, Tiananmen Square student, Aung San Suu Kyi.

Videos from YouTube:

Bullying from a bystander's eyes <http://www.youtube.com/watch?v=ImysAx4YTQ>

Don't be a bystander <http://www.youtube.com/watch?v=pSyofBFwfYo>

Bullying Vignettes

Jo has always disliked Kim but she never says why. She ignores her and refuses to speak to her, even when they have to do group work together. Jo started a note and passed it round the class telling everyone who hates Kim to sign it.

Steve is really annoyed with Wayne because he tried to kiss his girlfriend. After school Steve and his mates wait for Wayne at the bus stop and beat him up.

Sam is having a party at her house for her birthday. She invites all the girls in her class apart from Michelle. At lunch they sit near her and giggle about it loudly, talking about how much fun they're going to have.

Johnny has a stutter and it gets worse when he's nervous. He stutters a lot when teachers ask him questions in class. Billy mimics Johnny's stutter and does impressions of him to make other students laugh.

At lunch time Ross is on his own and he sees a group of boys in the year below coming towards him. They take his bag and throw all the stuff in it over the ground, they keep his wallet and run off.

Kerry takes a video of Martin, an overweight boy, coming last and struggling to finish a race on sports day. He trips on his laces and falls over, the crowd laughs. She posts it on YouTube and sends the link to all her friends.

**PENRYN COLLEGE
ANTI-BULLYING SUPPORT TEAM**

**Bystanders have the
power to stop bullying**

DON'T STAND BY STAND UP

**Bullies can only get what they want if bystanders give it
to them.**

**If bullying is wrong then bystanders need to support
the victims not the bullies.**



Are you a defender?

For more info
on defending
victims of
bullying, please
contact the anti-
bullying
support team

Appendix 1.5

How can you be a defender?



- Don't encourage the bullies – if you don't want to be a defender, at least don't be an assistant or reinforcer.
 - Don't leave victims in vulnerable situations.
 - Give victims support and friendship.
 - Report bullying to school staff and parents.
 - Get help from the support group.
supportteam@penryn-college.cornwall.sch.uk
 - Diffuse the situation e.g. change the subject, get people's attention onto something else.
 - Report online abuse, don't share/like it etc...
 - Ask the bully to stop non-aggressively
- BUT**
- Only if you feel comfortable and confident to do so, don't put yourself at risk.

If bullying is wrong then bystanders need to support the victims not the bullies.

Bystanders have the power to stop bullying!



**PENRYN COLLEGE
ANTI-BULLYING
SUPPORT TEAM**

Don't Stand By Stand Up



If not you then who?

What sort of bystander are you?

What is bullying?

Bullying is when someone is deliberately aggressive or hurtful towards someone else, who can not easily defend themselves, repeatedly over time. This can be:

- Physical e.g. hitting, kicking, pushing
- Verbal e.g. calling names, threatening, putting someone down
- Indirect e.g. leaving someone out of a group, spreading rumours.
- Cyber e.g. online, mobile phones.
- Having money or possessions taken or messed about with.

There are many negative effects from bullying:

- Fear/ anxiety
- Loss of confidence
- Sadness/ depression
- Sleep difficulties/ nightmares
- Loss of appetite
- Headaches/ stomach aches
- Performing badly at school
- Not wanting to go to school
- Social anxiety disorder
- A temptation to bully others for revenge
- Suicide

Who is involved?

Obviously in bullying there is a bully/bullies and a victim/victims. Actually, everyone who witnesses bullying or who is aware of it is involved in the situation. People who do not lead the bullying and who are not victims are known as bystanders. There are 4 different types of bystanders:

Assistants – join in and help the bully once someone else has started it. They may copy what the bully does.

Reinforcers – provide an audience and encourage the bully. They might laugh, point, tell others etc.. All of this attention reinforces the bullying.

Outsiders – ignore the situation and do not want to be involved. They may walk away or turn their backs on victims.

Defenders – try and help the victim and stop the bullying.

There are many reasons why people bully, however they are only likely to keep bullying if they get something out of it.

- Power
- Dominance
- Status
- Attention
- Popularity
- Admiration
- Laughs



The bullies can only get what they want if the bystanders give it to them. The vast majority of students report having attitudes against bullying. However, only a small minority actually stand up for victims. If this could change then bullying would be reduced and many students would be a lot happier.

Wristband



The wristband contained the phrase, "Don't Stand By Stand Up; I'm a Defender"

Appendix 1.7

Pre-Intervention Anti-Bullying Questionnaire

- The aim of my project is to reduce bullying in schools by increasing the defending behaviour and decreasing the reinforcing behaviour of students who witness incidents of bullying.
- To do this I need to research how students behave in bullying situations by asking all students to fill out questionnaires and some students take part in interviews.
- I have asked you to provide your initials, tutor group, and date of birth so I can ask some students if they will take part in follow up interviews. I am the only person who will have this information. Your responses will be kept confidential and anonymous from school staff, students, and parents.
- You have a right to stop taking part in the research at any time.
- The data will be used to see how bullying can be reduced in the school.
- If you would like further support and advice on issues related to bullying please see the information at the bottom of this page.
-

A student is being bullied when another student or several other students:

- Say mean and hurtful things or make fun of him or her or call him or her mean and hurtful names.
- Completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose.
- Hit, kick, push, shove around, or threaten him or her.
- Tell lies or spread false rumours about him or her or send mean notes and try to make other students dislike him or her.
- Do other hurtful things like that.

These things may take place frequently, and it is difficult for the student being bullied to defend himself or herself. It is also bullying when a student is teased repeatedly in a mean and hurtful way. But we don't call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about the same strength or power argue or fight.

Thank you for taking part in the research.

If you have any concerns about bullying please contact the anti-bullying support group, Mrs Charles, Miss Bissett, your tutor, or any other member of staff.

For more information go to <http://www.bullying.co.uk> or
<http://www.childline.org.uk/explore/bullying/pages/bullying.aspx>

Or call childline on 0800 1111

Initials:

Tutor group:

Date of birth:

Gender: Male

Female

For each question tick only one response.

1. How many times have you been bullied at school during the past half term (February to Easter)?

- a) I have not been bullied
- b) Once or twice
- c) 2 or 3 times a month
- d) About once a week
- e) Several times a week

2. How many times have you bullied other students at school during the past half term?

- a) I have not bullied others
- b) Once or twice
- c) 2 or 3 times a month
- d) About once a week
- e) Several times a week

3. How many times have you defended other students from bullying at school during the past half term?

- a) I have not defended others
- b) Once or twice
- c) 2 or 3 times a month
- d) About once a week
- e) Several times a week

4. How many times have you been defended by another students/students from bullying at school during the past half term?

- a) I have not been defended by others
- b) Once or twice
- c) 2 or 3 times a month
- d) About once a week
- e) Several times a week
- f) I have not been bullied

5. Which **one** of these six types of person do you see yourself as **most of the time?**

- a) Bully – I start the bullying and try to get others to join in
- b) Assistant – I join in and help the bully when someone else has started it
- c) Reinforcer – I come to watch bullying and laugh
- d) Outsider – I don't get involved with bullying and I walk away
- e) Defender – I try and help the victim by supporting them and stopping bullying
- f) Victim – I am bullied by others

Post-Intervention Anti-Bullying Questionnaire

- The aim of my project is to reduce bullying in schools by increasing the defending behaviour and decreasing the reinforcing behaviour of students who witness incidents of bullying.
- To do this I need to research how students behave in bullying situations by asking all students to fill out questionnaires and some students take part in focus groups.
- I have asked you to provide your initials and tutor group so I can ask some students if they will take part in follow up focus groups. I am the only person who will have this information. Your responses will be kept confidential and anonymous from school staff, students and parents, as long as no student is thought to be at risk of harm.
- If I think a student is at risk of harm I will pass on the information so that they can get help.
- You have a right to stop taking part in the research at any time.
- The data will be used to see how bullying can be reduced in the school.

A student is being bullied when another student or several other students:

- Say mean and hurtful things or make fun of him or her or call him or her mean and hurtful names.
- Completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose.
- Hit, kick, push, shove around, or threaten him or her.
- Tell lies or spread false rumours about him or her or send mean notes and try to make other students dislike him or her.
- Do other hurtful things like that.

These things may take place frequently, and it is difficult for the student being bullied to defend himself or herself. It is also bullying when a student is teased repeatedly in a mean and hurtful way. But we don't call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about the same strength or power argue or fight.

Thank you for taking part in the research

If you have any concerns about bullying please contact the anti-bullying support group.

Or for more information go to <http://www.bullying.co.uk/> or
<http://www.childline.org.uk/explore/bullying/pages/bullying.aspx>

Or call childline on 0800 1111

Initials:

Tutor group:

Gender: Male

Female

For each question tick only one response.

1. How many times have you been bullied at school during the past half term (Easter to May)?

- a) I have not been bullied
- b) Once or twice
- c) 2 or 3 times a month
- d) About once a week
- e) Several times a week

2. How many times have you bullied other students at school during the past half term?

- a) I have not bullied others
- b) Once or twice
- c) 2 or 3 times a month
- d) About once a week
- e) Several times a week

3. How many times have you defended other students from bullying at school during the past half term?

- a) I have not defended others
- b) Once or twice
- c) 2 or 3 times a month
- d) About once a week
- e) Several times a week

4. How many times have you been defended by another students/students from bullying at school during the past half term?

- a) I have not been defended by others
- b) Once or twice
- c) 2 or 3 times a month
- d) About once a week
- e) Several times a week

5. Which **one** of these six types of person do you see yourself as **most of the time**?

- a) Bully – I start the bullying and try to get others to join in
- b) Assistant – I join in and help the bully when someone else has started it
- c) Reinforcer – I come to watch bullying and laugh
- d) Outsider – I don't get involved with bullying and I walk away
- e) Defender – I try and help the victim by supporting them and stopping bullying

f) Victim – I am bullied by others

The 'Don't stand by, stand up' anti-bullying programme has involved:

- An assembly delivered by the anti-bullying support group
- Follow up lessons in PSHE
- Wristbands
- Posters
- Information leaflets

6. Which statement best describes your **attitude (thoughts, feelings, opinions)** towards defending victims of bullying since the start of the 'Don't stand by, stand up' programme?

- a) A lot more supportive of victims
- b) Somewhat more supportive of victims
- c) A little more supportive of victims
- d) No change in attitude
- e) A little less supportive of victims
- f) Somewhat less supportive of victims
- g) A lot less supportive of victims

7. Which statement best describes your **behaviour (actions)** towards defending victims of bullying since the start of the 'Don't stand by, stand up' programme?

- a) A lot more supportive of victims
- b) Somewhat more supportive of victims
- c) A little more supportive of victims
- d) No change in behaviour
- e) A little less supportive of victims
- f) Somewhat less supportive of victims
- g) A lot less supportive of victims

8. How often did you wear the 'Don't stand by stand up' wristband in school?

- a) Never
- b) Once or twice
- c) Sometimes
- d) Often
- e) Most of the time

9. Are you happy to be contacted to take part in a focus group to discuss your views on bullying and this project in more detail?

- Yes
- No

Appendix 1.9

Topic Guide: Anti-Bullying Support Team Focus Group

1. a) So we delivered the assembly to the year 9s two weeks ago, what are your thoughts on how it went?
b) Have you had any feedback from the Y9 students about it?
c) Have you seen them wearing the wrist bands?
2. To what extent do you see bullying as a problem at your school?
3. Have there been any situations in the past school year where you have had the opportunity to defend a victim of bullying?
 - a. What did you do?
 - b. Would you have liked to have done anything differently?
4. What effects, if any, do you think the 'Don't stand by, stand up' anti-bullying programme will have on students' attitudes towards defending victims?
 - Have you noticed any differences in students' attitudes since the start of the programme?
5. What effects, if any, do you think 'Don't stand by, stand up' anti-bullying programme will have on students' behaviour with regards to defending victims?
 - Have you noticed any differences in students' behaviour since the start of the programme?
6. What would make students more likely to defend victims of bullying?
7. What would make students less likely to defend victims of bullying?
8. What else could the programme do to help students feel more willing/ able to defend victims?
 - Rewards for defending behaviour?
9. What are your overall opinions of the school's anti-bullying programme
10. How do you feel it could be improved?

Topic Guide: Year 9 Focus Group

1. To what extent do you see bullying as a problem at your school?
2. Have there been any situations in the past school year where you have had the opportunity to defend a victim of bullying?
 - a. What did you do?
 - b. Would you have liked to have done anything differently?
3. What effects, if any, do you think the 'Don't stand by, stand up' anti-bullying programme will have on students' attitudes towards defending victims?
 - Have you noticed any differences in students' attitudes since the start of the programme?
4. What effects, if any, do you think 'Don't stand by, stand up' anti-bullying programme will have on students' behaviour with regards to defending victims?
 - Have you noticed any differences in students' behaviour since the start of the programme?
5. What do you think of the wristbands?
6. In what ways has the anti-bullying programme helped you feel more willing/ able to defend victims?
7. What would make students more likely to defend victims of bullying?
8. What would make students less likely to defend victims of bullying?
9. What else could the programme do to help students feel more willing/ able to defend victims?
 - Rewards for defending behaviour?
10. What are your overall opinions of the school's anti-bullying programme?
11. How do you feel it could be improved?

Teacher Interview: Anti-bullying Intervention

1. Please tell me about the school's anti-bullying policy and procedures.
2. To what extent do you see bullying as a problem at your school?
3. What effects, if any, has the 'Don't stand by, stand up' anti-bullying programme had on students' attitudes towards defending victims?
4. What effects, if any, has the 'Don't stand by, stand up' anti-bullying programme had on students' behaviour with regards to defending victims?
5. What factors do you think influence students' decisions to defend victims of bullying?
6. To what extent do you think the intervention programme adequately addresses factors that influence students' decisions to defend victims of bullying?
7. What barriers do you think there might be to implementing the intervention?
8. What else could the anti-bullying programme do to help students feel more willing/able to defend victims?
9. What are your overall opinions of the anti-bullying programme?
10. How do you feel it could be improved?

Appendix 1.12: Parent Information Letter



Dear Parent/ Guardian

I am a Trainee Educational Psychologist currently completing my Doctorate in Educational Psychology at the University of Exeter. I am presently working for Cornwall's Educational Psychology Service. As part of the training programme I am required to carry out a research project and I will be completing this at ____ College. The aim of the project is to develop a peer group anti-bullying intervention, based on psychological theories of helping behaviour and research into the role of peers in bullying situations. The goal is to reduce bullying by increasing the defending behaviour and decreasing the reinforcing behaviour of students who witness incidents of bullying. The intervention will in no way promote aggressive intervention by peers, but instead attempt to teach more effective and prosocial techniques. The intervention will involve an assembly, two follow up lessons to be delivered in PSHE, posters, and leaflets. In addition to this, each student will be provided with a wristband with the slogan, 'Don't stand by stand up: I'm a defender' which they can opt to wear to show their support for defending victims of bullying.

As part of the project all year nine pupils will be asked to attend the sessions and complete two questionnaires in order to evaluate the effectiveness of the programme. All data collected from the questionnaires will be completely confidential. When writing up the results all information will remain anonymous and identifying information i.e. the young person's name, will not be used. If you **do not** consent to your son/daughter's questionnaire responses being used as part of the research, please inform either myself or a member of school staff, and I will withdraw their data and it will be destroyed.

Information about support that students can access if they are being bullied will be provided. If you have any concerns about bullying please contact either Mrs ____, Miss ____, your young person's tutor, or any member of staff. Or for further information please visit <http://www.bullying.co.uk>

If you have any concerns about the project or wish to discuss it further please contact me on kh346@exeter.ac.uk

Yours faithfully

K Hornblower

Kate Hornblower

Appendix 1.13: Focus Group Parental Consent Letter



Dear Parent/ Guardian

I am a Trainee Educational Psychologist currently completing my Doctorate in Educational Psychology at the University of Exeter. I am presently working for Cornwall's Educational Psychology Service. I recently contacted you to provide information about research I am conducting at _____ College. The aim of the project is to develop a peer group anti-bullying intervention, based on psychological theories of helping behaviour and research into the role of peers in bullying situations. The goal is to reduce bullying by increasing the defending behaviour and decreasing the reinforcing behaviour of students who witness incidents of bullying. The intervention will in no way promote aggressive intervention by peers, but instead attempt to teach more effective and prosocial techniques. The intervention involved an assembly, a follow up lesson delivered in PSHE, posters, and leaflets. In addition to this, each student was provided with a wristband with the slogan, 'Don't stand by stand up: I'm a defender' which they can opt to wear to show their support for defending victims of bullying.

As part of the project all year nine pupils have been asked to attend the sessions and complete two questionnaires in order to evaluate the effectiveness of the programme. In addition to this, a small sub-sample of students have been invited to take part in a focus group in order to provide more in-depth information on young people's views of the scheme. Your son/daughter has volunteered to take part so I am writing to ask for your consent for them to participate. All data collected will be completely confidential, unless a safeguarding issue arises. When writing up the results all information will remain anonymous and identifying information i.e. the young person's name, will not be used.

Participation is voluntary and once you have read all the information you can make a decision. If you are happy for your son/daughter to participate please sign the consent form and return it to school by 27th June 2013. If you and your son/daughter decide to take part and then later change your mind, either before or during the study, you can withdraw your consent, without giving your reasons, and, if you wish, your son/daughter's data will be destroyed.

Yours faithfully

Kate Hornblower



PARENT/GUARDIAN CONSENT FORM

I have read the enclosed letter and am happy for my son/daughter to take part.

NAME:.....

NAME OF YOUNG PERSON:.....

DATE:.....

SIGNATURE (Parent/Guardian):
.....

Please return this form to the school as soon as possible.



STUDENT CONSENT FORM

The aim of my project is to reduce bullying in schools by increasing the defending behaviour and decreasing the reinforcing behaviour of students who witness incidents of bullying. To do this I need to research how students behave in bullying situations by asking you to take part in a focus group. I would like to know what you thought of the 'Don't stand by stand up' anti-bullying programme and how it could be improved. I will need to record your responses on a Dictaphone so I can analyse the data. All of your responses will be kept confidential and anonymous, as long as no student is thought to be at risk of harm. If I think a student is at risk of harm I will pass on the information so that they can get help. You have a right to stop taking part in the research at any time. The data will be used to see how bullying can be reduced in the school.

I have read the information and am happy to take part.

NAME:.....

DATE OF BIRTH:.....

GENDER: MALE FEMALE

DATE:.....

SIGNATURE:



STAFF CONSENT FORM

The aim of my project is to reduce bullying in schools by increasing the defending behaviour and decreasing the reinforcing behaviour of students who witness incidents of bullying. To do this I need to research how students behave in bullying situations by asking you to take part in an interview. I would like to know what you thought of the 'Don't stand by stand up' anti-bullying programme and how it could be improved. I will need to record your responses on a Dictaphone so I can analyse the data. All of your responses will be kept confidential and anonymous, as long as no student is thought to be at risk of harm. If I think a student is at risk of harm I will pass on the information so that they can get help. You have a right to stop taking part in the research at any time. The data will be used to see how bullying can be reduced in the school.

I have read the information and am happy to take part.

NAME:.....

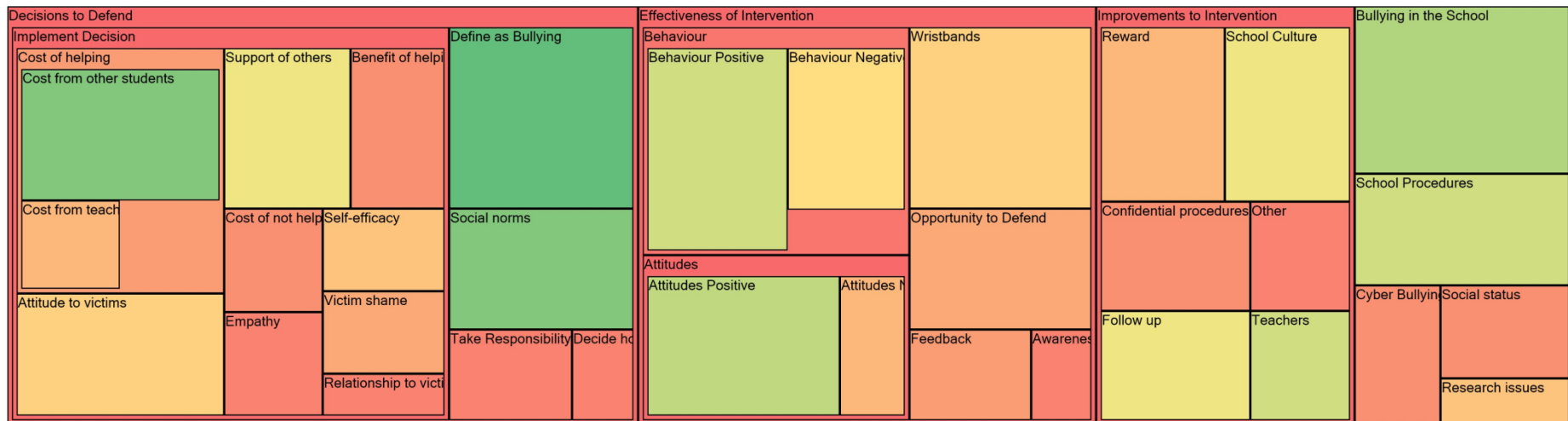
DATE:.....

SIGNATURE:

Phase 2: Generating Initial Codes

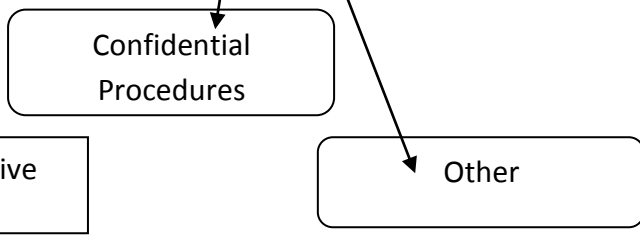
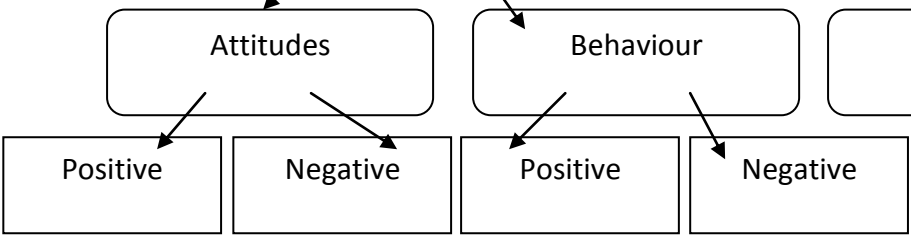
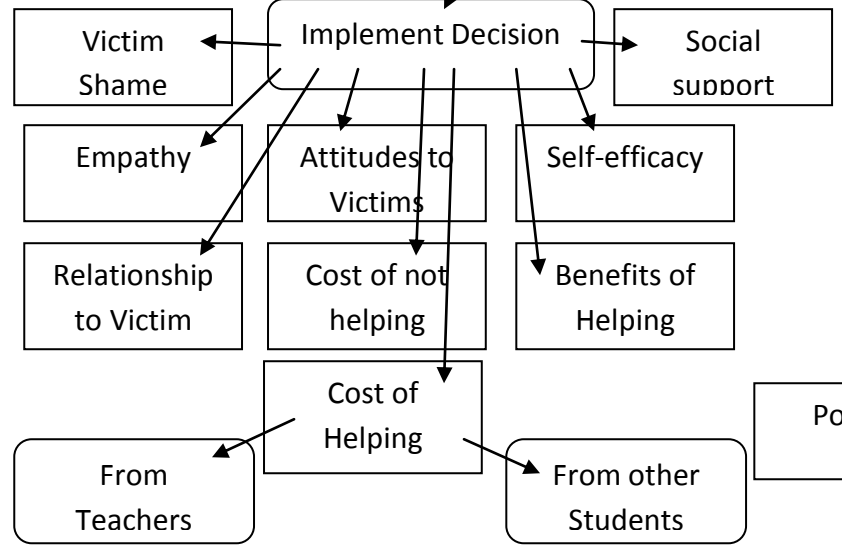
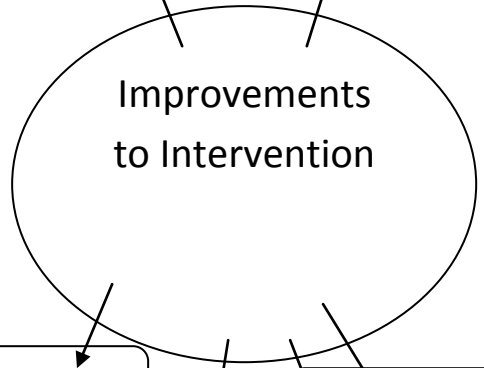
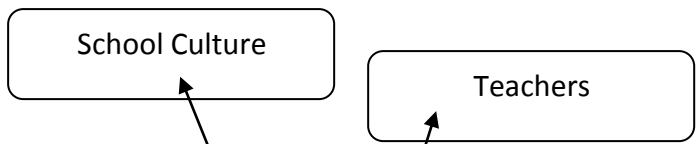
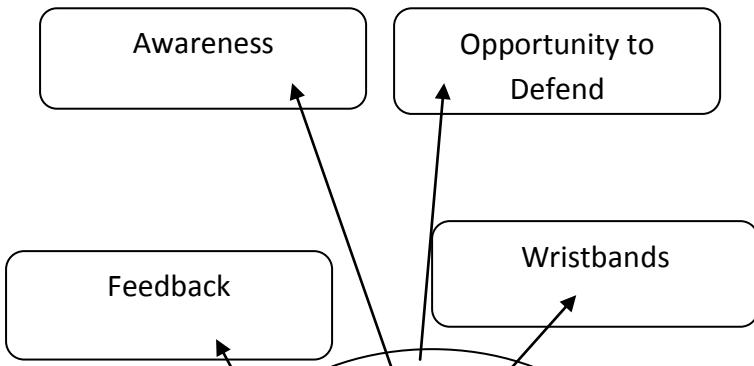
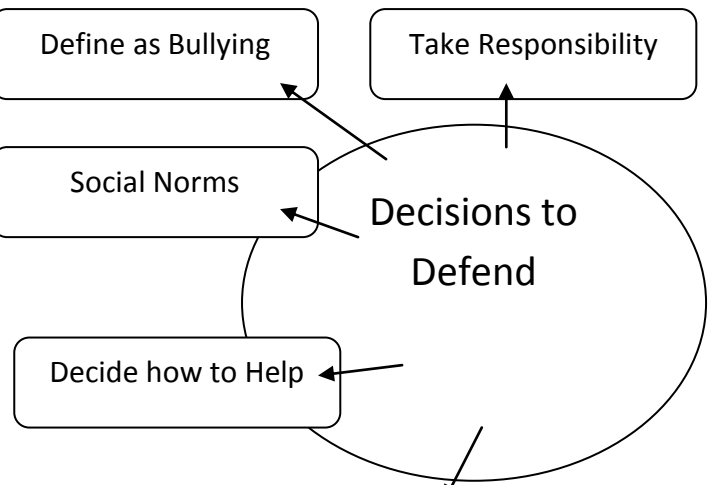
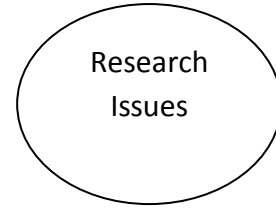
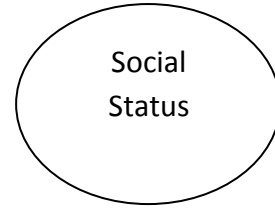
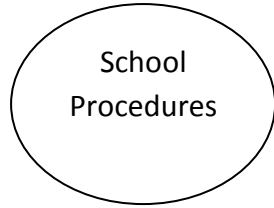
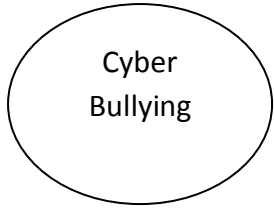
In relation to Braun and Clarke’s (2006) guidelines for conducting thematic analysis phase 2 involves generating initial codes from the data. The table below depicts the initial codes generated in NVivo, the size of each section represents the number of nodes coded within the section.

Nodes compared by number of items coded



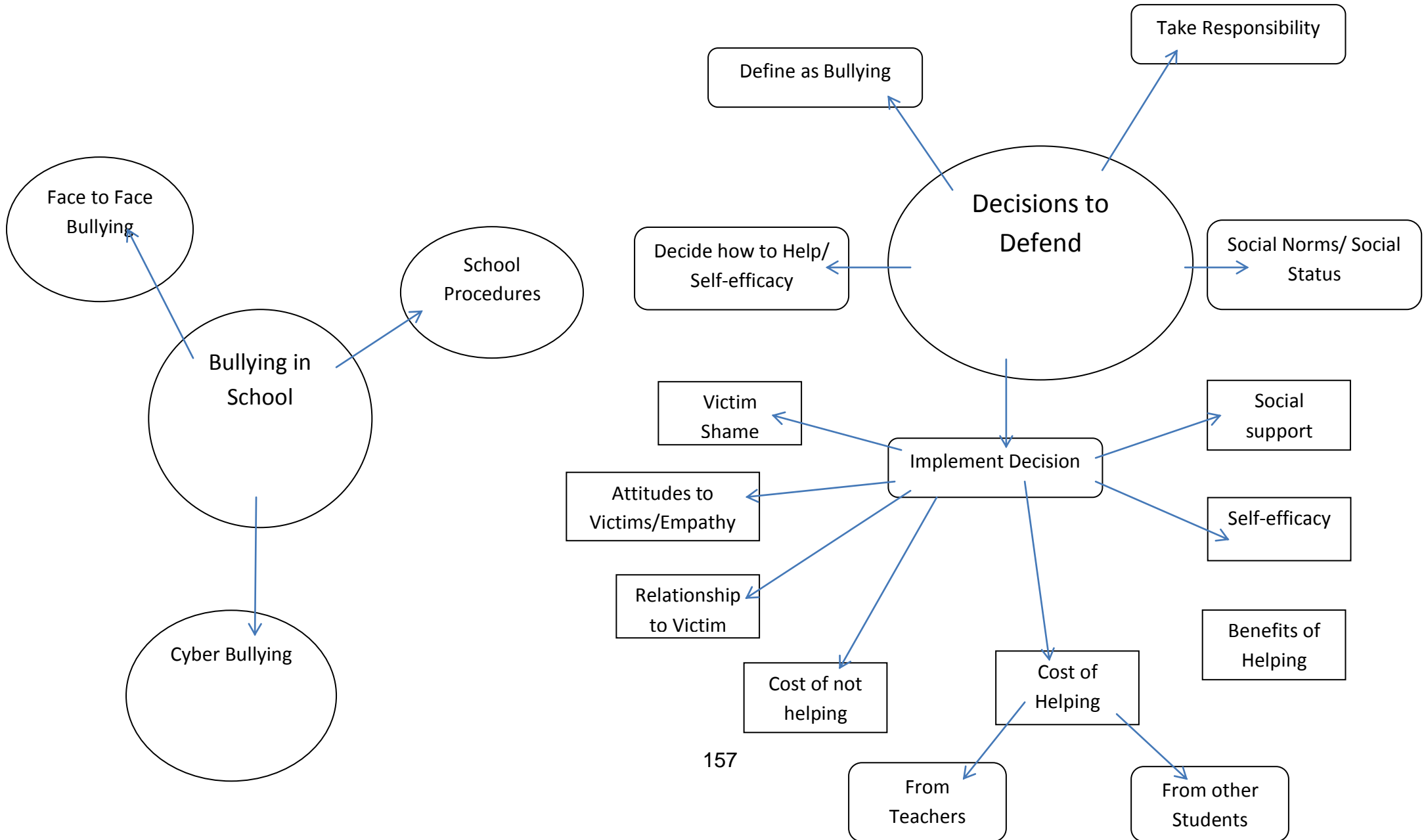
Phase 3: Searching for Themes

Initial Thematic Map

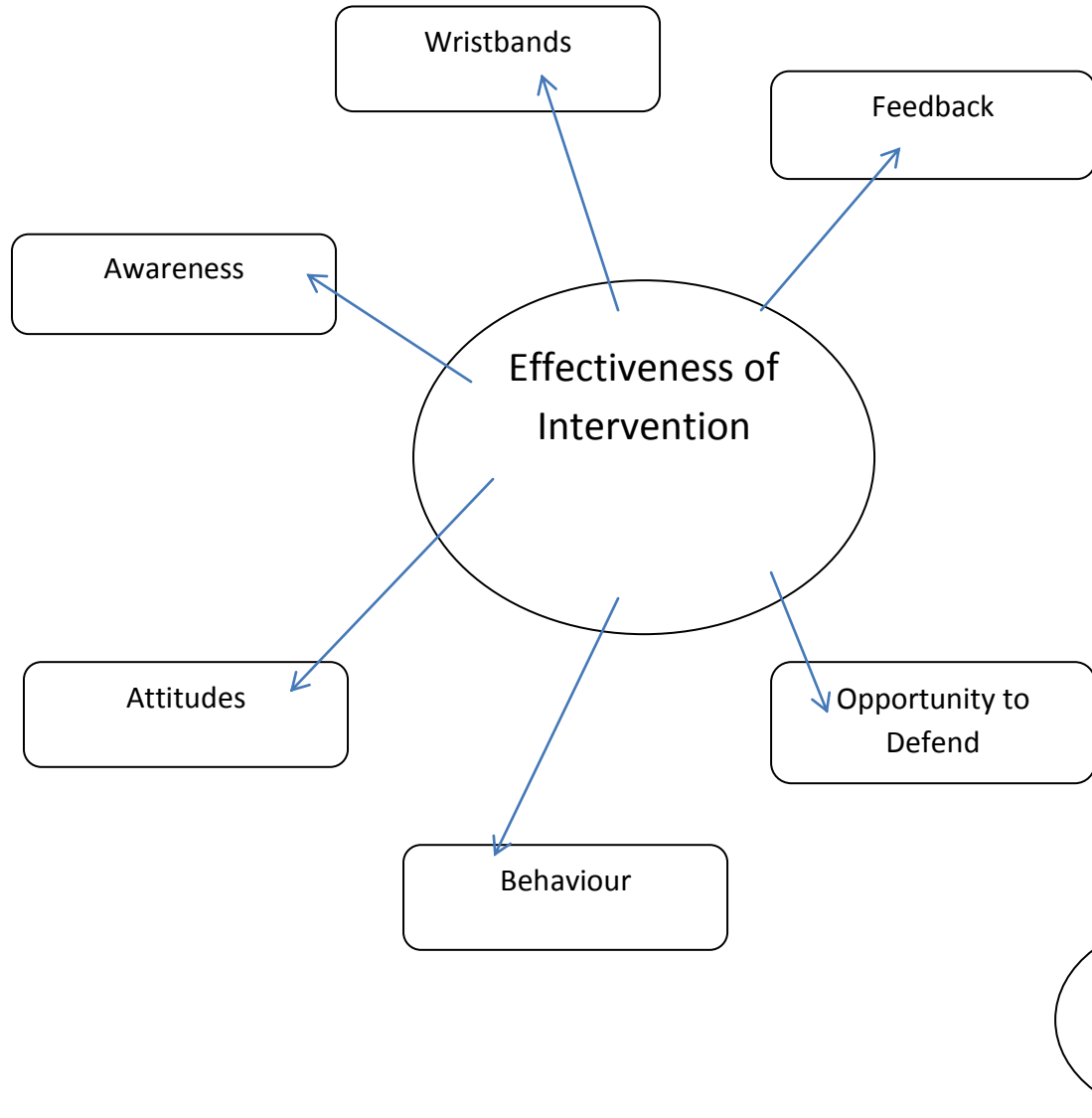


Phase 4: Reviewing Themes

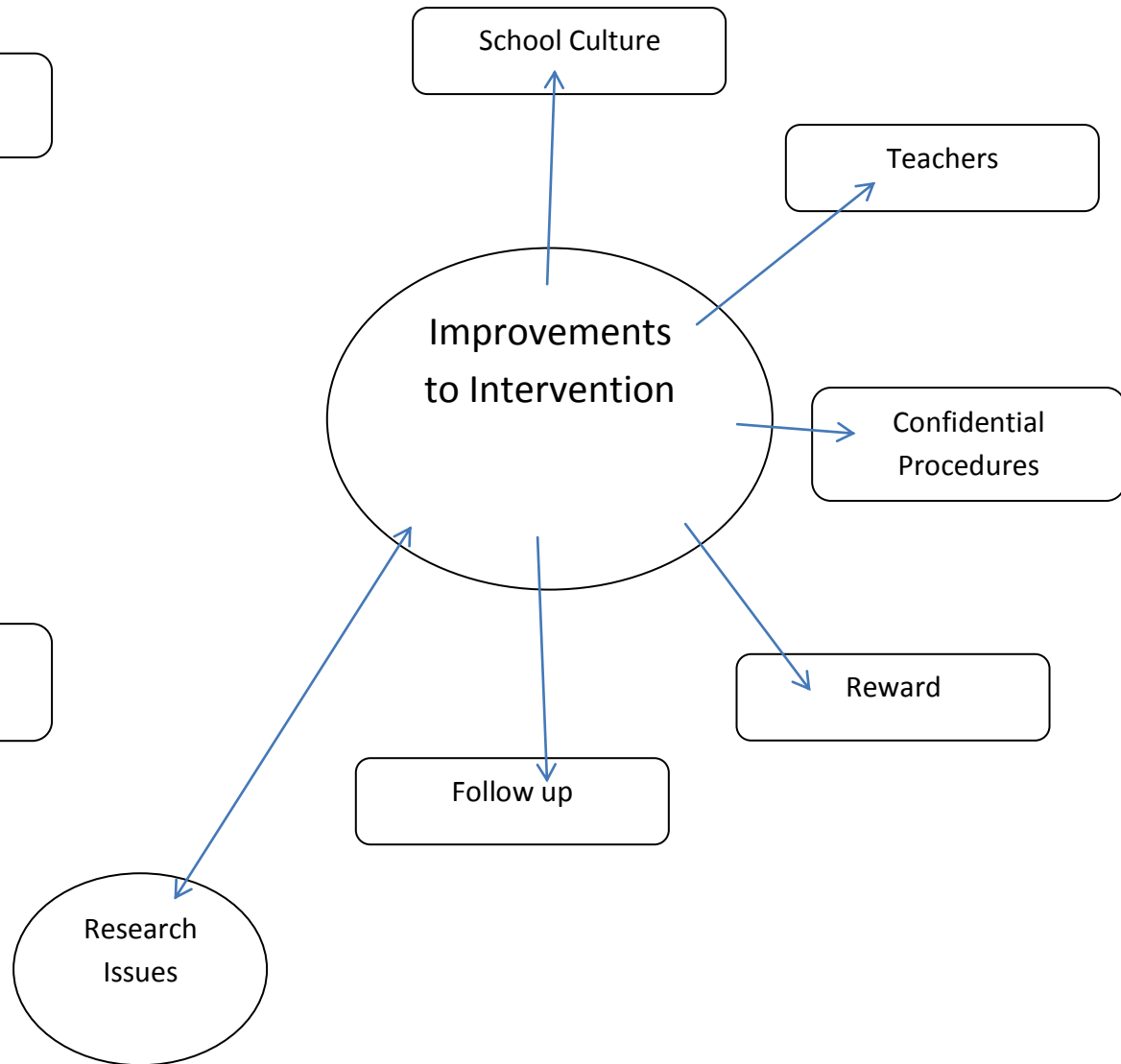
Developed Thematic Map 2.1



Phase 4: Reviewing Themes

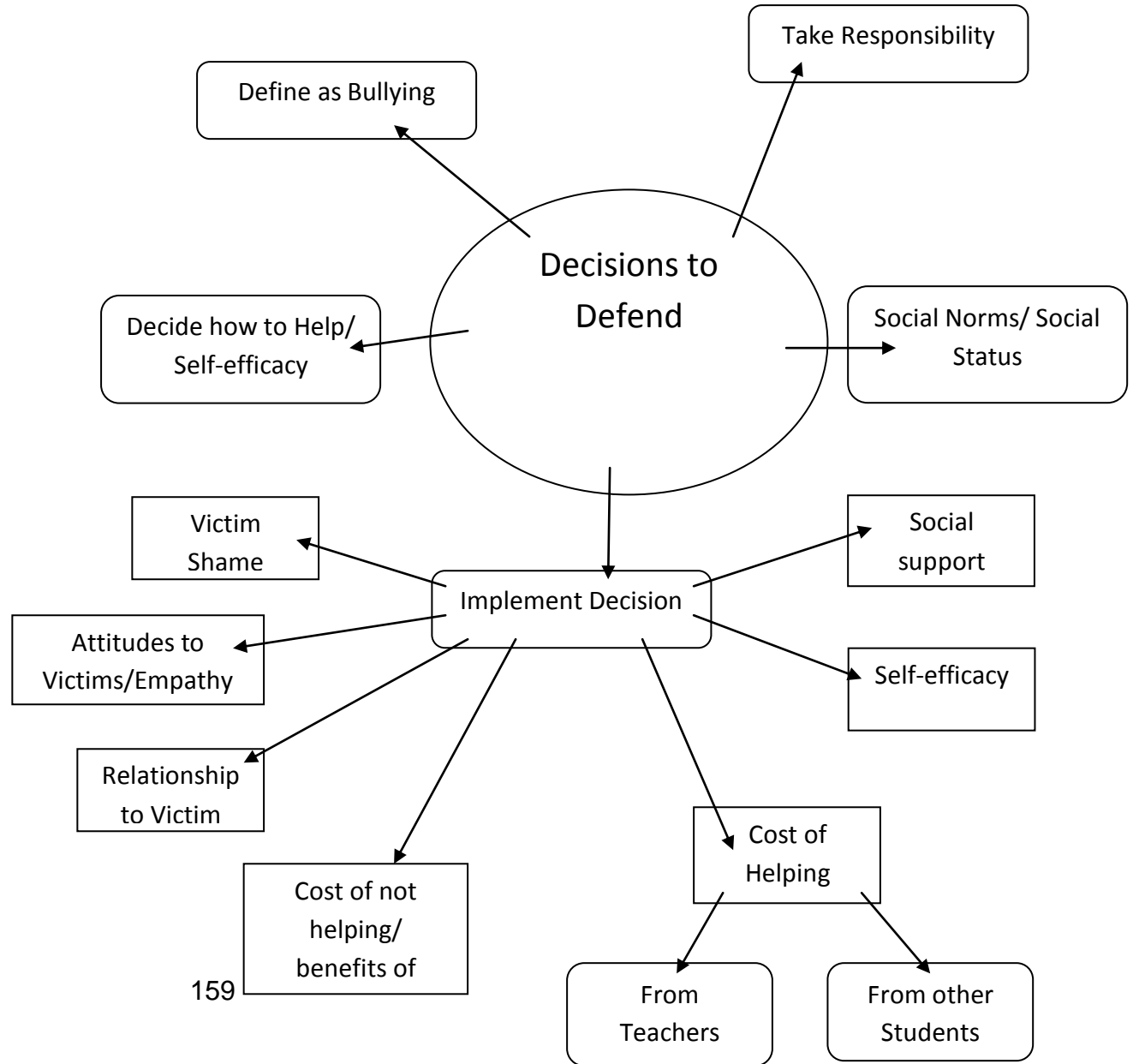
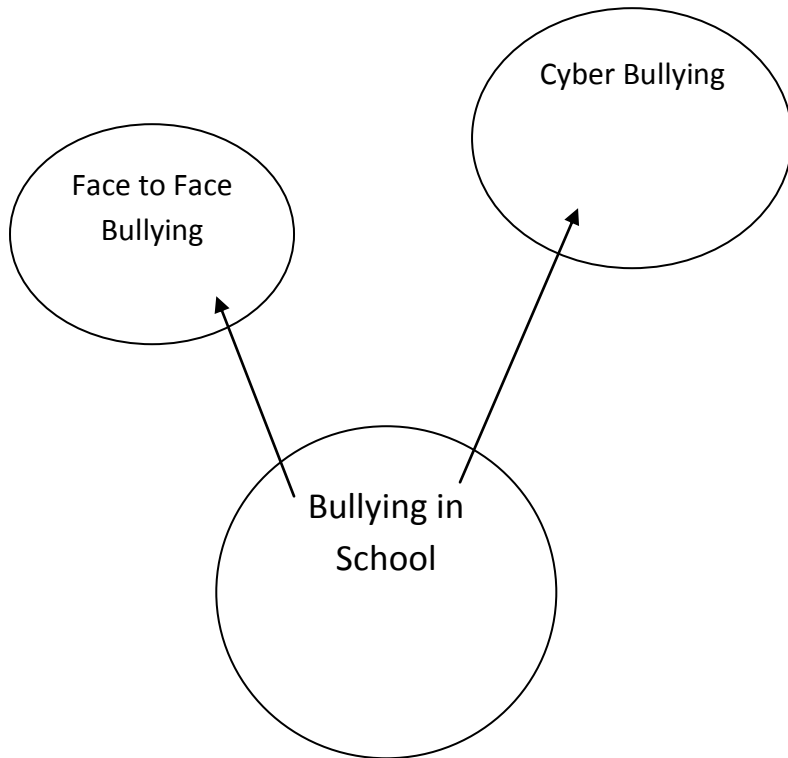


Developed Thematic Map 2.2



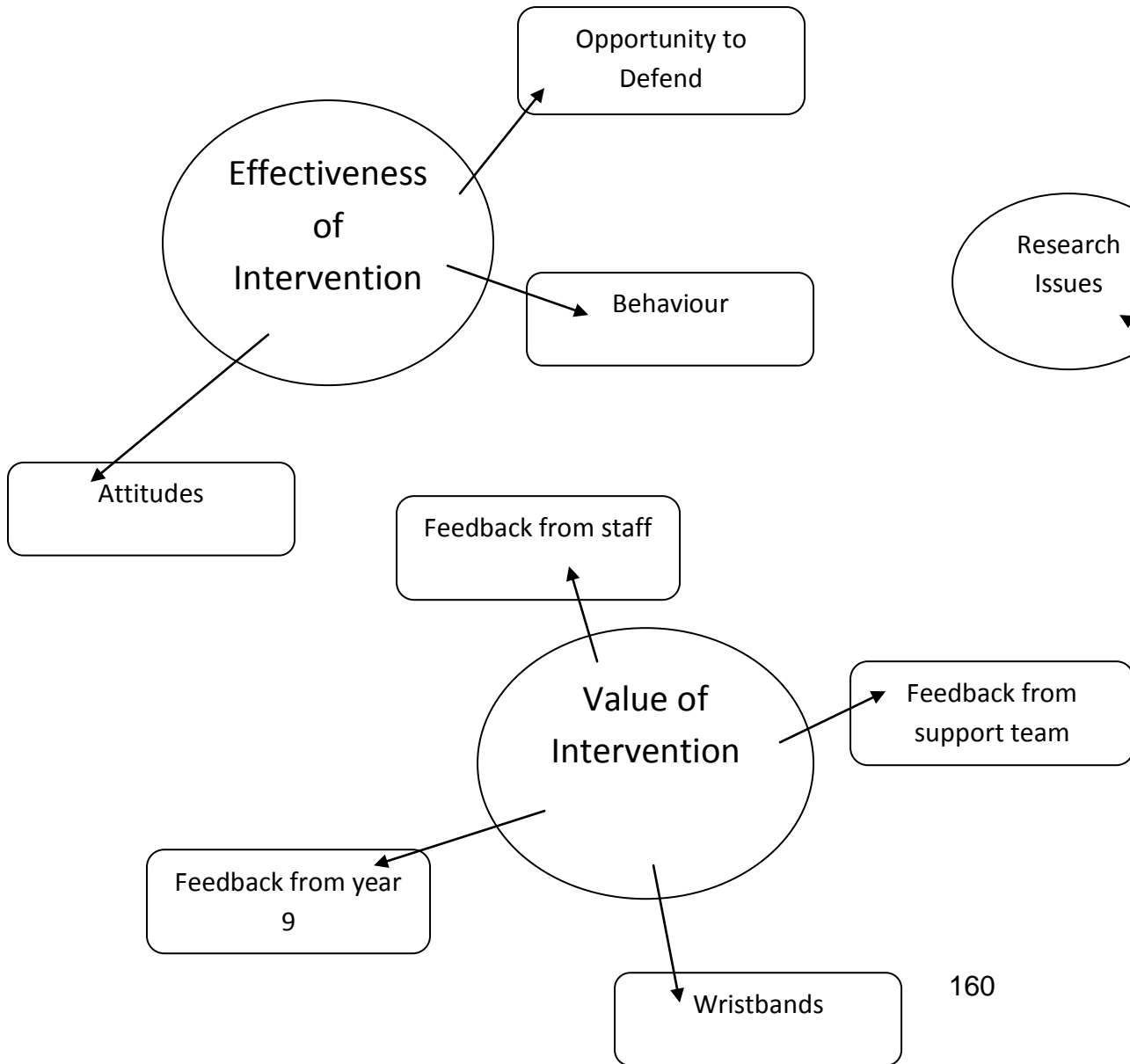
Phase 4: Reviewing Themes

Developed Thematic Map 3.1

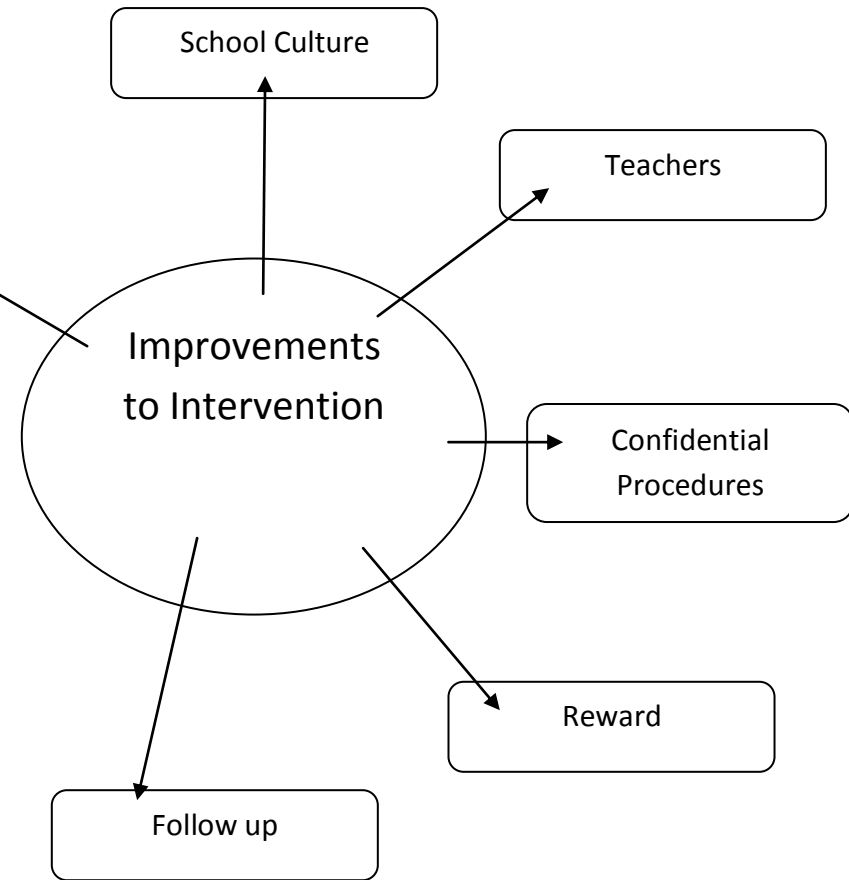


Phase 4: Reviewing Themes

Developed Thematic Map 3.2



160



Phase 5: Defining and Refining Themes

Decisions to Defend

Themes (number of extracts)	Description	Examples of Data
Define as Bullying (21)	There is ambiguity over what is classed as bullying, students largely focus on physical forms of bullying.	<i>"I think because it comes on quite a lot of different forms some people think teasing is bullying and some people are more sensitive than others, I think people have different views."</i>
Take Responsibility (3)	Pupils can be reluctant to intervene if they don't feel it is their place.	<i>"I don't see any defending going on, I think if people are not involved they think that they don't have to do anything."</i>
Social Norms (18)	Students' perceptions of what is acceptable and what isn't, will influence what they will tolerate.	<i>"Victims might think that they don't want to make a fuss and they sort of convince themselves that it's not bullying it's just what you've gotta put up with so maybe it's not what you do to tell someone."</i>
Social Status (6)	Students with higher social status are seen as having more influence over encouraging others to defend, they are also less likely to experience negative consequences from other students.	<i>"If you had more of, how should I put it, the popular students helping out, instead of the people who... Our support group is mainly made up of people that have been bullied, so if you had more of the people that hadn't been bullied it might make people go oh look there's the coolest guy or girl in our school and they're supporting this."</i>
Decide how to Defend (2)	Students may be willing to defend victims, but they are not sure how to go about it.	<i>"I think a large percentage of people that don't do anything is because they are afraid, they don't know what to say or how to do it."</i>
Implement Decision:		
<ul style="list-style-type: none"> Attitudes to Victim/Empathy (10) 	Individual differences may influence decisions to defend, specifically the students' attitude to	<i>"I think that people who have been bullied in the past will stick up for victims more because they realise it actually"</i>

	victims and how much empathy they have for them.	<i>hurts to be picked on.</i>
<ul style="list-style-type: none"> Relationship to Victim (2) 	Students are more motivated to defend those that they have a relationship with e.g. family members or close friends.	<i>"I don't really defend other people, I know it sounds really bad but I usually defend my sister if she's in trouble."</i>
<ul style="list-style-type: none"> Victim Shame (6) 	There seems to be a sense of shame in being a victim, which prevents victims from wanting to report it or wanting others to defend them.	<i>"It's quite hard cause I think sometimes when people are being bullied they don't want to tell anyone cause they're almost ashamed that they've let themselves be bullied."</i>
<ul style="list-style-type: none"> Social Support (11) 	Students reported being more likely to defend if they have the support of other group members.	<i>"I think if someone stood up for the victim it'd be a lot stronger if lots of people stood up for the victim cause it's more likely to make them go oh maybe I should stop."</i>
<ul style="list-style-type: none"> Self-efficacy (7) 	Students' perceptions of their ability to defend and confidence to do so is also a factor.	<i>"Or they haven't got the guts to stand up or something."</i>
<ul style="list-style-type: none"> Benefits of Helping/Cost of not helping (6) 	Benefits to helping can relate to intrinsic values or extrinsic rewards, costs relate to guilt.	<i>"He could be proud because he stood up to bullies."</i>
<ul style="list-style-type: none"> Cost of Helping from other Students (18) 	The biggest barrier to defending appears to be the perceived negative consequences from other students, mainly becoming the next victim or exclusion from a social group.	<i>"If they thought that getting involved there'd be a chance that they'd be bullied instead, the bully might move on to the person that's trying to stand up to them."</i>
<ul style="list-style-type: none"> Cost of Helping from Teachers (6) 	Perceived negative consequences from teachers is also a barrier.	<i>"In lessons if someone was trying to defend someone the teacher would tell you off for trying to get involved."</i>

Table 27: Summary of the qualitative data of themes relating to decisions to defend a victim with data extracts 1

Effects of the Intervention

Theme (number of extracts)	Description	Examples of Data
Opportunity to defend (5)	Some participants had not increased their defending behaviour as they had not witnessed bullying, therefore did not have the opportunity to defend victims.	<i>"I haven't really seen bullying so nobody has had to."</i>
Attitudes: Positive (17)	Some participants commented on ways in which their attitude had become more pro-defending.	<i>"Everyone says it, like I'm gonna pay more attention to it."</i>
Attitudes: No Effect (6)	Other participants reported that the intervention had had no effects on their attitudes.	<i>"I don't think students really care."</i>
Behaviour: Positive (13)	Some participants reported that they had defended or witnessed others defending victims following to the intervention.	<i>"I've seen similar to what's already been said, you know, students actually starting to stand up and being like this isn't right."</i>
Behaviour: No Effect (9)	Other participants reported that the intervention had had no effects on their behaviour.	<i>"I think that, what is it? Don't stand by stand up? I don't hear anyone saying that or doing anything about it."</i>

Table 28: Summary of the qualitative data of themes relating to the effects of the intervention with data extracts 1

Improvements to the intervention

Theme (number of extracts)	Description	Examples of Data
Confidential Procedures (3)	Linked to the fear of the consequences of defending, students appear to want reporting of bullying to be confidential.	<i>“So if there were more things like that where people could talk to us without anyone knowing who they are and that there’s not going to be any consequences for them doing it.”</i>
Follow-up (11)	Although the message of the intervention was thought to have been clearly understood by the students, there was a consensus that increased follow-up was important to reinforce the message.	<i>“I think that it should be mentioned more, I think a lot of the time the message is lost or forgotten when it’s an assembly. I think that in lessons and tutor time they should keep reminding people.”</i>
Reward (6)	Students appeared to value praise as a reward for defending, however, there was also uncertainty over whether students’ would want public recognition for defending or not.	<i>“Yes cause you get recognised, but no because then you’d have to stand up in assembly and stuff, and some people might not want to do that.”</i>
Teachers (13)	Students want to feel that they will be supported by staff if they defend victims of bullying.	<i>“Like what T** was saying, with the teachers, in a staff briefing or something you could try and make it something that they acknowledge and will look for in the lessons and in the corridors and praise people. It’s almost like giving the students support to stand up to people knowing that the teachers are on board with it.”</i>
School Culture (11)	The ethos of defending needs to be part of the whole school culture to be effective.	<i>“I think we should make it more something for everyone, like you don’t have to be in the support group, make it something that goes on and people talk about throughout the whole school, something that’s relevant and reminded about, and teachers and students talking about it.”</i>

Table 29: Summary of the qualitative data of themes relating to improvements to the intervention with data extracts 1

Value of the Project

Themes (number of extracts)	Description	Examples of Data
Feedback from staff (5)	Feedback from staff was always positive.	<i>"Thank you that was excellent"</i>
Feedback from students in the support team (9)	Students in the support team perceived the work to have had a positive effect, in particular the assembly.	<i>"I think after the assembly they should do, I think there was a clear message about bystanders and different types, I think a lot of people have got that message."</i>
Feedback from Y9 participants (6)	The Y9 participants did not make many comments about the value of the intervention and opinions varied from perceiving it to have had no effect to having a positive one.	<i>"I think when in PSHE we heard that story about when a boy got teased for wearing a pink t-shirt then they all wore pink shirts, maybe stories like that would be, if we knew about them it would encourage people to step forward and say something."</i>
Wristbands (8)	Students were reported to be wearing the wristbands; however reports suggest that they may not always have had the desired effect e.g. worn as a fashion accessory, worn by bullies to deflect suspicion.	<i>"I see a lot of the year 9s wearing the wristbands which shows that we actually had an influence on them."</i>

Table 30: Summary of the qualitative data of themes relating to participants' perceived value of the intervention with data extracts 1

Appendix 1.20

Tables to show descriptive statistics for pre and post intervention in the total sample and matched sample, by specific temporal category.

Prevalence Estimate of Defending Others

	Pre-intervention				Post-intervention			
	Total Sample (N = 172)		Matched Sample (N = 94)		Total Sample (N = 148)		Matched Sample (N = 94)	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Never	63	36.6%	42	44.7%	55	37.2%	37	39.4%
Once or twice	83	48.3%	42	44.7%	80	54.1%	49	52.1%
2 or 3 times a month	13	7.6%	7	7.4%	10	6.8%	7	7.4%
Once a week	8	4.7%	2	2.1%	1	0.7%	1	1.1%
Several times a week	5	2.9%	1	1.1%	2	1.4%	0	0
Not involved	146	84.9%	84	89.4%	135	91.2%	86	91.5%
Involved	26	15.1%	10	10.6%	13	8.8%	8	8.5%

Table 31: Descriptive statistics for self-reports of defending others pre and post intervention in the total sample and matched sample 1.

Prevalence Estimate of Being Defended

	Pre-intervention				Post-intervention			
	Total Sample (N = 167)		Matched Sample (N = 94)		Total Sample (N = 148)		Matched Sample (N = 94)	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Never	119	69.2%	69	73.4%	108	73%	72	76.6%
Once or twice	41	23.8%	18	19.1%	33	22.3%	17	18.1%
2 or 3 times a month	2	1.2%	1	1.1%	4	2.7%	2	2.1%
Once a week	4	2.3%	4	4.3%	3	2%	3	3.2%
Several times a week	1	0.6%	0	0%	0	0%	0	0%
Not involved	160	95.8%	87	92.6%	141	95.3%	89	94.7%
Involved	7	4.2%	5	5.3%	7	4.7%	5	5.3%
Missing	0	0	2	2.1%	0	0	0	0

Table 32: Descriptive statistics for self-reports of being defended by others pre and post intervention in the total sample and matched sample 1.

Prevalence Estimate of Being Bullied

	Pre-intervention				Post-intervention			
	Total Sample (N = 172)		Matched Sample (N = 94)		Total Sample (N = 148)		Matched Sample (N = 94)	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Never	113	65.7%	64	68.1%	106	71.6%	69	73.4%
Once or twice	42	24.4%	26	27.7%	33	22.3%	18	19.1%
2 or 3 times a month	4	2.3%	0	0%	3	2%	2	2.1%
Once a week	4	2.3%	1	1.1%	3	2%	3	3.2%
Several times a week	9	5.2%	3	3.2%	3	2%	2	2.1%
Not involved	155	90.1%	90	95.7%	139	93.9%	87	92.6%
Involved	17	9.9%	4	4.3%	9	6.1%	7	7.4%

Table 33: Descriptive statistics for self-reports of being bullied pre and post intervention in the total sample and matched sample 1.

Prevalence Estimate of Bullying Others

	Pre-intervention				Post-intervention			
	Total Sample (N = 172)		Matched Sample (N = 94)		Total Sample (N = 148)		Matched Sample (N = 94)	
	Freque ncy	Percent age	Freque ncy	Percent age	Freque ncy	Percent age	Freque ncy	Percent age
Never	149	86.6%	83	88.3%	125	84.5%	82	87.2%
Once or twice	22	12.8%	20	10.6%	21	14.2%	12	12.8%
2 or 3 times a mont h	0	0%	0	0%	0	0%	0	0%
Once a week	0	0%	0	0%	0	0%	0	0%
Seve ral times a week	1	0.6%	1	1.1%	2	1.4%	0	0%
Not involv ed	171	99.4%	93	98.9%	146	98.6%	94	100%
Invol ved	1	0.6%	1	1.1%	2	1.4%	0	0%

Table 34: Descriptive statistics for self-reports of bullying others pre and post intervention in the total sample and matched sample 1.

Results for RQ5: What were participants' views of the value of the intervention?

The following table provides a summary of the themes relating to participants' views on the value of the project.

Themes (number of extracts)	Description
Feedback from staff (5)	Feedback from staff was always positive.
Feedback from students in the support team (9)	Students in the support team perceived the work to have had a positive effect, in particular the assembly.
Feedback from Y9 participants (6)	The Y9 participants did not make many comments about the value of the intervention and opinions varied from perceiving it to have had no effect to having a positive one.
Wristbands (8)	Students were reported to be wearing the wristbands; however reports suggest that they may not always have had the desired effect e.g. worn as a fashion accessory, worn by bullies to deflect suspicion.

Table 35: Summary of the qualitative data of themes relating to participants' perceived value of the intervention.

It appears that staff and students from the support team valued the work that had taken place and perceived it positively, especially the assembly, *"I think there was a clear message about bystanders and different types, I think a lot of people have got that message."* Less enthusiasm was shown by the Y9 students who had been participants rather than playing an active role in the work. Some Y9 participants perceived some positive effects, but others perceived no effects, this is consistent with previous data on changes in attitudes and behaviour.

Wearing a wristband with the phrase, 'Don't Stand By Stand Up: I'm a Defender' could indicate that a participant supports the ethos of the intervention to defend victims of bullying. However, the qualitative data suggests that this was not always the case. Some participants were reported to be wearing them merely as fashion

accessories. Or in some cases bullies were reported to wear them to detract suspicion from being perceived as a bully, *“and if a victim goes to the teacher the bully will just go no look I’m a defender.”* Overall it appears that the intervention was valued to a certain extent but improvements are required.

Discussion of RQ5: Intervention Value

The views of staff on the value of the intervention appeared to be positive as praise was received regarding the assembly. The students in the anti-bullying support team, who had played an active role in the design and implementation of the intervention programme, were also positive. They perceived the intervention to have increased pro-defending attitudes and behaviour amongst the participants. However, they also thought that the programme needed further development to increase its effectiveness. The views of the year 9 participants were less enthusiastic, with some perceiving a positive effect but others perceiving no effect. Reasons given for minimal effects included: not perceiving bullying to be a significant problem in the school and therefore not finding the intervention relevant; having little awareness of the programme, presumably due to low intervention fidelity; or not perceiving the intervention to have been effective as they were still aware of bullying. Previous research evaluating anti-bullying interventions does not contain qualitative data on participants' perceived value, therefore comparisons cannot be made.

Section 10: Appendices for Paper 2

Appendix Number	Appendix	Page Number
2.1	Rationale for Design of Intervention Programme 2	174
2.2	DSBSU 2 Follow up Lesson Materials	179
2.3	<i>International Stand Up to Bullying Day</i> Poster	197
2.4	Pre-intervention Questionnaire	198
2.5	Post-intervention Questionnaire	201
2.6	Teacher Feedback Questionnaire	206
2.7	Focus Group Topic Guide: Support Team	209
2.8	Focus Group Topic Guide: Student Participants	211
2.9	Teacher Interview Schedule	213
2.10	Pre-intervention Instructions for Tutors	215
2.11	Post- intervention Instructions for Tutors	216
2.12	Parent Information Letter	217
2.13	Parent Information Letter – <i>International Stand up to Bullying Day</i>	218
2.14	Focus Group Parental Consent Letter	219
2.15	Phase 2: Initial Codes	221
2.16	Phase 3: Searching for Themes	222
2.17	Phase 4: Reviewing Themes	227
2.18	Phase 5: Defining and Refining Themes	232
2.19	Tables to show descriptive statistics for pre and post intervention in the total sample and matched sample, by specific temporal category	242
2.20	Results for RQ5 2	246
2.21	Discussion for RQ5 2	250

Appendix 2.1

Rationale for Design of the Intervention Programme: Iteration 2

See Appendix 1.1 for the rationale for the design of the intervention programme iteration 1; this details points arising from previous research which informed the objectives for the programme. Modifications to the programme, based on suggestions for improvements from iteration 1, are as follows:

Increase follow-up: a one off lesson to follow-up the assembly was not seen to be enough to consolidate learning, therefore a little and often approach was taken. The original content from the 95 minute lesson was modified and re-designed into five 30 minute sessions to be delivered during tutorial time. This meant that follow-up continued over a longer period of time; see below for further details on the content of the sessions.

Confidential procedures for victims and defenders to report bullying: The anti-bullying support team already had an email address that students could use to report bullying in an anonymous way. However, it did not appear that many students were aware of this facility, therefore the email address was included in the assembly, tutorial sessions, and on leaflets to increase awareness.

Increase support and praise from teachers for defending: A presentation to staff on the aims and procedures of the project was given at a staff briefing by myself and students from the support team. This was intended to raise awareness of the ethos of the project, inform staff of their role in recognising the role of bystanders in bullying situations, and request that they support and praise this behaviour.

Award for defending: Participants opinions as to whether an award for defending would be encouraging or not varied, some appeared to value such an award, whereas others would find the public recognition embarrassing and off putting, and may have been worried about repercussions from bullies. Therefore, after discussion with members of staff, I decided not to include this element.

Embed defending into the school ethos and culture: In order to achieve this objective, the project was expanded so that it no longer focused solely on Y9

students, but instead all year groups were included. Also, staff were invited to become involved by delivering the tutorial sessions and generally supporting the project. As social norms are an important factor in determining defending behaviour (Salmivalli and Voeten, 2004) it is important that all members of the organisation were involved to increase the chances of normative social influence in favour of defending. It was thought that *International Stand Up to Bullying Day* would provide further opportunity to meet this aim as all students and staff were invited to take part to demonstrate that they school as a collective would not tolerate bullying and was pro-defending.

Elements of the Intervention Programme

Assembly

The assembly was approximately 30 minutes long and was delivered by myself and students from the anti-bullying support team. The aim was to introduce the project and to explain the ethos, key terms, and concepts. The objectives for participants were:

- To understand the different roles of bystanders in bullying.
- To understand how bystanders can influence the outcomes of bullying.
- To gain knowledge of effective ways to defend victims of bullying.

See Appendix 2.2 for presentation which provides details of the contents. Explicitly teaching participants about the psychological theories surrounding the role of bystanders in bullying can be considered 'giving psychology away' (Miller, 1969). Images used in the presentation were sourced from Google images. Film clips were sourced from YouTube and were selected by myself to illustrate certain points; they are freely available for viewing by anyone who has access to the internet.

Tutorial Follow-up Sessions

The tutorial sessions were designed to provide follow-up from the assembly and allow participants to participate in active discussion around the issues raised, thus consolidating their thinking on the topics. Each of the five sessions was designed to

address to one the barriers to defending as apparent from the findings of paper one and specified in the model of decisions to defend victims of bullying.

	Session Title	Objectives	Factor influencing Decision to Defend
1	What is bullying?	<ul style="list-style-type: none"> To understand different types of bullying To think about what counts as bullying and what doesn't 	Define as bullying
2	Why defend victims?	<ul style="list-style-type: none"> To increase knowledge of the effects of bullying To increase empathy for victims 	Attitude to victims/ Empathy
3	Who should defend victims?	<ul style="list-style-type: none"> To understand the different roles of bystanders in bullying To understand how bystanders can influence the outcomes of bullying 	Take Personal Responsibility
4	Should I defend?	<ul style="list-style-type: none"> To think about the role of defenders in bullying situations To think about the pros and cons of defending 	Perceived costs and benefits of defending
5	How to defend?	<ul style="list-style-type: none"> To think about ways to defend victims To gain confidence in defending victims 	Self-efficacy

Table 36: Tutorial follow-up sessions and objectives

For details of the content of the sessions and materials see Appendix 2.3. Clear instructions for each session were provided in notes on the PowerPoint. Images used in the presentation were sourced from Google images. Film clips were sourced from YouTube and were selected by myself to illustrate certain points; they are freely available for viewing by anyone who has access to the internet.

International Stand Up to Bullying Day

International Stand Up To Bullying Day originated in Canada when two senior students stood up for a younger boy who was being bullied for wearing a pink t-shirt. The older boys arranged for the majority of students to come to school wearing pink t-shirts to support the victim and send a powerful message to the bullies that their behaviour was unacceptable. This incident proved inspirational to many and attracted a lot of media attention; subsequently it has grown into an international movement whereby students from around the world wear pink t-shirts on specified days to show their support for defending victims of bullying. Participants were invited to take part in this day with permission from the Headteacher. This involved students wearing pink clothing or accessories to school in support of the campaign's objectives to:

- Send a loud, non-confrontational message of resistance to bullies
- Identify themselves to victims as a source of support willing to help
- Draw attention to the effects of bullying, and stimulate passive bystanders into action

More information can be found by visiting www.standupday.com.

Confidential Reporting of Bullying Via Email

This facility was available to students prior to the intervention, however, not many participants seemed to be aware of it. Therefore, awareness of this option was raised by highlighting the email address in the assembly, tutorial follow-up sessions, and on the leaflets. This was an attempt to overcome the barrier of perceived cost from peers, if peers were unaware who was reporting bullying.

Wristbands

The wristbands were included as a way to visually reinforce the message of the programme, wearing them allowed participants to express their support for defending victims of bullying. Sandstrom and Bartini (2010) found that many individuals had pro-defending attitudes but were reluctant to defend because they were not aware

that others shared those values, thus mistakenly thought they would be going against group norms. Therefore the wristbands were included in an attempt to overcome this barrier as, if participants wore them in support of the programme, others would be more aware of pro-defending group norms.

The wristbands contained the phrase, 'Don't stand by stand up: I'm a Defender'. They were pink as this is in-keeping with *International Stand Up To Bullying Day*, I asked students in the support team if they thought the colour pink would discourage boys from wearing them but they thought not so we jointly agreed to keep the colour to tie it in with the story. See Appendix 1.7 for a photograph of the wristband.

Posters and Leaflets

Posters and leaflets were displayed around the school to provide further visual reinforcement and reminders of ethos of the project. The leaflet contained information from the assembly on definitions of bullying, the effects, the role of bystanders, and prosocial strategies for defending.

DSBSU 2 Follow up Lesson Materials



SESSION 1: WHAT IS BULLYING?

Objectives

- To understand different types of bullying
- To think about what counts as bullying and what doesn't



Ask students to describe different types of bullying, encourage them to think beyond the obvious physical and verbal i.e. relational bullying (excluding from social groups).

WHAT IS BULLYING?

- ◉ In small groups, come up with a definition of bullying.



Ask students to complete the task.

WHAT IS BULLYING?

- ◉ Does your definition include:
 - Repetitive nature of bullying?
 - Power imbalance?
 - All types of bullying e.g. physical, verbal, mental, cyber, relational?

Discuss the definitions that students come up with, do they capture all aspects?
Refer to original definition:

Bullying is when someone is deliberately aggressive or hurtful towards someone else, who can not easily defend themselves, repeatedly over time. This can be:

Physical e.g. hitting, kicking, pushing

Verbal e.g. calling names, threatening, putting someone down

Indirect e.g. leaving someone out of a group, spreading rumours.

Cyber e.g. online, mobile phones.

Having money or possessions taken or messed about with.

STATS ON BULLYING

- ◉ **Almost half (46%) of children and young people say they have been bullied at school at some point in their lives.**
- ◉ **31,599 children and young people called ChildLine in 2011/12 (10% of calls) about bullying.**
- ◉ **Last summer term roughly 1/3 of year 9 students in Penryn College reported being bullied at least once.**

Discuss

SCENARIOS

- ◉ **In small groups read the descriptions of the 4 scenarios.**
- ◉ **Do you think that they count as bullying or not? Give your reasons.**
- ◉ **Look back at the definition of bullying, how does each one fit in with this definition?**
- ◉ **How might the victims feel?**

Bullying Scenarios

<p>Marvin is unpopular at school, other students don't like to spend time with him and describe him as 'weird' and 'creepy'. Students avoid Marvin and he spends all his break and lunch times alone because others won't speak to him. In class no one ever wants to work with him and they complain if the teacher puts him in their group.</p>	<p>Nicole and Gemma normally get along fine but one day they fall out over a boy. Gemma starts spreading rumours about Nicole behind her back and tries to turn the rest of their friends against her. Gradually people in the group stop inviting Nicole to things and ignore her emails and texts.</p>
<p>Two boys in year 9 called Patrick and Jack have an argument because Jack lent Patrick his iPod but he lost it and refuses to replace it. Jack gets his older brother to wait for Patrick after school and steal his wallet to try and get some of the money back.</p>	<p>Toni is the class clown and she's always making jokes at other people's expense. She has lots of friends because she's really funny and a good laugh to be around. One day Chris comes to school with new glasses on, Toni shouts out a funny name at him and everyone laughs. She didn't mean to upset him, it was only banter, but the nickname sticks.</p>

Marvin – Is excluding someone from a group bullying? When does not being friends with someone turn into bullying?

Gemma and Nicole – Are fall outs between friends bullying? Can it lead to bullying?

Patrick and Jack – Is revenge bullying? Can a power imbalance make it bullying?

Toni and Chris – Can jokes be bullying? Can reinforcers turn a joke into bullying?

SCENARIOS

- ◉ As a group put the 4 cases in order of least bad to worst examples of bullying.



Discuss which situations might be worse and why.

SESSION 2: WHY DEFEND VICTIMS?

Objectives

- ◉ To increase knowledge of the effects of bullying
- ◉ To increase empathy for victims



It's fun to sit by
and watch bullying

People that are
bullied gain in
strength

People that get bullied usually deserve it

Ask students to discuss to what extent they agree/disagree with these statements, challenge anti-victim attitudes.

WHAT ARE THE EFFECTS OF BULLYING?



Ask students to generate ideas, make a mind map on the board.

EFFECTS OF BULLYING

- ◉ A survey of pupils in England estimates that **16,493** young people aged 11-15 (4.4%) are frequently absent from state school or home educated because of bullying.
- ◉ There is growing evidence that bullying is linked to mental health problems in adolescence and in adult life.
- ◉ It is estimated that **at least 20** children and adolescents **a year** commit suicide because of being bullied - this is a conservative estimate based on documented cases known to us (Beat Bullying).
- ◉ It is likely that the actual number is higher, perhaps much higher. (These figures also do not take into account the numbers of young people who attempt suicide but survive.)

- ◉ <http://www.youtube.com/watch?v=hTRTMvaspBI>

Watch clip on the effects of bullying, ask students for their thoughts and comments on it. Please ignore grammar and punctuation errors; this video was made by a 14 year old student.

SESSION 3: WHO SHOULD DEFEND VICTIMS?

Objectives



- ◉ To understand the different roles of bystanders in bullying
- ◉ To understand how bystanders can influence the outcomes of bullying

WHO IS INVOLVED IN BULLYING?

- Whose responsibility is it to stand up to victims of bullying?
- Can you remember the 6 different roles that people can take in bullying?



Ask the students to remember the 6 participant roles in bullying.

BYSTANDERS



- There are of course bullies and victims.
- People that are not directly involved are known as bystanders.
- The behaviour of bystanders will affect the situation, sometimes making it better, sometimes making it worse.

BYSTANDERS

- ◉ Assistants - join in and help the bully once someone else has started it. They may copy what the bully does.
- ◉ Reinforcers - provide an audience and encourage the bully. They might laugh, point, tell others etc.. All of this attention reinforces the bullying.
- ◉ Outsiders - ignore the situation and do not want to be involved. They may walk away or turn their backs on victims.
- ◉ Defenders - try and help the victim and stop the bullying. There are many ways to defend the victims.

Discuss the different roles with the students. Without naming names, can they think of any examples?

THINK ABOUT A TIME WHEN YOU SAW OR KNEW ABOUT SOMEONE BEING BULLIED.

- ◉ What happened?
- ◉ How did you feel about it?
- ◉ What did you do?
- ◉ What did others do?
- ◉ What were the effects of other people's reactions?
- ◉ Are you happy about the way you acted?

Ask students to reflect on times when they have witnessed bullying and the role that they themselves, and others, played. Students to discuss in pairs/small groups, then feedback in whole group discussion.

BULLYING FROM A BYSTANDER'S EYES

http://www.youtube.com/watch?v=_lmysAx4YT0

Play clip, use as stimulus for discussion on the responsibility of bystanders. Why did Kath feel powerless? How would you feel in her situation? What could she have done?

SESSION 4: SHOULD I DEFEND?

Objectives

- ◉ To think about the role of defenders in bullying situations
- ◉ To think about the pros and cons of defending



STANDING UP FOR VICTIMS

- The vast majority of students report having attitudes against bullying.
- However, only a small minority actually stand up for victims.
- Why is this?



Discuss with group

	Pros	Cons
Defending		
Not Defending		

Ask students to think about the pros and cons of defending and not defending in pairs/small groups, then feedback to the whole group and discuss. What would make the cons of defending easier to deal with? What could increase the pros of defending?

THINK ABOUT A TIME WHEN YOU SAW SOMEONE DEFENDING SOMEONE ELSE.

- ◉ What happened?
- ◉ What did the defender do?
- ◉ What were the consequences for the bully/victim/defender?
- ◉ How did you feel about what the defender did?
- ◉ What did you learn from this?

Ask students to discuss in pairs/ small groups then feedback as a whole group and discuss.

CAN YOU THINK OF ANY FAMOUS DEFENDERS/ HEROES?



Discuss examples e.g. Malala Yousafzai, Rosa Parks, Ghandi, Nelson Mandela, Martin Luther King, Tiananmen Square student, Aung San Suu Kyi, David Shepherd and Travis Price of Berwick, Nova Scotia (pink t-shirt).

THE BULLYING SOCIAL EXPERIMENT

- ◉ <http://www.youtube.com/watch?v=EisZTB4ZQxY>

Watch video and discuss, why do people help or not help? Is being a bystander just as bad as being a bully?

SESSION 5: HOW TO DEFEND?

Objectives



- ◉ To think about ways to defend victims
- ◉ To gain confidence in defending victims

Ask the students to think of ways in which they could defend victims of bullying. Can they remember the pink t-shirt story?

HOW CAN YOU DEFEND VICTIMS OF BULLYING?



Ask students to discuss in pairs/ small groups and feedback to the class.

DON'T BE AN ASSISTANT OR A REINFORCER!

- Don't encourage the bullies - if you don't want to be a defender, at least don't be an assistant or reinforcer.



Talk this through with students, how do they react when they witness bullying? How might they be supporting bullies without realising it? How might they act differently in future?

HOW CAN YOU BE A DEFENDER?

- ◉ Don't leave victims in vulnerable situations.
- ◉ Give victims support and friendship.
- ◉ Report online abuse, don't share/like it etc...

Talk through ways to be a defender, ask students to generate ideas before going through the slides.

HOW CAN YOU DEFEND VICTIMS?

- ◉ Report bullying to school staff and parents.
- ◉ Get help from the support group.
 - supportteam@penryn-college.cornwall.sch.uk
- ◉ Diffuse the situation e.g. change the subject, get people's attention onto something else.

HOW CAN YOU DEFEND VICTIMS?

- ◉ Ask the bully to stop non-aggressively

BUT

- ◉ Only if you feel comfortable and confident to do so, don't put yourself at risk.

SCENARIOS

- ◉ Remember these examples of bullying?
- ◉ What could you do in each situation to defend the victims?
- ◉ What might prevent you from defending them?
- ◉ How could you overcome any problems?

Ask students to discuss how they could defend the victims in each of the 4 scenarios in pairs/ small groups, feed back as whole group.

DON'T BE A BYSTANDER

<http://www.youtube.com/watch?v=pSyoFBFwfYo>

Play clip, use as a stimulus for a discussion on how to defend victims of bullying.





By taking part in International Stand Up to Bullying Day students aim to:

- Send a loud, non-confrontational message of resistance to bullies
 - Identify themselves to victims as a source of support willing to help
 - Draw attention to the effects of bullying, and stimulate passive bystanders into action
-
- The next day is **Friday 29th November**
 - Take part by wearing one item of pink clothing or an accessory to school on this day
 - If you have any spare pink items to donate please hand them into reception
 - More info can be found at www.standupday.com and there is a facebook page



Appendix 2.4

Pre-intervention Anti-Bullying Questionnaire

- The aim of my project is to reduce bullying in schools by increasing the defending behaviour and decreasing the reinforcing behaviour of students who witness incidents of bullying.
- To do this I need to research how students behave in bullying situations by asking all students to fill out questionnaires and some students take part in focus groups.
- I have asked you to provide your initials and tutor group for research purposes and so I can ask some students if they will take part in follow up focus groups. I am the only person who will have this information. Your responses will be kept confidential and anonymous from school staff, students, and parents, as long as no student is thought to be at risk of harm.
- If I think a student is at risk of harm I will pass on the information so that they can get help.
- You have a right to stop taking part in the research at any time.
- The data will be used to see how bullying can be reduced in the school.

A student is being bullied when another student or several other students:

- Say mean and hurtful things or make fun of him or her or call him or her mean and hurtful names.
- Completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose.
- Hit, kick, push, shove around, or threaten him or her.
- Tell lies or spread false rumours about him or her or send mean notes and try to make other students dislike him or her.
- Do other hurtful things like that.

These things may take place frequently, and it is difficult for the student being bullied to defend himself or herself. It is also bullying when a student is teased repeatedly in a mean and hurtful way. But we don't call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about the same strength or power argue or fight.

Thank you for taking part in the research

If you have any concerns about bullying please contact the anti-bullying support group.

Or for more information go to <http://www.bullying.co.uk/> or
<http://www.childline.org.uk/explore/bullying/pages/bullying.aspx>

Or call childline on 0800 1111

Please provide this data as I need it for research purposes, your personal responses WILL NOT be fed back to school staff or parents, thank you.

Initials:

Tutor group:

Year:

Gender: Male Female

For each question tick only one response.

2. How many times have you been bullied at school during the past half term (September to October)?

- f) I have not been bullied
- g) Once or twice
- h) 2 or 3 times a month
- i) About once a week
- j) Several times a week

3. How many times have you bullied other students at school during the past half term?

- f) I have not bullied others
- g) Once or twice
- h) 2 or 3 times a month
- i) About once a week
- j) Several times a week

10. How many times have you defended other students from bullying at school during the past half term? Defending means standing up for other students who are being bullied, supporting them, or reporting it.

- f) I have not defended others
- g) Once or twice
- h) 2 or 3 times a month
- i) About once a week
- j) Several times a week

11. How many times have you been defended by another students/students from bullying at school during the past half term?

- f) I have not been defended by others
- g) Once or twice
- h) 2 or 3 times a month
- i) About once a week
- j) Several times a week

Please answer the questions by ticking the box that best describes your views on the following statements:

	Totally Agree	Slightly Agree	Unsure	Slightly Disagree	Totally Disagree
Students who are bullied feel sad about it					
Students who intervene in bullying incidents are brave					
It is unpleasant when another student is being bullied					
Students who join in bullying are as bad as the bully					
Students who support victims of bullying are doing a good job					
Students who watch bullying and do nothing are in the wrong					
I get upset when another student is being bullied					
I like it when someone stands up for students that are being bullied					
It's a good thing to help students that can't defend themselves					
It makes me angry when a student is bullied for no reason					
Telling others to stop bullying would be very easy for me					
Reporting the bullying would be very easy for me					
Comforting the victim in a bullying situation would be very easy for me					

Appendix 2.5

Post Intervention Anti-Bullying Questionnaire

- The aim of my project is to reduce bullying in schools by increasing the defending behaviour and decreasing the reinforcing behaviour of students who witness incidents of bullying.
- To do this I need to research how students behave in bullying situations by asking all students to fill out questionnaires and some students take part in focus groups.
- I have asked you to provide your initials and tutor group for research purposes and so I can ask some students if they will take part in follow up focus groups. I am the only person who will have this information. Your responses will be kept confidential and anonymous from school staff, students, and parents, as long as no student is thought to be at risk of harm.
- If I think a student is at risk of harm I will pass on the information so that they can get help.
- You have a right to stop taking part in the research at any time.
- The data will be used to see how bullying can be reduced in the school.

A student is being bullied when another student or several other students:

- Say mean and hurtful things or make fun of him or her or call him or her mean and hurtful names.
- Completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose.
- Hit, kick, push, shove around, or threaten him or her.
- Tell lies or spread false rumours about him or her or send mean notes and try to make other students dislike him or her.
- Do other hurtful things like that.

These things may take place frequently, and it is difficult for the student being bullied to defend himself or herself. It is also bullying when a student is teased repeatedly in a mean and hurtful way. But we don't call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about the same strength or power argue or fight.

Thank you for taking part in the research

If you have any concerns about bullying please contact the anti-bullying support group.

Or for more information go to <http://www.bullying.co.uk/> or
<http://www.childline.org.uk/explore/bullying/pages/bullying.aspx>

Or call childline on 0800 1111

Please provide this data as I need it for research purposes, your personal responses WILL NOT be fed back to school staff or parents, thank you.

Initials:

Tutor group:

Year:

Gender: Male Female

For each question tick only one response.

3. How many times have you been bullied at school during the past 2-3 months?

- k) I have not been bullied
- l) Once or twice
- m) 2 or 3 times a month
- n) About once a week
- o) Several times a week

4. How many times have you bullied other students at school during the past 2-3 months?

- k) I have not bullied others
- l) Once or twice
- m) 2 or 3 times a month
- n) About once a week
- o) Several times a week

12. How many times have you defended other students from bullying at school during the past 2-3 months? Defending means standing up for other students who are being bullied, supporting them, or reporting it.

- k) I have not defended others
- l) Once or twice
- m) 2 or 3 times a month
- n) About once a week
- o) Several times a week

13. How many times have you been defended by another students/students from bullying at school during the past 2-3 months?

- k) I have not been defended by others
- l) Once or twice
- m) 2 or 3 times a month
- n) About once a week
- o) Several times a week

Please answer the questions by ticking the box that best describes your views on the following statements:

	Totally Agree	Slightly Agree	Unsure	Slightly Disagree	Totally Disagree
Students who are bullied feel sad about it					
Students who intervene in bullying incidents are brave					
It is unpleasant when another student is being bullied					
Students who join in bullying are as bad as the bully					
Students who support victims of bullying are doing a good job					
Students who watch bullying and do nothing are in the wrong					
I get upset when another student is being bullied					
I like it when someone stands up for students that are being bullied					
It's a good thing to help students that can't defend themselves					
It makes me angry when a student is bullied for no reason					
Telling others to stop bullying would be very easy for me					
Reporting the bullying would be very easy for me					
Comforting the victim in a bullying situation would be very easy for me					

The 'Don't stand by, stand up' anti-bullying programme has involved:

- An assembly delivered by the anti-bullying support team
- Follow up sessions in tutorial
- Taking part in International Stand Up to Bullying Day by wearing pink to school
- Confidential reporting of bullying to the support group by email
- Wristbands
- Posters
- Information leaflets

14. Which statement best describes your **attitude (thoughts, feelings, opinions)** towards defending victims of bullying since the start of the 'Don't stand by, stand up' programme?

- h) A lot more supportive of victims
- i) Somewhat more supportive of victims
- j) A little more supportive of victims
- k) No change in attitude
- l) A little less supportive of victims
- m) Somewhat less supportive of victims
- n) A lot less supportive of victims

15. Which statement best describes your **behaviour (actions)** towards defending victims of bullying since the start of the 'Don't stand by, stand up' programme?

- h) A lot more supportive of victims
- i) Somewhat more supportive of victims
- j) A little more supportive of victims
- k) No change in behaviour
- l) A little less supportive of victims
- m) Somewhat less supportive of victims
- n) A lot less supportive of victims

16. How often have you worn the 'Don't stand by stand up' wristband in school?

- f) Never
- g) Once or twice
- h) Sometimes
- i) Often
- j) Most of the time

17. Did you take part in international stand up to bullying day by wearing pink clothes or accessories to school on 29th November?

- Yes
- No

18. Are you happy to be contacted to take part in a focus group to discuss your views on bullying and this project in more detail?

- Yes
- No

19. Did you attend the 'Don't stand by, stand up' assembly delivered by the anti-bullying support team?

Yes
No

20. How many of the tutorial follow up sessions did you receive?

1 2 3 4 5

21. How often have you witnessed bullying at school during the past 2-3 months?

- a) I have not witnessed bullying
- b) Once or twice
- c) 2 or 3 times a month
- d) About once a week
- e) Several times a week

22. To what extent do you see bullying as a problem at school? (0 = no problem, 10 = large problem)

0 1 2 3 4 5 6 7 8 9 10

23. To what extent do you think the 'Don't Stand By, Stand Up' anti-bullying work was needed? (0 = not needed, 10 = really needed)

0 1 2 3 4 5 6 7 8 9 10

24. To what extent do you think the 'Don't Stand By, Stand Up' anti-bullying work was effective at increasing defending? (0 = not effective, 10 = very effective)

0 1 2 3 4 5 6 7 8 9 10

25. To what extent do you think the 'Don't Stand By, Stand Up' anti-bullying work was effective at decreasing bullying? (0 = not effective, 10 = very effective)

0 1 2 3 4 5 6 7 8 9 10

Thanks for taking part in this research

Teacher's Feedback Questionnaire

The 'Don't stand by, stand up' anti-bullying intervention programme has involved:

- An assembly delivered by the anti-bullying support team
- 5 follow up sessions in tutorial
- Taking part in International Stand Up to Bullying Day by wearing pink to school
- Raising awareness of confidential reporting of bullying to the support team by email
- Wristbands
- Posters
- Information leaflets

1. How many of the tutorial follow up sessions did your tutor group receive?

1 2 3 4 5

2. How easy were the follow up tutorial sessions materials for tutors to use? (0 = very difficult, 10 = very easy)

0 1 2 3 4 5 6 7 8 9 10

3. How confident did you feel in delivering the sessions? (0 = low confidence, 10 = high confidence)

0 1 2 3 4 5 6 7 8 9 10

4. Please provide a rating of the quality of the tutorial sessions materials (0 = poor, 10 = excellent)

0 1 2 3 4 5 6 7 8 9 10

5. Please provide a rating of the quality of the tutorial sessions delivery (0 = poor, 10 = excellent)

0 1 2 3 4 5 6 7 8 9 10

6. Please provide a rating of the quality of the overall programme (0 = poor, 10 = excellent)

- 0 1 2 3 4 5 6 7 8 9 10
7. Considering other priorities and commitments, how important do you think it has been to implement an anti-bullying intervention programme in the school? (0 = low importance, 10 = high importance)

0 1 2 3 4 5 6 7 8 9 10

8. How effective do you believe the programme to have been in increasing defending of victims of bullying? (0 = no effect, 10 = extremely effective)

0 1 2 3 4 5 6 7 8 9 10

9. How effective do you believe the programme to have been in decreasing bullying? (0 = no effect, 10 = extremely effective)

0 1 2 3 4 5 6 7 8 9 10

10. Which statement best describes students' **attitudes (thoughts, feelings, opinions)** towards defending victims of bullying since the start of the 'Don't stand by, stand up' programme?

- o) A lot more supportive of victims
- p) Somewhat more supportive of victims
- q) A little more supportive of victims
- r) No change in attitude
- s) A little less supportive of victims
- t) Somewhat less supportive of victims
- u) A lot less supportive of victims

11. Which statement best describes students' **behaviour (actions)** towards defending victims of bullying since the start of the 'Don't stand by, stand up' programme?

- o) A lot more supportive of victims
- p) Somewhat more supportive of victims
- q) A little more supportive of victims
- r) No change in behaviour
- s) A little less supportive of victims
- t) Somewhat less supportive of victims
- u) A lot less supportive of victims

12. If your tutor group received less than 5 follow up tutorial sessions, why was this?

13. Which aspects of the intervention (if any) have worked well?

14. Which aspects of the intervention (if any) have not worked well?

15. How could the intervention be improved?

16. What do you perceive to be the barriers to implementing the intervention?

17. Any other comments?

If you are willing to provide feedback in more detail, please contact me via email to arrange an interview – kh346@exeter.ac.uk
Thank you for supporting this project

Appendix 2.7

Topic Guide: Anti-Bullying Support Team Focus Group 2

11. a) So we delivered the assembly, what are your thoughts on how it went?
 - b) Have you had any feedback from students/staff about it?
 - c) Have you seen students wearing the wrist bands?
12. What were students' views on taking part in 'International stand up to bullying day'?
13. What was your experience of delivering the tutorial sessions?
 - a) What went well?
 - b) What didn't go so well?
 - c) What feedback have you had from students?
 - d) What feedback have you had from staff?
 - e) How do you think the sessions could be improved?
14. To what extent do you see bullying as a problem at your school?
15. To what extent do you think the 'Don't Stand By, Stand Up' anti-bullying work was needed?
16. To what extent do you think the 'Don't Stand By, Stand Up' anti-bullying work was effective at increasing defending?
17. To what extent do you think the 'Don't Stand By, Stand Up' anti-bullying work was effective at decreasing bullying?
18. What effects, if any, do you think the 'Don't stand by, stand up' anti-bullying programme has had on students' attitudes towards defending victims?
 - Have you noticed any differences in students' attitudes since the start of the programme?
19. What effects, if any, do you think 'Don't stand by, stand up' anti-bullying programme has had on students' behaviour with regards to defending victims?
 - Have you noticed any differences in students' behaviour since the start of the programme?
20. Have there been any situations in the past school year where you have had the opportunity to defend a victim of bullying?

- a. What did you do?
- b. Would you have liked to have done anything differently?

21. What would make students more likely to defend victims of bullying?

22. What would make students less likely to defend victims of bullying?

23. What else could the programme do to help students feel more willing/ able to defend victims?

24. What are your overall opinions of the school's anti-bullying programme?

25. How do you feel it could be improved?

26. How could the DSBSU work be continued?

Topic Guide: Focus Groups 2

1. What are your views on bullying in the school i.e.
 - a. To what extent do you perceive it to be a problem,
 - i. Explore this
 - b. how do you feel about the way the school deals with bullying?
 - i. Explore this further
2. What do you know about the 'Don't stand by stand up' intervention programme?
 - i. What are its aims?
 - ii. What has the intervention involved?
 - iii. What involvement have you had in the project?
3. What did you think of the assembly?
4. What did you think of 'International stand up to bullying day'?
5. What did you think about the tutorial sessions?
6. What do you think of the wristbands?
7. To what extent do you think the 'Don't Stand By, Stand Up' anti-bullying work was needed?
8. To what extent do you think the 'Don't Stand By, Stand Up' anti-bullying work was effective at increasing defending?
9. To what extent do you think the 'Don't Stand By, Stand Up' anti-bullying work was effective at decreasing bullying?
10. What effects, if any, do you think the 'Don't stand by, stand up' anti-bullying programme has had on students' attitudes towards defending victims?
 - Have you noticed any differences in students' attitudes since the start of the programme?
11. What effects, if any, do you think 'Don't stand by, stand up' anti-bullying programme has had on students' behaviour with regards to defending victims?

- Have you noticed any differences in students' behaviour since the start of the programme?

12. In what ways has the anti-bullying programme helped you feel more willing/ able to defend victims?

13. Have there been any situations in the past school year where you have had the opportunity to defend a victim of bullying?

a. What did you do?

b. Would you have liked to have done anything differently?

14. What would make students more likely to defend victims of bullying?

15. What would make students less likely to defend victims of bullying?

16. What else could the programme do to help students feel more willing/ able to defend victims?

17. What are your overall opinions of the school's anti-bullying programme?

18. How do you feel it could be improved?

19. How could the DSBSU work be continued?

Teacher Interview Schedule: Paper 2

11. What are your views on bullying in the school i.e.
 - a. To what extent do you perceive it to be a problem,
 - i. Explore this
 - b. To what extent do others perceive it to be a problem?
 - c. How do you feel about the way the school deals with bullying?
 - i. Explore this further
12. What do you know about the 'Don't stand by stand up' intervention programme?
 - i. What are its assumptions or principles?
 - ii. What has the intervention involved in practice?
 - iii. What involvement have you had in the project?
13. What effects, if any, has the 'Don't stand by, stand up' anti-bullying programme had on students' attitudes towards defending victims?
 - a. How would you identify any impacts if there were any?
14. What effects, if any, has the 'Don't stand by, stand up' anti-bullying programme had students' behaviour with regards to defending victims?
15. What factors do you think influence students' decisions to defend victims of bullying?
16. To what extent do you think the intervention programme adequately addresses factors that influence students' decisions to defend victims of bullying?
17. What effects, if any, do you think the programme has had on bullying in the school?
18. Which aspects of the intervention (if any) have worked well?
19. Which aspects of the intervention (if any) have not worked well?
20. What are your views on the value of the project?
21. How could the intervention be improved?
22. What is the purpose of tutorial time?
23. What other commitments do you currently have during tutorial time?

24. How many of the tutorial follow-up sessions did your group receive and who delivered them?
25. What do you see to be barriers to implementing the intervention?
26. How could these barriers be addressed?
27. Will the intervention be continued after its trial evaluation
 - a. If yes how will this be done?
If no or to some extent, please explain further.

Appendix 2.10: Pre-intervention Instructions for Tutors



15.10.2013

Dear Tutors

Students from the anti-bullying support group will be coming to each tutor group in pairs to deliver weekly sessions for the 'Don't Stand By Stand Up' anti-bullying intervention between 18th November and 20th December. These sessions will follow on from the assembly delivered on the week of 11th-15th November by myself and the support group. A schedule for the tutorial work will be provided. Please support the students in delivering the sessions, the materials will be made available to you electronically. The sessions should take approximately 20-25 minutes.

In order to evaluate the effectiveness of the programme I need to gather some data. Please ask all students in your tutor group to complete the enclosed questionnaire by no later than the 8th November. The information on the first page should be read with students prior to completion; students with literacy needs may require support to complete the questionnaire. The parent/guardian information letter provided must be taken home to inform parents/guardians of their son/daughter's participation in the research as this is an ethical requirement from the University of Exeter. Students have the right to decline to complete the questionnaire if they wish. It is essential that students provide their initials, tutor group, year, and gender to enable me to match pre and post intervention responses, without this information I will be unable to analyse the data. Please inform the students that after you have collected the questionnaires you will seal them into the envelopes provided to ensure confidentiality. Please hand envelopes containing the completed questionnaires into reception and I will collect them. Post intervention questionnaires will follow at the beginning of the spring term.

If there are any queries or you wish to discuss this project further please contact me at kh346@exeter.ac.uk.

Many thanks

Kate Hornblower

Trainee Educational Psychologist

Appendix 2.11: Post-intervention Instructions for Tutors



21.01.2014

Dear Tutors

Now that the tutorial sessions for the 'Don't stand by stand up' anti-bullying intervention have finished I need to gather more data in order to evaluate the effectiveness of the programme. Please ask all students in your tutor group to complete the enclosed questionnaire by the **31st January**. The information on the first page should be read with students prior to completion; students with literacy needs may require support to complete the questionnaire. Students have the right to decline to complete the questionnaire if they wish. It is essential that students provide their initials, tutor group, year, and gender to enable me to match pre and post intervention responses, without this information I will be unable to analyse the data. Please inform the students that after you have collected the questionnaires you will seal them into the envelopes provided to ensure confidentiality. Please hand envelopes containing the completed questionnaires into reception and I will collect them.

In addition to this I will be conducting focus groups with students during tutorial time from 3rd-5th February and will need 6-10 students per session. If students in your tutor group wish to take part please ask them to take home a copy of the parental consent form (in pack) and bring this, signed, to the session, location TBA.

The pack also contains a questionnaire for staff to complete; I would appreciate this information in order to obtain teachers' perspectives when evaluating the project. If you are willing to take part in an interview in order to discuss the project in more detail please contact me on kh346@exeter.ac.uk to arrange. The interview would take approximately 30 minutes; your input would be much appreciated regardless of degree of involvement in the project so far.

Many thanks for your on-going support with this project.

Kate Hornblower

Trainee Educational Psychologist

Appendix 2.12: Parent Information Letter



08.10.2013

Dear Parent/ Guardian

I am a Trainee Educational Psychologist currently completing my Doctorate in Educational Psychology at the University of Exeter. I am presently working for Cornwall's Educational Psychology Service. As part of the training programme I am required to carry out a research project and I have been completing this at _____. The aim of the project is to develop a peer group anti-bullying intervention, based on psychological theories of helping behaviour and research into the role of peers in bullying situations. The goal is to reduce bullying by increasing the defending behaviour and decreasing the reinforcing behaviour of students who witness incidents of bullying. The intervention will in no way promote aggressive intervention by peers, but instead attempt to teach more effective and prosocial techniques. I have been working with school staff and students from the anti-bullying support group on the intervention which will involve an assembly, five follow up sessions to be delivered in tutorial, posters, and leaflets. In addition to this, each student will be provided with a wristband with the slogan, 'Don't stand by stand up: I'm a defender' which they can opt to wear to show their support for defending victims of bullying.

As part of the project all pupils will be asked to attend the sessions and complete two questionnaires in order to evaluate the effectiveness of the programme. All data collected from the questionnaires will be completely confidential. When writing up the results all information will remain anonymous and identifying information i.e. the young person's name, will not be used. If you **do not** consent to your son/daughter's questionnaire responses being used as part of the research, please inform either myself or a member of school staff, and I will withdraw their data and it will be destroyed.

Information about support that students can access if they are being bullied will be provided. If you have any concerns about bullying please contact either Mrs ____, Mrs ____, Miss ____, your young person's tutor, or any member of staff. Or for further information please visit <http://www.bullying.co.uk>

If you have any concerns about the project or wish to discuss it further please contact me on kh346@exeter.ac.uk

Yours faithfully

K Hornblower

Kate Hornblower

Appendix 2.13: Parent Information Letter *International Stand Up to Bullying Day*



6th November 2013

Dear Parent/Guardian

I am a Trainee Educational Psychologist currently completing my Doctorate in Educational Psychology at the University of Exeter. I have written to you previously to inform you about the research project I am completing at _____.

The aim of the project is to develop a peer group anti-bullying intervention, based on psychological theories of helping behaviour and research into the role of peers in bullying situations. The goal is to reduce bullying by increasing the defending behaviour and decreasing the reinforcing behaviour of students who witness incidents of bullying. The intervention will in no way promote aggressive intervention by peers, but instead attempt to teach more effective and prosocial techniques.

In addition to work with staff and students from the anti-bullying support group, I will be inviting all students to take part in 'International Stand Up to Bullying Day'. This day originated in Canada when two senior students stood up for a younger boy who was being bullied for wearing a pink t-shirt. The older boys arranged for the majority of students to come to school wearing pink t-shirts to support the victim and send a powerful message to the bullies that their behaviour was unacceptable. This incident proved inspirational to many and attracted a lot of media attention; subsequently it has grown into an international movement whereby students from around the world wear pink t-shirts on specified days to show their support for defending victims of bullying. More information can be found by visiting www.standupday.com.

The next International Stand Up to Bullying Day will be on Friday 29th November and students will be invited to take part in this day with the permission of Mrs _____, head teacher. This will involve students wearing pink clothing or accessories to school in support of the campaign's objectives to:

- Send a loud, non-confrontational message of resistance to bullies
- Identify themselves to victims as a source of support willing to help
- Draw attention to the effects of bullying, and stimulate passive bystanders into action

I recognise that not all students will own items of pink clothing and do not wish for this activity to impose a financial burden on you. Therefore, I encourage students to borrow items from friends and family members, and if possible lend items to other students. There is no obligation for your son/daughter to take part in this activity if they do not wish to do so, or you do not wish them to.

Yours faithfully

Kate Hornblower

Appendix 2.14: Focus Group Parental Consent Letter



Dear Parent/ Guardian

I am a Trainee Educational Psychologist currently completing my Doctorate in Educational Psychology at the University of Exeter. I am presently working for Cornwall's Educational Psychology Service. I recently contacted you to provide information about research I am conducting at _____. The aim of the project is to develop a peer group anti-bullying intervention, based on psychological theories of helping behaviour and research into the role of peers in bullying situations. The goal is to reduce bullying by increasing the defending behaviour and decreasing the reinforcing behaviour of students who witness incidents of bullying. The intervention will in no way promote aggressive intervention by peers, but instead attempt to teach more effective and prosocial techniques. The intervention involved an assembly, 5 follow up sessions delivered in tutorial, taking part in 'International stand up to bullying day', posters, and leaflets. In addition to this, each student was provided with a wristband with the slogan, 'Don't stand by stand up: I'm a defender' which they can opt to wear to show their support for defending victims of bullying.

As part of the project, all students have been asked to attend the sessions and complete two questionnaires in order to evaluate the effectiveness of the programme. In addition to this, a small sub-sample of students have been invited to take part in a focus group in order to provide more in-depth information on young people's views of the scheme. Your son/daughter has volunteered to take part so I am writing to ask for your consent for them to participate. All data collected will be completely confidential, unless a safeguarding issue arises. When writing up the results all information will remain anonymous and identifying information i.e. the young person's name, will not be used.

Participation is voluntary and once you have read all the information you can make a decision. If you are happy for your son/daughter to participate please sign the consent form and return it to school by 3rd February 2014. If you and your son/daughter decide to take part and then later change your mind, either before or during the study, you can withdraw your consent, without giving your reasons, and, if you wish, your son/daughter's data will be destroyed.

Yours faithfully

Kate Hornblower



PARENT/GUARDIAN CONSENT FORM

I have read the enclosed letter and am happy for my son/daughter to take part.

NAME:.....

NAME OF YOUNG PERSON:.....

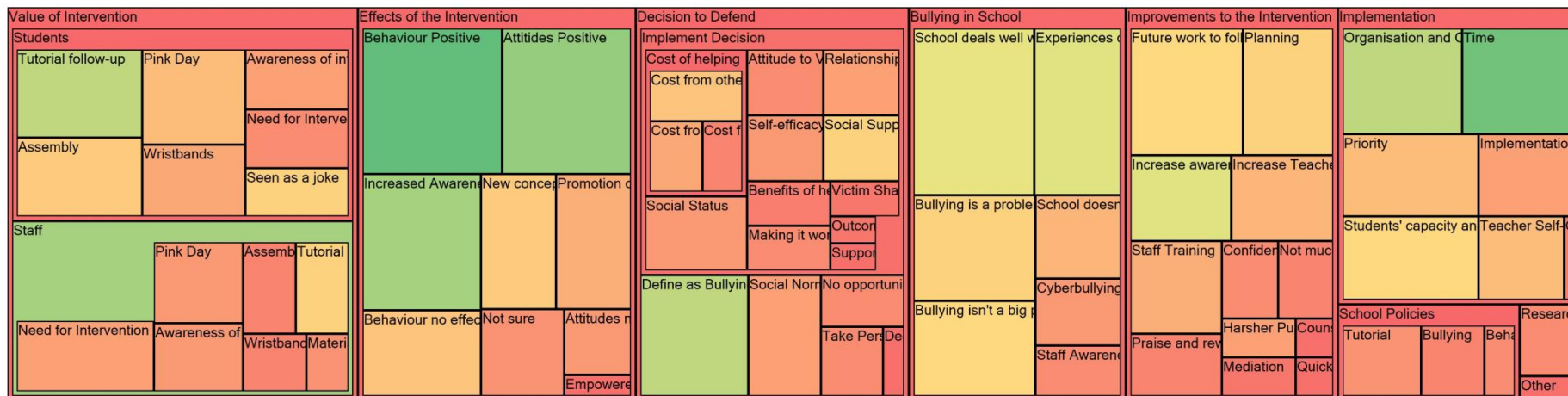
DATE:.....

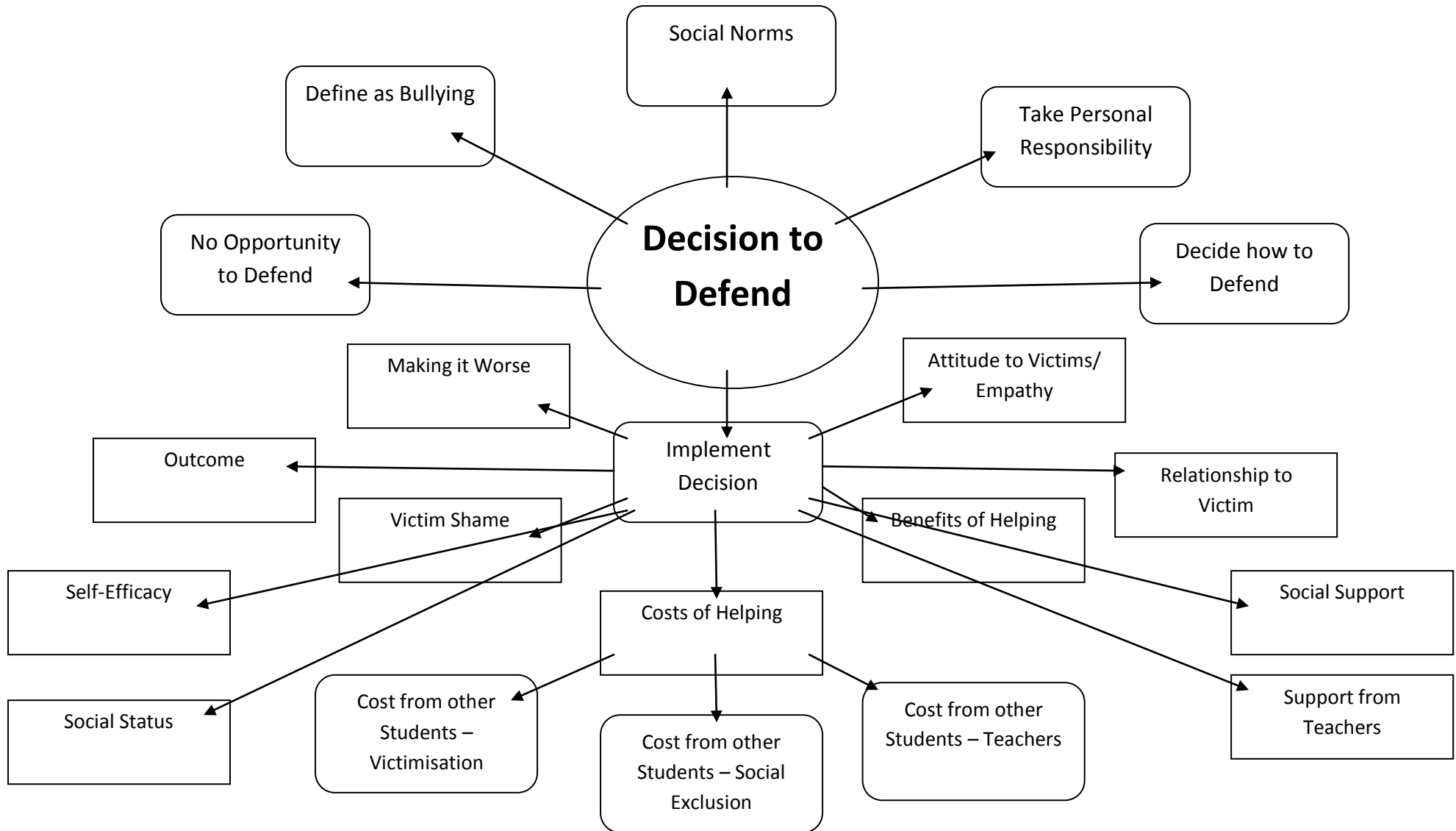
SIGNATURE (Parent/Guardian):
.....

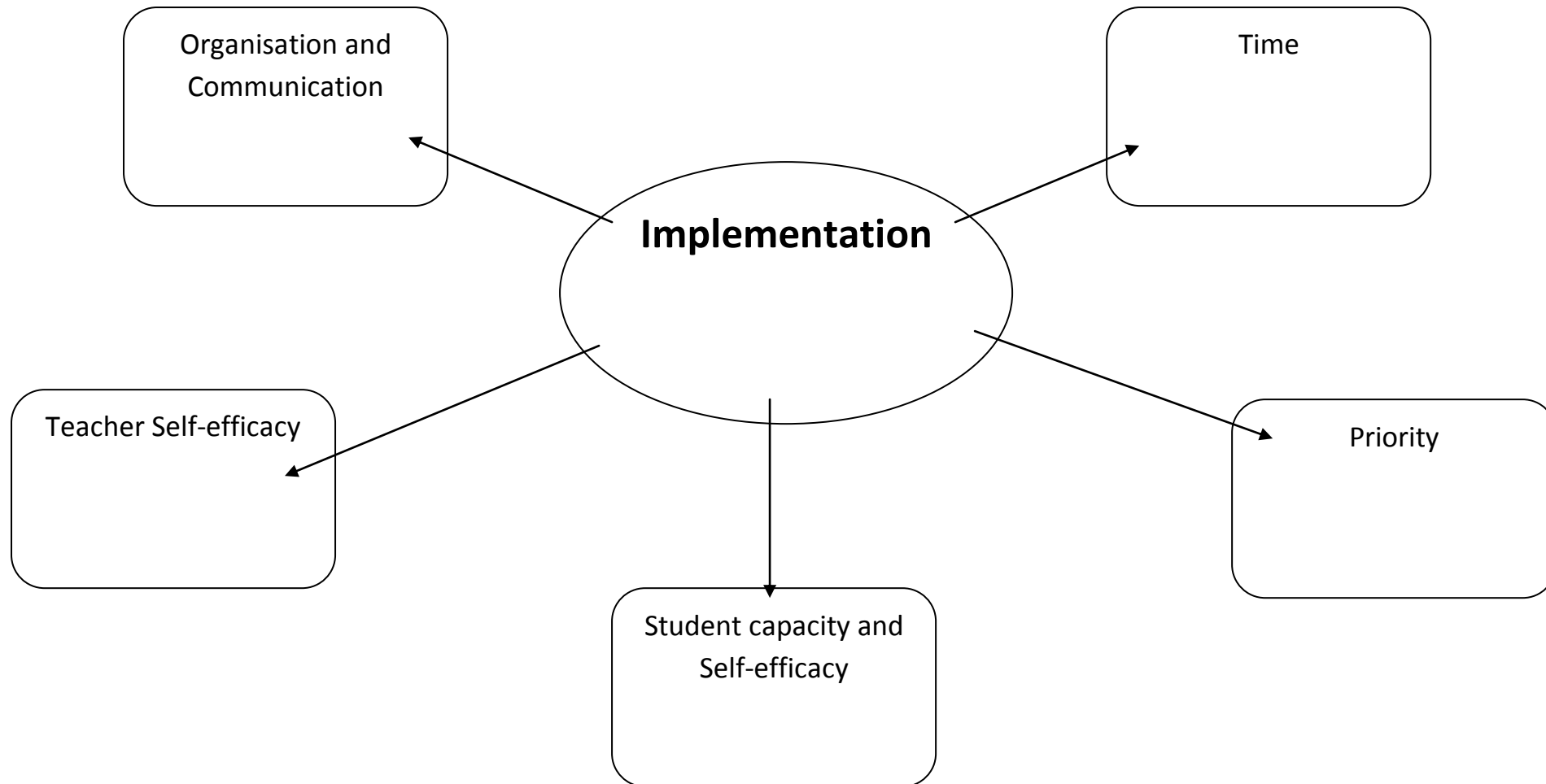
Please return this form to the school as soon as possible.

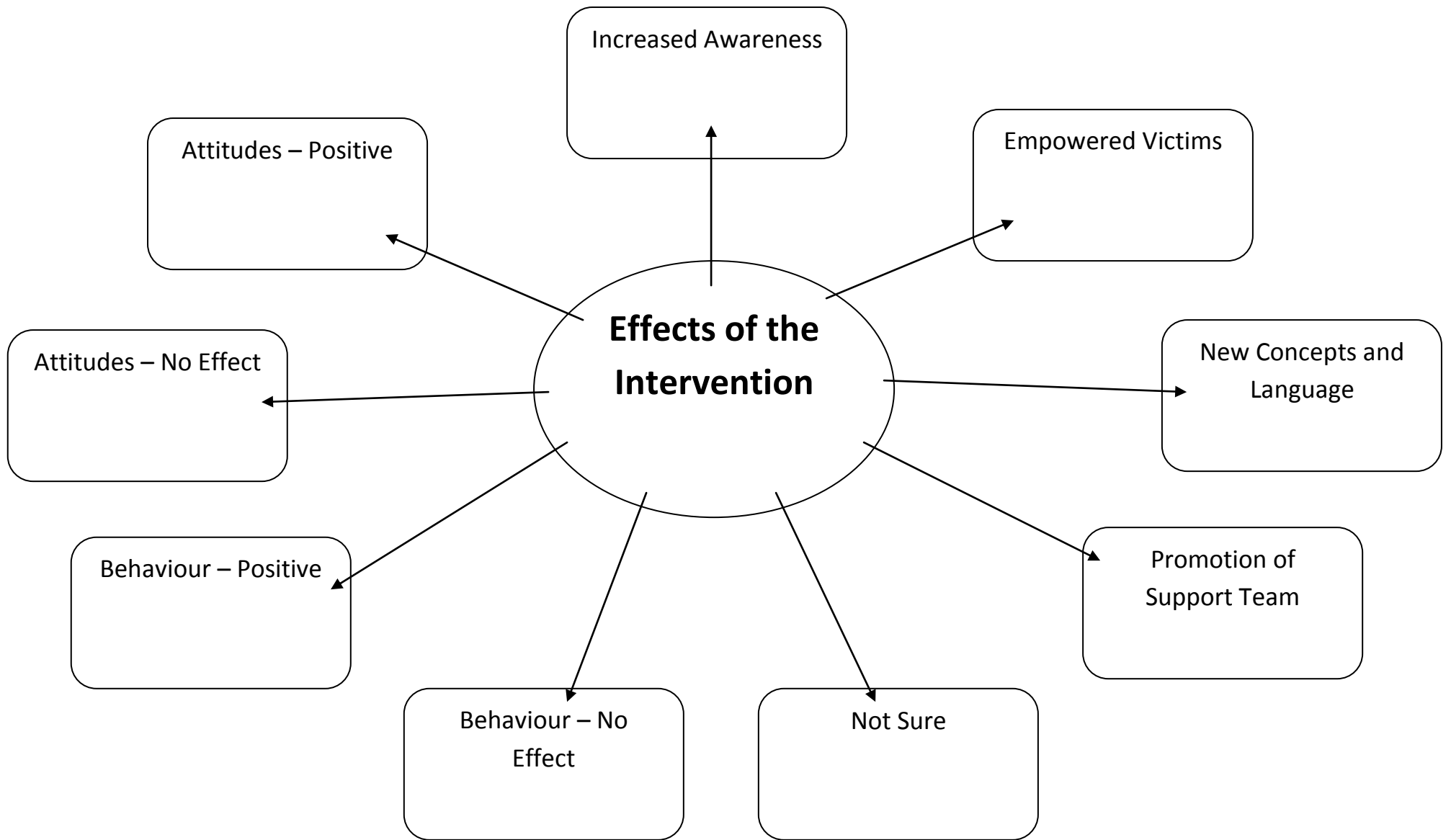
Phase 2: Generating Initial Codes

Nodes compared by number of items coded









Value of the Intervention

Staff

Students

Positive Effects

Gratitude and Appreciation

Understood the Message

There was a Need

Always a Need

Best Campaign so far

Good Idea

Enjoyment of International Stand Up to Bullying Day

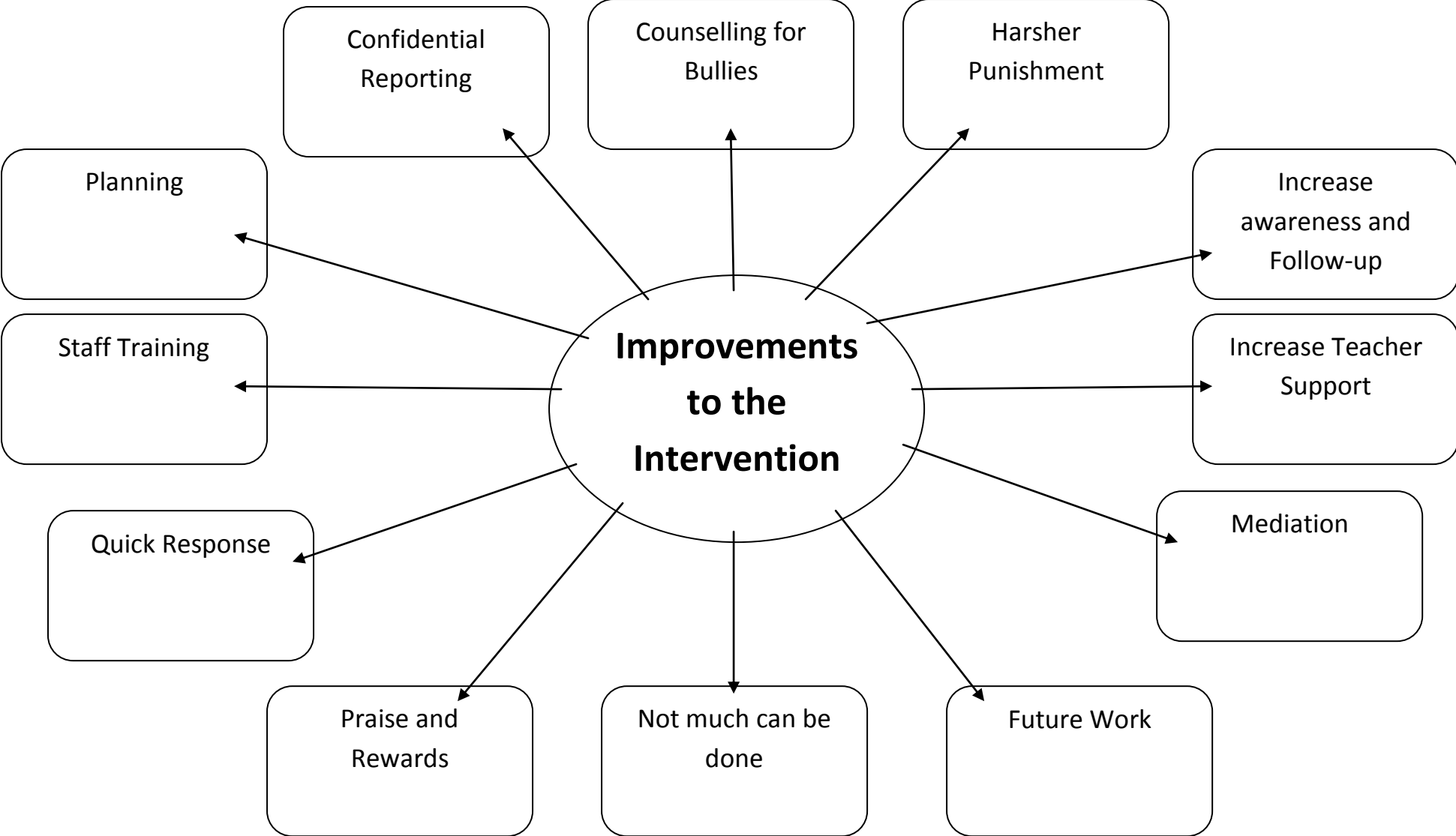
Taken as a Joke

Variable Awareness of the Project

Important Issue

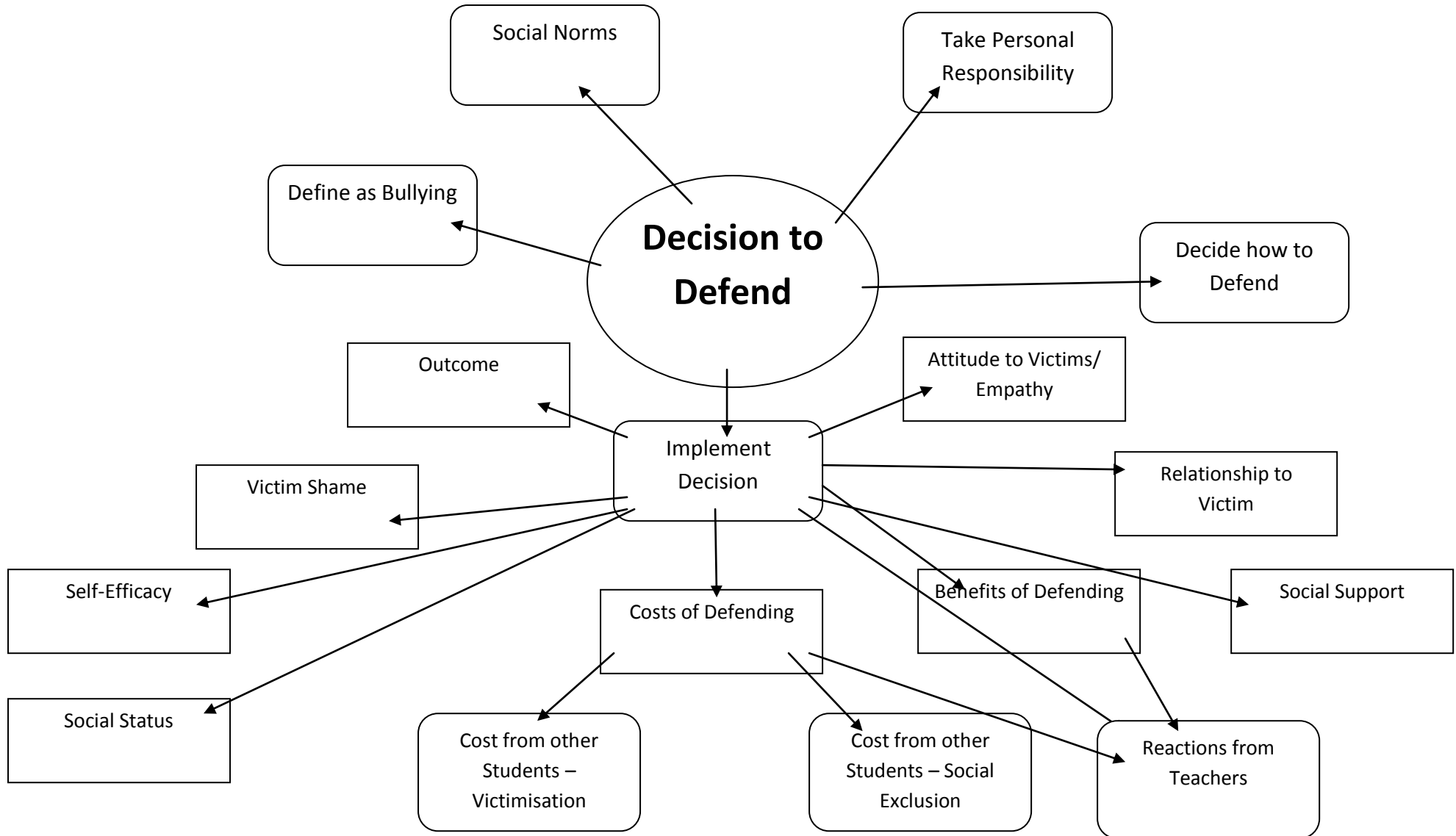
Variable Awareness of the Project

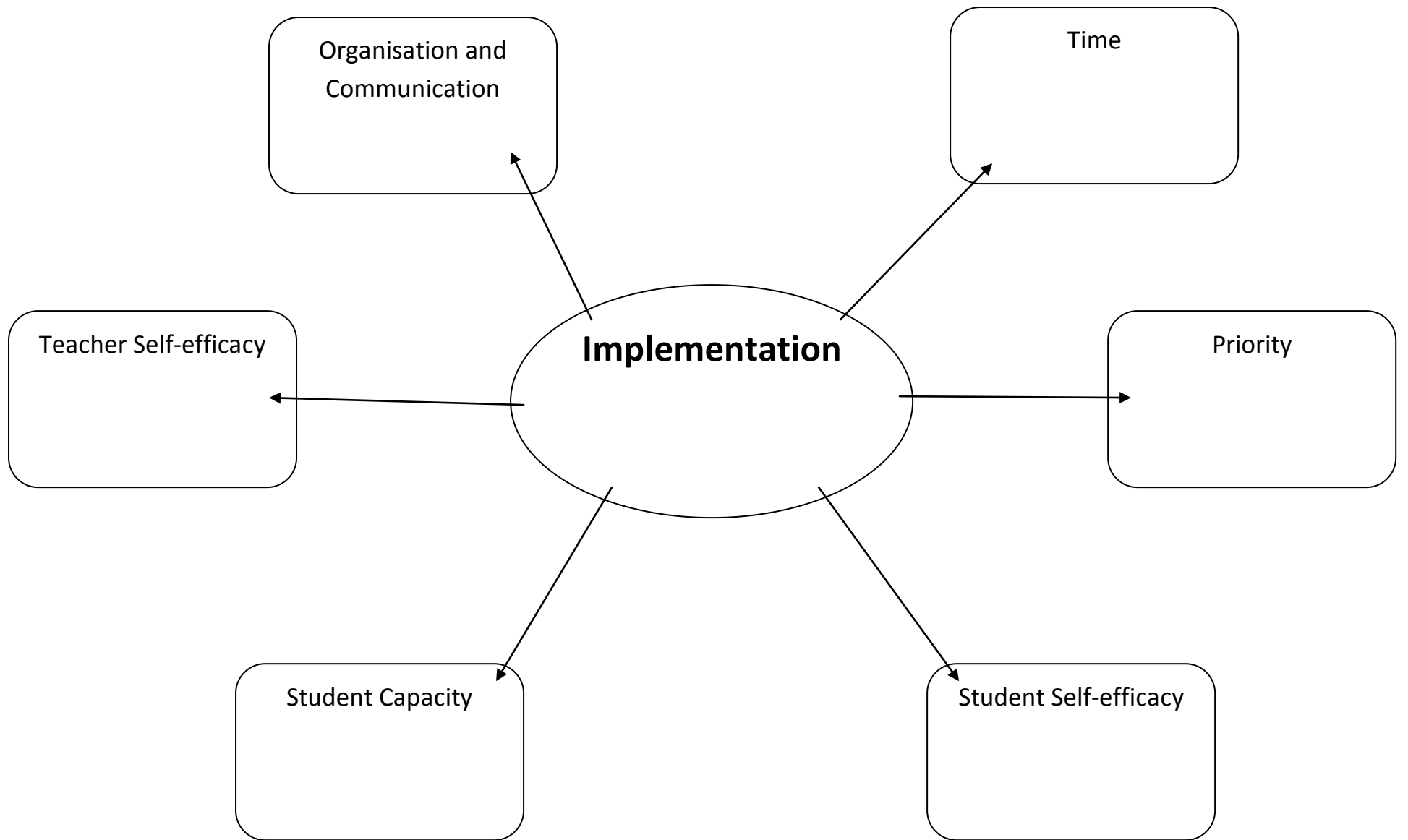
Some Positive Effects

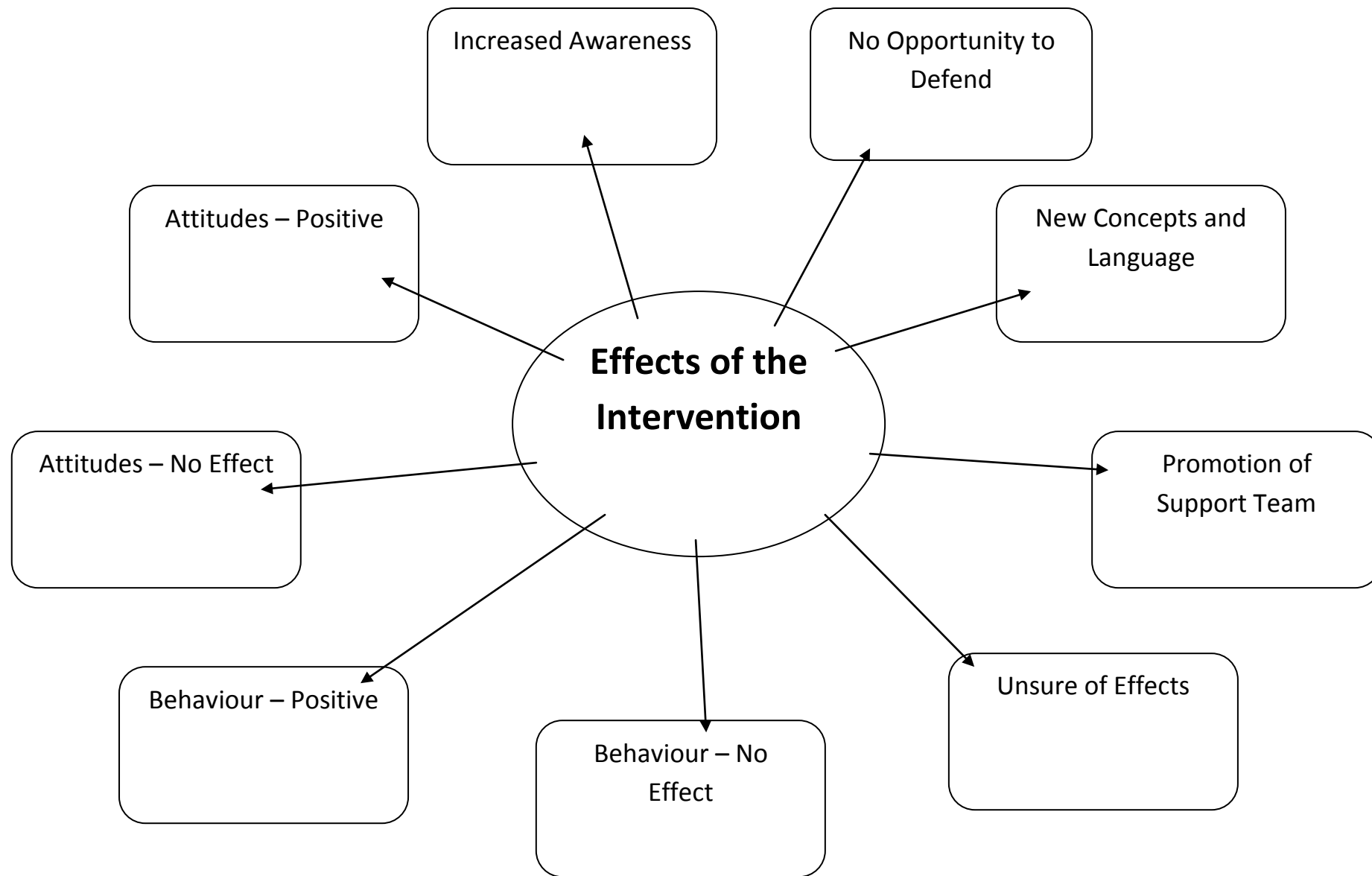


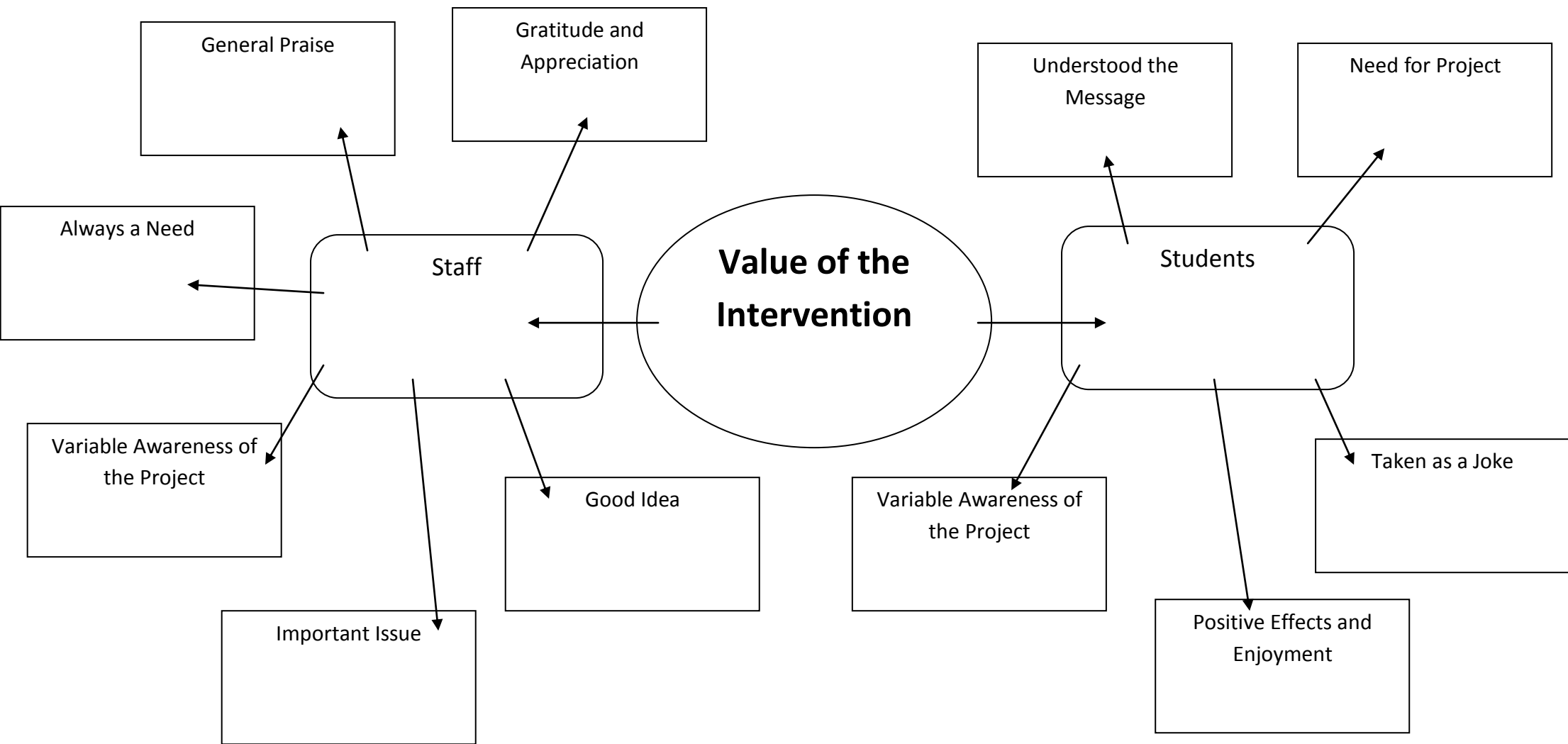
Phase 4: Reviewing Themes

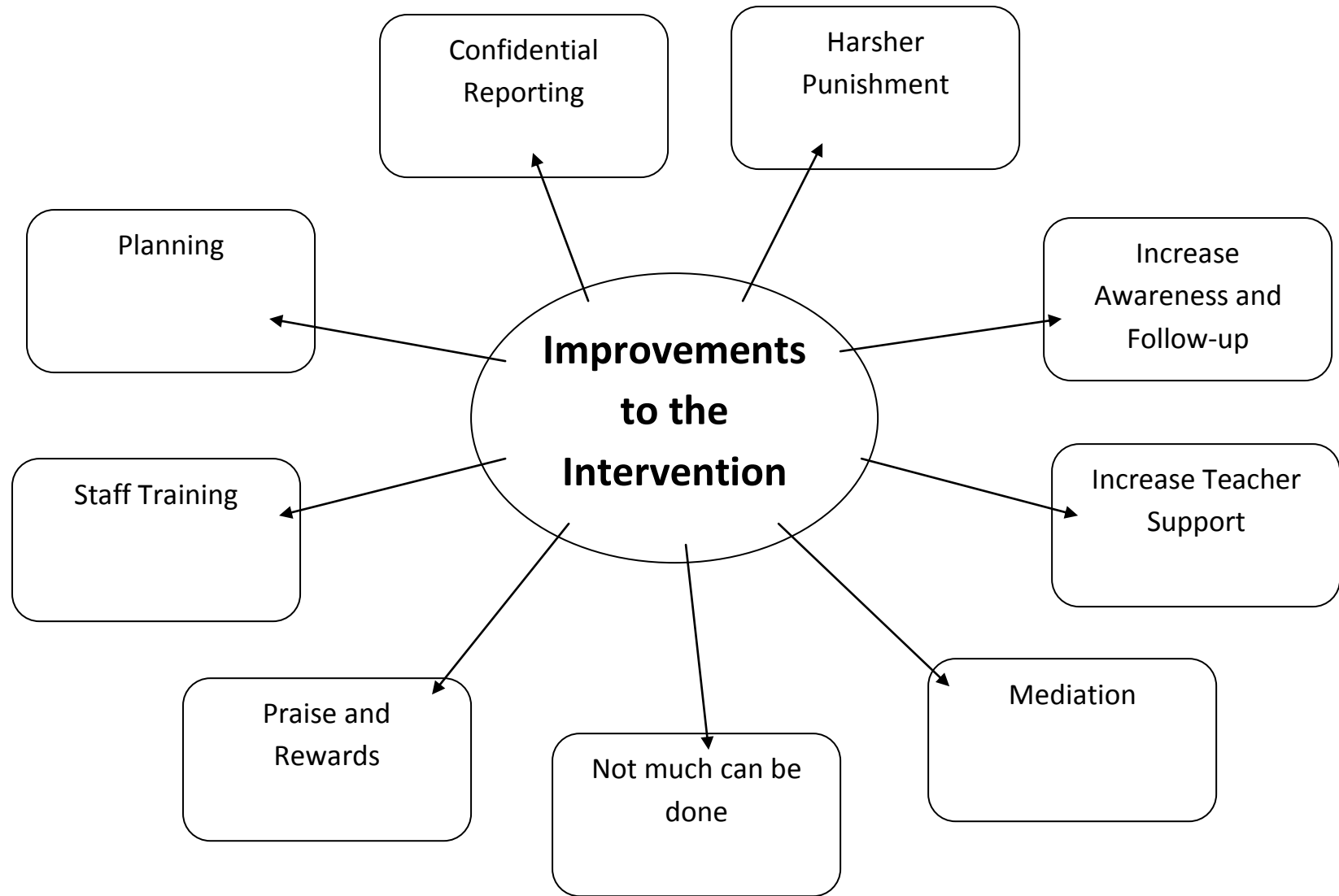
Developed Thematic Map











Phase 5: Defining and Refining Themes

Decisions to Defend

Themes (number of extracts)	Description	Examples of Data
Define as Bullying (26)	There is ambiguity over which behaviours should be classed as bullying, especially surrounding the line between banter and verbal bullying, and play fighting and physical bullying	<i>"I think that sometimes people think it's just banter and it's a joke but some other people have an opinion that it is bullying and people have different opinions on what is and what isn't."</i>
Take Personal Responsibility (5)	Students can be reluctant to intervene if they don't feel it is their place or it is necessary for them to do so.	<i>"Getting themselves into a situation where they don't really need to bother, like people I know can just walk off and say it's none of my business, I don't want to get into something that I don't need to."</i>
Social Norms (8)	Students' perceptions of what is acceptable and what is not will influence what they will tolerate.	<i>"I've seen a few things but if you say something they just say you're ruining the fun or something."</i>
Decide how to Defend (2)	Students may be willing to defend victims, but they are not sure how to go about it.	<i>"Sometimes people don't know how to deal with other types of bullying because there are lots of types of bullying. Like cyber bullying, some people don't know how"</i>

		<i>to treat that kind of stuff but you can still tell.”</i>
Implement Decision: Subthemes		
<ul style="list-style-type: none"> Attitudes to Victim/Empathy (5) 	Individual differences may influence decisions to defend, specifically the students’ attitude to victims and how much empathy they have for them.	<i>“Someone who actually knows what it feels like to be bullied cause they’ll know what to do and how they feel.”</i>
<ul style="list-style-type: none"> Relationship to Victim (8) 	Students are more motivated to defend those that they have a relationship with e.g. family members or close friends.	<i>“If you’re friends with them or really close or know them you’re more likely to stand up for them.”</i>
<ul style="list-style-type: none"> Victim Shame (3) 	There is a sense that victims may not want others to defend them as accepting help may be a sign of weakness and admitting to being a victim could be seen as shameful and embarrassing.	<i>“Or maybe they don’t want to seem weak to the bully because that might make them bully more.”</i>
<ul style="list-style-type: none"> Outcome (8) 	The outcome of defending a victim is not always certain to be positive, students can be reluctant to intervene for fear of making the situation worse.	<i>“When some kids are being bullied physically, the teachers normally just tell them off and that sometimes makes the bully hate the victim more cause they’ve told the teacher so it keeps happening.”</i>
<ul style="list-style-type: none"> Social Status (7) 	Students seemed highly aware of their place in the	<i>“I think it’s when they are quite big bullies and they’re quite</i>

	pecking order and would not attempt to challenge a bully with higher social status than themselves, this could relate to age, popularity, or physical size and strength.	<i>tough and everything and if they're year 9 or 10 you can't really go up to them and say anything."</i>
<ul style="list-style-type: none"> • Social Support (15) 	Students reported being more likely to defend if they have the support of other group members.	<i>"Maybe if all your friends were on your side, and then you'd have more people defending and that would be more likely to stop it."</i>
<ul style="list-style-type: none"> • Self-efficacy (7) 	Students' perceptions of their ability to defend and confidence to do so is also a factor.	<i>"Someone that's a bit more confident, someone who can put their own bravado on like the bully but in a counteractive way, it'd kinda work."</i>
<ul style="list-style-type: none"> • Benefits of defending (3) 	Benefits to helping can relate to intrinsic values or extrinsic rewards.	<i>"It's harder but once you've done it and stopped the bullying it's a good feeling that you've helped someone and stopped them being hurt."</i>
<ul style="list-style-type: none"> • Cost of defending from other students – Victimization (13) 	Students were concerned that if they defended another, they would be vulnerable to becoming the next victim.	<i>"It's quite a brave thing to do because you're putting yourself in danger, you might be bullied yourself because you stood up for the victim."</i>
<ul style="list-style-type: none"> • Cost of defending from other students – Social exclusion (9) 	Students were also concerned that defending may result in social exclusion, if it went against social norms or if they challenged a friend.	<i>"If it's your friend bullying then it's really hard to say hey stop it because you don't really want to break friends with them."</i>

<ul style="list-style-type: none"> • Reaction from teachers (4) 	<p>Students were unsure as to how teachers would react to defending, whether they would be supportive and give praise, or whether it would lead to sanctions.</p>	<p><i>“But if you help the victim by doing something to the bully you’d get in trouble for it cause you’re not supposed to do that.”</i></p>
--	---	--

Table 38: Summary of the qualitative data of themes relating to decisions to defend a victim with data extracts 2

Factors Affecting Implementation

Themes (number of extracts)	Description	Examples of Data
Time (35)	Tutors already had many demands on their time during tutorial, therefore it was difficult to include an additional activity.	<i>“You’re trying to get busy people, to do something additional, which is very valuable, but it’s something they don’t necessarily have the time for. It’s trying to add something else in to a full system and finding ways round that is always going to be a challenge.”</i>
Organisation and Communication (26)	Not all tutors appeared to be aware that they had been asked to deliver the sessions.	<i>“Was I suppose to lead some, if so I wasn’t aware of this.”</i>
Priority (12)	Due to many competing demands on tutor’s time, they had to make a choice about which elements to focus on during their tutorial sessions.	<i>“I let other things go, I haven’t put targets on the VLE when I should have been typing away putting the next target on. I’m</i>

		<i>quite happy to sit and say that's what happened because it think this is more important."</i>
Teacher self-efficacy (12)	Some tutors reported not feeling confident to deliver the content of the sessions.	<i>"Lack of staff confidence dealing with a non-specialist subject."</i>
Student capacity (3)	The number of tutor groups to cover, and amount of sessions, was too great for the student volunteers to cover.	<i>"They can't miss assembles and tutorials for 5 weeks."</i>
Student self-efficacy (16)	Some students were very comfortable and confident in delivering the sessions, others were not.	<i>"I didn't have anybody to do it with and I felt ok doing it to year 7s but as I went up to older groups because I didn't know any people I felt a little bit nervous."</i>

Table 39: Summary of the qualitative data of themes relating to barriers to implementation with data extracts 2

Effects of the Intervention

Themes (number of extracts)	Description	Examples of Data
No Opportunity to Defend (6)	A number of students commented that they had not witnessed any bullying, therefore had not had an opportunity to defend others.	<i>"I haven't needed to, no one I know has been bullied in the last 2-3 months, to my knowledge."</i>
Attitude: Positive (31)	Some participants commented on ways in	<i>"If I saw someone being bullied I would definitely</i>

	which their attitude had become more pro-defending.	<i>stand up for them, but before maybe I wouldn't have thought that it would have done any good to stand up for them, cause maybe I didn't know them, but from it I've realised that it does."</i>
Attitude: No Effect (7)	Other participants reported that the intervention had had no effects on their attitudes, or that effects had not been sustained.	<i>"I don't know, I think people go back to how they would be anyway quite quickly. I think maybe on the day it made a different, but afterwards...."</i>
Behaviour: Positive (37)	Some participants reported that they had defended or witnessed others defending victims following to the intervention.	<i>"It's definitely made an impact, I know from personal experience and from friends that a lot of it has stopped since this scheme started within school."</i>
Behaviour: No Effect (13)	Other participants reported that the intervention had had no effects on their behaviour.	<i>"I don't think it's made any change."</i>
Increased Awareness (29)	The intervention raised awareness of bullying as an issue in school.	<i>"I think it's made people realise what bullying is, that it's not only punching people it's little things, like if the bully says something mean to the victim it's still bullying."</i>
New Concepts and Language (14)	The intervention introduced participants to the concept of the role of bystanders in bullying	<i>"I thought it was good because I didn't know there was different people involved in bullying, like the bully, the victim, and other people are also</i>

	situation and also brought new terms into common usage.	<i>involved, so I thought that was good."</i>
Promotion of Support Team (10)	The profile of the anti-bullying support team was raised amongst staff and students.	<i>"I think it's been a real rudder for their work this year and I think it's probably raised their profile in the right way."</i>
Unsure of Effects (6)	Some members of staff felt unable to comment on the effects of the intervention.	<i>"I couldn't tangibly say what effect it's had to be completely honest. "</i>

Table 40: Summary of the qualitative data of themes relating to the effects of the intervention with data extracts 2

Improvements

Themes (number of extracts)	Description	Examples of Data
Increase awareness and follow-up (22)	Include all tutor groups and maintain through additional follow-up.	<i>"If you did one of them once a term or once a month it would be better because the bullying stopped for a few weeks after that, but then started again."</i>
Planning (15)	Clear planning, organisation, and communication is needed.	<i>"You have to be extremely explicit and clear about what you want people to do, any vagueness and that's it."</i>
Increase teacher support (11)	Students want more support from teachers in tackling bullying.	<i>"Most teachers are actually outsiders."</i>
Staff training (10)	Staff training on content of programme and delivery.	<i>"Maybe some training from you to us as teachers"</i>

		<i>telling us what to say, how to say it, the resources are there but we don't know how to use them."</i>
Stricter punishments (8)	Students want to see stricter punishments for bullying.	<i>"I reckon they should just kick them out of school if they're a bully."</i>
Confidential reporting (5)	Reporting bullying to school staff anonymously.	<i>"Include opportunities for secret ballot style reporting of incidents."</i>
Praise and rewards (4)	Recognition and encouragement for defending from teachers.	<i>"Or an incentive like an achievement management point if the teacher spots you defending."</i>
Mediation (2)	Direct resolution of conflicts between bully and victim.	<i>"I reckon to solve it they should put the bully in a room with the victim and make them work it out."</i>
Not much can be done (5)	Barriers to defending are not within the control of school staff and a certain amount of bullying is inevitable.	<i>"And not be worried about losing friends and stuff so there's not really much the school can do about that."</i>

Table 41: Summary of the qualitative data of themes relating to improvements to the intervention with data extracts

Students' Perceptions of Value

Themes (number of extracts)	Description	Examples of Data
Variable awareness of project (8)	There was variation in awareness of the project.	<i>"What is it?"</i>
Understood the message (9)	Students appeared to have understood the message.	<i>"You should help the victim, and help the bystanders to not be a bystander and be a defender."</i>

Always a need (5)	Although the majority of students did not perceive bullying as a large problem, they thought there was a need for anti-bullying work anyway as an important issue.	<i>"I think it was needed more than we thought it was, I think it's better than it was."</i>
Positive effects and enjoyment (6)	There were anecdotal reports of positive effects and students gained enjoyment from taking part in <i>International Stand Up To Bullying Day</i> .	<i>"One that day, people that were bullied felt good that others would stand up for them and want to try and stop it."</i>
Seen as a joke (15)	Some students mocked the project.	<i>"Some students have taken it seriously and have actually stopped but some people have made fun, like when they see us in our hoodies they'll push someone and go oh look I just bullied someone, come on help him I'm bullying him, but he's not he's just trying to take the mick. "</i>

Table 42: Summary of the qualitative data of themes student participants' perceived value of the intervention with data extracts

Staff Perceptions of Value

Themes (number of extracts)	Description	Examples of Data
Variable awareness of project (7)	There was variation in awareness of the project.	<i>"You might have to give me some ideas of what parts there were."</i>
Always a need (8)	Although the majority of staff did not perceive bullying as a	<i>"I think to the extent that it's always going to be needed in schools to</i>

	large problem, they thought there was a need for anti-bullying work anyway as an important issue.	<i>encourage students to go to someone to talk about bullying.”</i>
Important issue (4)	Participants reported perceiving bullying as an important issue to address.	<i>“Hang in there and have faith in the project and faith in the fact that you’re doing something really valuable and that certain students will have a much better experience in school as a result of it and keep plugging away.”</i>
General praise (11)	Praise was given to the project and its positive effects.	<i>“I think it was a real success, I’ve been here for 5 years and this is the first time I’ve seen it as prominently delivered with a clear message to it as opposed to being generally about anti-bullying.”</i>
Good idea (5)	The approach of highlighting the role of the bystanders was perceived to be a good idea.	<i>“It’s really logical actually, particularly at a medium to high level of bullying which is facilitated by people being part of it and not being brave enough to stand up to it so I think it’s a really good idea, a good approach to it.”</i>
Gratitude and appreciation (6)	Participants expressed gratitude at the time and effort that had been received.	<i>“Only to say thank you because to have someone from outside come in and actually have the time and energy to deliver it adds to the importance.”</i>

Table 43: Summary of the qualitative data of themes relating to staff participants’ perceived value of the intervention with data extracts

Appendix 2.19: Tables to show descriptive statistics for pre and post intervention in the total sample and matched sample, by specific temporal category

	Pre-intervention				Post-intervention			
	Total Sample (N = 592)		Matched Sample (N = 320)		Total Sample (N = 434)		Matched Sample (N = 320)	
	Freque ncy	Percent age	Freque ncy	Percent age	Freque ncy	Percent age	Freque ncy	Percent age
Never	246	41.6%	128	40%	185	42.6%	134	41.9%
Once or twice	276	46.6%	156	48.8%	212	48.8%	159	49.1%
2 or 3 times a mont h	46	7.8%	25	7.8%	21	4.8%	17	5.3%
Once a week	11	1.9%	7	2.2%	12	2.8%	9	2.8%
Seve ral times a week	13	2.2%	4	1.3%	4	0.9%	1	0.3%
Not involv ed	522	88.2%	284	88.8%	397	91%	293	91.6%
Invol ved	70	11.8%	36	11.2%	37	8.5%	27	8.4%

Table 44: Descriptive statistics for self-reports of defending others pre and post intervention in the matched sample 2.

	Pre-intervention				Post-intervention			
	Total Sample (N = 591)		Matched Sample (N = 320)		Total Sample (N = 433)		Matched Sample (N = 320)	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Never	447	75.6%	231	72.2%	333	76.9%	247	77.2%
Once or twice	125	21.2%	78	24.4%	86	19.9%	64	20%
2 or 3 times a month	6	1%	4	1.3%	9	2.1%	5	1.6%
Once a week	5	0.8%	2	0.6%	3	0.7%	3	0.9%
Several times a week	8	1.4%	5	1.6%	2	0.5%	1	0.3%
Not involved	572	96.8%	309	96.6%	419	96.8%	311	97.2%
Involved	19	3.2%	11	3.4%	14	3.2%	9	2.8%

Table 45: Descriptive statistics for self-reports of being defended by others pre and post intervention in the total sample and matched sample 2.

	Pre-intervention				Post-intervention			
	Total Sample (N = 593)		Matched Sample (N = 320)		Total Sample (N = 431)		Matched Sample (N = 320)	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Never	457	77.1%	241	75.3%	318	73.8%	238	74.4%
Once or twice	95	16%	58	18.1%	79	18.3%	57	17.8%
2 or 3 times a month	16	2.7%	10	3.1%	18	4.2%	12	3.8%
Once a week	10	1.7%	4	1.3%	9	2.1%	9	2.8%
Several times a week	15	2.5%	7	2.2%	7	1.6%	4	1.3%
Not involved	552	93.6%	299	93.4%	397	92.1%	295	92.2%
Involved	41	6.9%	21	6.6%	34	7.9%	25	7.8%

Table 46: Descriptive statistics for self-reports of being bullied pre and post intervention in the total sample and matched sample 2.

	Pre-intervention				Post-intervention			
	Total Sample (N = 593)		Matched Sample (N = 320)		Total Sample (N = 433)		Matched Sample (N = 320)	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Never	543	91.6%	298	93.1%	409	94.4%	306	95.6%
Once or twice	41	6.9%	20	6.3%	22	5.1%	13	4.1%
2 or 3 times a month	7	1.2%	2	0.6%	0	0%	1	0.3%
Once a week	0	0%	0	0%	0	0%	0	0%
Several times a week	2	0.3%	0	0%	2	0.5%	0	0%
Not involved	584	98.5%	318	99.4%	431	99.5%	319	99.7%
Involved	9	1.5%	2	0.6%	2	0.5%	1	0.3%

Table 47: Descriptive statistics for self-reports of bullying others pre and post intervention in the total sample and matched sample 2.

Results for RQ5: What are participants' views of the value of the intervention?

Students' Views

(Scale: 0 = low, 10 = high)

Question	N	Mean	Median	Mode	Range	Standard Deviation
To what extent is bullying a problem?	415	4.24	4	3	10	2.7
To what extent was an intervention needed?	412	5.22	5	5	10	2.6
Effectiveness at increasing defending	411	5.08	5	5	10	2.6
Effectiveness at decreasing bullying	408	4.95	5	5	10	2.5

Table 48: Descriptive statistics of participants' views of the value of the intervention.

The data suggests that participants thought that the intervention was moderately needed and effective. There was a significant positive correlation between the number of tutorial sessions the participants received, and how effective at increasing defending behaviour they perceived the intervention to be ($r = .37, p < .01$), also how effective they perceived the intervention to be in decreasing bullying ($r = .397, p < .01$).

The following table provides a summary of the themes relating to students' views on the value of the project.

Themes (number of extracts)	Description
Variable awareness of project (8)	There was variation in awareness of the project.
Understood the message (9)	Participants appeared to have understood the message.
Always a need (5)	Although the majority of students did not perceive bullying as a large problem, they thought there was a need for anti-bullying work anyway as an important issue.
Positive effects and enjoyment (6)	There were anecdotal reports of positive effects and students gained enjoyment from taking part in <i>International Stand Up To Bullying Day</i> .
Seen as a joke (15)	Some students mocked the project.

Table 49: Summary of the qualitative data of themes student participants' perceived value of the intervention.

Student participants' awareness of the project was variable, which is consistent with variable degrees of implementation. This is linked to perceived value as participants cannot value the intervention if they are unaware of it. Participants that were aware of the project were able to explain the message behind it, indicating that it been communicated effectively. Overall, despite diversity in perceptions of bullying as an issue in school, participants tended to agree that there was a need for anti-bullying work to be done and thus valued the attempt. Some participants appeared to value the project in terms of its positive effects in raising awareness, prompting them to consider the role of bystanders in bullying, and anecdotal accounts of increased pro-defending attitudes and behaviour. Taking part in *International Stand Up To Bullying Day* was seen as particularly effective and enjoyable, "On that day, people that were bullied felt good that others would stand up for them and want to try and stop it." Conversely other participants appeared to take the project as a joke and mock bully each other to get a reaction from support team students. Also it was suggested that

some students wore pink on *International Stand Up To Bullying Day* merely because it was an excuse not to wear uniform.

School Staff Views

16 out of a possible 40 tutors returned the teacher feedback questionnaire.

(Scale: 0 = low, 10 = high)

Question	Mean	Median	Mode	Range	Standard Deviation
Materials ease of use	7.57	8	8	5	1.7
Confidence in delivering sessions	8.15	8	8	5	1.5
Quality of materials	8.07	8	7	5	1.5
Quality of delivery	6.86	7	7	8	1.9
Quality of programme	7.53	8	7	6	1.7
Importance of programme	8.73	10	10	6	1.9
Effectiveness in increasing defending	6.31	7	7	6	1.7
Effectiveness in decreasing bullying	5.88	6	6	8	2.1

Table 50: Descriptive statistics of tutors' feedback.

Overall this indicates that tutors rated the programme favourably, especially in regard to importance, confidence in delivering sessions, and quality of the materials. Perceived effectiveness of increasing defending and decreasing bullying was slightly above student participants' ratings.

The following table provides a summary of the themes relating to staff' views on the value of the project.

Themes (number of extracts)	Description
Variable awareness of project (7)	There was variation in awareness of the project.
Always a need (8)	Although the majority of staff did not perceive bullying as a large problem, they thought there was a need for anti-bullying work anyway as an important issue.
Important issue (4)	Participants reported perceiving bullying as an important issue to address.
General praise (11)	Praise was given to the project and its positive effects.
Good idea (5)	The approach of highlighting the role of the bystanders was perceived to be a good idea.
Gratitude and appreciation (6)	Participants expressed gratitude at the time and effort that had been received.

Table 51: Summary of the qualitative data of themes relating to staff participants' perceived value of the intervention.

As with student participants, staff awareness of the intervention was variable, due to reasons previously discussed, and therefore perceived value was also variable. Staff views on the need for the intervention were consistent with students' in that, although bullying was not a priority for time and resources, it was still an important issue. Praise and thanks were given indicating staff had valued the project and perceived it to have had positive effect. Value was seen in taking a proactive, in addition to a reactive, approach to addressing bullying, and highlighting the role and responsibility that all staff and students play in supporting victims, *"I think it was a real success, I've been here for 5 years and this is the first time I've seen it as prominently delivered with a clear message to it as opposed to being generally about anti-bullying."*

Discussion of RQ5: Intervention Value

As with implementation and effects, the perceived value of the intervention was varied, probably in relation to these constructs. Staff views were slightly more favourable than students. Student participants expressed particular regard for *International Stand Up to Bullying Day*, but there were also suggestions that the ethos of the project was mocked by some. Staff perceptions of the value of the work related to bullying being an important issue, the focus on bystanders being a good idea, and general gratitude and appreciation of outside input on the issue. However, there is a discrepancy in the value of the project as expressed by staff, and the degree to which they are willing to prioritise implementation above other tasks. Previous anti-bullying interventions have only taken quantitative measures; therefore qualitative data on participants' views of the value is not available for comparison.

Acknowledgements

I would like to thank the following people for supporting this project:

- Students from the Anti-Bullying Support Team for their hard work and dedication in designing, implementing, and evaluating the DBSBU intervention programme.
- Members of staff who participated in the design, implementation, and evaluation of the DSBSU intervention programme.
- Professor Brahm Norwich and Dr Shirley Larkin for their excellent supervision and guidance.
- Gareth Williams for his continued support throughout the doctorate course, for proof reading, and for checking the presentation and writing style of this thesis.
- Sue and Tom Hornblower for their on-going support and encouragement.
- Dan Williams, my placement supervisor, for assisting in the motivation of school staff to support the project.
- My fellow TEPs for their friendship and continued emotional support throughout the training course.