

**The nature and extent of
bullying in North West
secondary schools:
Investigating pupil and
staff perceptions of the
problem**

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V82 II

A thesis submitted in partial fulfilment of the
requirements of Liverpool John Moores University for
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Appendices

Appendix 1

Year 8 Pilot Questionnaire

QUESTIONNAIRE FOR YOUNG PEOPLE IN YEAR 8

This questionnaire is about life in your school.

On the following pages you will see a number of situations that may happen to young people in your school.

Please read each of the situations and answer the questions by ticking your chosen answer.

There are no right or wrong answers.

You do not have to put your name and all your answers will be private.

ABOUT YOU

Before you start the questionnaire, please fill in some details about yourself:

Are you a: boy / girl (please circle)

How old are you? _____

Do you have a mobile phone? Yes / No (please circle)

Do you have access to a computer:

At home? Yes / No (please circle)

At school? Yes / No (please circle)

CAROLINE'S SITUATION

When Caroline is in school, her belongings keep getting stolen.

a) How many girls in Year 8 do you think are in the same situation as Caroline?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 8 in the same situation as Caroline?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Caroline's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Caroline is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Caroline?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you steal the belongings of other young people in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

DAVE'S SITUATION

Each time Dave walks past a group of his classmates, they call him nasty names and make fun of him.

a) How many boys in Year 8 do you think are in the same situation as Dave?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 8 in the same situation as Dave?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Dave's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Dave is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Dave?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you call someone nasty names and make fun of them in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

SUSIE'S SITUATION

Susie keeps getting hit, kicked and punched on purpose by some of her classmates.

a) How many girls in Year 8 do you think are in the same situation as Susie?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 8 in the same situation as Susie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	-------------------------	-------------	-------------------------	-----------

c) How serious do you think Susie's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	----------------------

d) Would you say that Susie is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Susie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	-------------------------	-------------	-------------------------	-----------

f) How often in school do you deliberately hit, kick or punch someone?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	-------------------------	-------------	-------------------------	-----------

SIMON'S SITUATION

Simon keeps arguing with his friends at school.

a) How many boys in Year 8 do you think are in the same situation as Simon?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 8 in the same situation as Simon?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Simon's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Simon is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Simon?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

MICHELLE'S SITUATION

Michelle's classmates deliberately leave her out of things and won't hang around with her.

a) How many girls in Year 8 do you think are in the same situation as Michelle?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 8 in the same situation as Michelle?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Michelle's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Michelle is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Michelle?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often in school do you leave someone out of things on purpose?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

MICHAEL'S SITUATION

Michael chooses to be on his own at lunchtimes when he is at school.

a) How many boys in Year 8 do you think are in the same situation as Michael?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 8 in the same situation as Michael?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Michael's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Michael is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often do you choose to be on your own at lunchtimes in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

ROSIE'S SITUATION

People in Rosie's class sometimes ask if they can copy her homework.

a) How many girls in Year 8 do you think are in the same situation as Rosie?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 8 in the same situation as Rosie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Rosie's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Rosie is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Rosie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you ask someone in your class if you can copy their homework?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

DANIEL'S SITUATION

Daniel's belongings keep getting damaged deliberately by other young people in school.

a) How many boys in Year 8 do you think are in the same situation as Daniel?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 8 in the same situation as Daniel?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Daniel's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Daniel is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Daniel?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you deliberately damage the belongings of a young person in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

NAOMI'S SITUATION

When they are at school, sometimes Naomi and her friends playfully make fun of each other.

a) How many girls in Year 8 do you think are in the same situation as Naomi?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 8 in the same situation as Naomi?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Naomi's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Naomi is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Naomi?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

PAUL'S SITUATION

Paul keeps receiving nasty e-mail and text messages from other people in school.

a) How many boys in Year 8 do you think are in the same situation as Paul?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 8 in the same situation as Paul?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Paul's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Paul is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Paul?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you send nasty e-mail or text messages to someone in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

LUCY'S SITUATION

Lucy gets called nasty names and made fun of each time she walks past a group of her classmates.

a) How many girls in Year 8 do you think are in the same situation as Lucy?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 8 in the same situation as Lucy?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Lucy's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Lucy is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Lucy?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you make fun of someone in school and call them nasty names?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

NICK'S SITUATION

Nick's classmates keep spreading rumours about him that aren't true.

a) How many boys in Year 8 do you think are in the same situation as Nick?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 8 in the same situation as Nick?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Nick's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Nick is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Nick?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often in school do you spread rumours about young people that are not true?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

PIPPA'S SITUATION

Pippa keeps arguing with her friends at school.

a) How many girls in Year 8 do you think are in the same situation as Pippa?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 8 in the same situation as Pippa?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Pippa's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Pippa is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Pippa?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

MATTHEW'S SITUATION

Some young people in school keep making threats to Matthew.

a) How many boys in Year 8 do you think are in the same situation as Matthew?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 8 in the same situation as Matthew?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Matthew's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Matthew is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Matthew?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you threaten other young people in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

CLARE'S SITUATION

Other young people in school keep damaging Clare's belongings deliberately.

a) How many girls in Year 8 do you think are in the same situation as Clare?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 8 in the same situation as Clare?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Clare's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Clare is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Clare?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you deliberately damage other young people's belongings in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

GARY'S SITUATION

Gary's classmates won't hang around with him and deliberately leave him out of things.

a) How many boys in Year 8 do you think are in the same situation as Gary?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 8 in the same situation as Gary?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Gary's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Gary is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Gary?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you deliberately leave other young people in school out of things?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

JULIE'S SITUATION

Julie prefers to be on her own in school at lunchtime.

a) How many girls in Year 8 do you think are in the same situation as Julie?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 8 in the same situation as Julie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Julie's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Julie is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Julie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

BEN'S SITUATION

Some of Ben's classmates keep hitting, kicking and punching him on purpose.

a) How many boys in Year 8 do you think are in the same situation as Ben?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 8 in the same situation as Ben?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Ben's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Ben is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Ben?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you hit, kick or punch other young people in school on purpose?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

HELEN'S SITUATION

Other people in school keep sending Helen nasty e-mail and text messages.

a) How many girls in Year 8 do you think are in the same situation as Helen?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 8 in the same situation as Helen?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Helen's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Helen is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Helen?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you send nasty text messages or e-mails to someone in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

WILL'S SITUATION

Sometimes people in Will's class ask him if they can copy his homework.

a) How many boys in Year 8 do you think are in the same situation as Will?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 8 in the same situation as Will?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Will's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Will is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Will?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you ask someone in your class if you can copy their homework?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

BETH'S SITUATION

Beth's classmates keep spreading rumours about her that aren't true.

a) How many girls in Year 8 do you think are in the same situation as Beth?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 8 in the same situation as Beth?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Beth's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Beth is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Beth?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you spread rumours about other young people in school that are not true?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

ANDY'S SITUATION

Andy's belongings keep getting stolen when he is at school.

a) How many boys in Year 8 do you think are in the same situation as Andy?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 8 in the same situation as Andy?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Andy's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Andy is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Andy?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you steal other people's things in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

RACHEL'S SITUATION

Rachel keeps getting threatened in school by some young people.

a) How many girls in Year 8 do you think are in the same situation as Rachel?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 8 in the same situation as Rachel?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Rachel's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Rachel is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Rachel?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you make threats to other people in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

CARL'S SITUATION

Carl and his friends sometimes make fun of each other playfully at school.

a) How many boys in Year 8 do you think are in the same situation as Carl?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 8 in the same situation as Carl?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Carl's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Carl is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Carl?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If you are upset by any of the issues raised in this questionnaire, you can speak to someone in confidence by calling ChildLine free on 0800 1111

Appendix 2

Year 11 Pilot Questionnaire

QUESTIONNAIRE FOR YOUNG PEOPLE IN YEAR 11

This questionnaire is about life in your school.

On the following pages you will see a number of situations that may happen to young people in your school.

Please read each of the situations and answer the questions by ticking your chosen answer.

There are no right or wrong answers.

You do not have to put your name and all your answers will be private.

ABOUT YOU

Before you start the questionnaire, please fill in some details about yourself:

Are you a: boy / girl (please circle)

How old are you? _____

Do you have a mobile phone? Yes / No (please circle)

Do you have access to a computer:

At home? Yes / No (please circle)

At school? Yes / No (please circle)

CAROLINE'S SITUATION

When Caroline is in school, her belongings keep getting stolen.

a) How many girls in Year 11 do you think are in the same situation as Caroline?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 11 in the same situation as Caroline?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Caroline's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Caroline is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Caroline?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you steal the belongings of other young people in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

DAVE'S SITUATION

Each time Dave walks past a group of his classmates, they call him nasty names and make fun of him.

a) How many boys in Year 11 do you think are in the same situation as Dave?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 11 in the same situation as Dave?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Dave's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Dave is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Dave?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you call someone nasty names and make fun of them in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

SUSIE'S SITUATION

Susie keeps getting hit, kicked and punched on purpose by some of her classmates.

a) How many girls in Year 11 do you think are in the same situation as Susie?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 11 in the same situation as Susie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Susie's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Susie is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Susie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often in school do you deliberately hit, kick or punch someone?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

SIMON'S SITUATION

Simon keeps arguing with his friends at school.

a) How many boys in Year 11 do you think are in the same situation as Simon?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 11 in the same situation as Simon?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Simon's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Simon is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Simon?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

MICHELLE'S SITUATION

Michelle's classmates deliberately leave her out of things and won't hang around with her.

a) How many girls in Year 11 do you think are in the same situation as Michelle?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 11 in the same situation as Michelle?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Michelle's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Michelle is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Michelle?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often in school do you leave someone out of things on purpose?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

MICHAEL'S SITUATION

Michael chooses to be on his own at lunchtimes when he is at school.

a) How many boys in Year 11 do you think are in the same situation as Michael?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 11 in the same situation as Michael?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Michael's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Michael is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often do you choose to be on your own at lunchtimes in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

ROSIE'S SITUATION

People in Rosie's class sometimes ask if they can copy her homework.

a) How many girls in Year 11 do you think are in the same situation as Rosie?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 11 in the same situation as Rosie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Rosie's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Rosie is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Rosie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you ask someone in your class if you can copy their homework?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

DANIEL'S SITUATION

Daniel's belongings keep getting damaged deliberately by other young people in school.

a) How many boys in Year 11 do you think are in the same situation as Daniel?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 11 in the same situation as Daniel?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Daniel's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Daniel is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Daniel?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you deliberately damage the belongings of a young person in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

NAOMI'S SITUATION

When they are at school, sometimes Naomi and her friends playfully make fun of each other.

a) How many girls in Year 11 do you think are in the same situation as Naomi?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 11 in the same situation as Naomi?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Naomi's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Naomi is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Naomi?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

PAUL'S SITUATION

Paul keeps receiving nasty e-mail and text messages from other people in school.

a) How many boys in Year 11 do you think are in the same situation as Paul?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 11 in the same situation as Paul?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Paul's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Paul is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Paul?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you send nasty e-mail or text messages to someone in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

LUCY'S SITUATION

Lucy gets called nasty names and made fun of each time she walks past a group of her classmates.

a) How many girls in Year 11 do you think are in the same situation as Lucy?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 11 in the same situation as Lucy?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Lucy's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Lucy is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Lucy?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you make fun of someone in school and call them nasty names?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

NICK'S SITUATION

Nick's classmates keep spreading rumours about him that aren't true.

a) How many boys in Year 11 do you think are in the same situation as Nick?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 11 in the same situation as Nick?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Nick's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Nick is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Nick?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often in school do you spread rumours about young people that are not true?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

PIPPA'S SITUATION

Pippa keeps arguing with her friends at school.

a) How many girls in Year 11 do you think are in the same situation as Pippa?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 11 in the same situation as Pippa?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	-------------------------	-------------	-------------------------	-----------

c) How serious do you think Pippa's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	----------------------

d) Would you say that Pippa is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Pippa?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	-------------------------	-------------	-------------------------	-----------

MATTHEW'S SITUATION

Some young people in school keep making threats to Matthew.

a) How many boys in Year 11 do you think are in the same situation as Matthew?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 11 in the same situation as Matthew?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Matthew's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Matthew is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Matthew?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you threaten other young people in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

CLARE'S SITUATION

Other young people in school keep damaging Clare's belongings deliberately.

a) How many girls in Year 11 do you think are in the same situation as Clare?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 11 in the same situation as Clare?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Clare's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Clare is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Clare?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you deliberately damage other young people's belongings in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

GARY'S SITUATION

Gary's classmates won't hang around with him and deliberately leave him out of things.

a) How many boys in Year 11 do you think are in the same situation as Gary?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 11 in the same situation as Gary?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Gary's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Gary is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Gary?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you deliberately leave other young people in school out of things?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

JULIE'S SITUATION

Julie prefers to be on her own in school at lunchtime.

a) How many girls in Year 11 do you think are in the same situation as Julie?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 11 in the same situation as Julie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Julie's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Julie is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Julie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

BEN'S SITUATION

Some of Ben's classmates keep hitting, kicking and punching him on purpose.

a) How many boys in Year 11 do you think are in the same situation as Ben?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 11 in the same situation as Ben?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Ben's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Ben is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Ben?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you deliberately hit, kick or punch other young people in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

HELEN'S SITUATION

Other people in school keep sending Helen nasty e-mail and text messages.

a) How many girls in Year 11 do you think are in the same situation as Helen?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 11 in the same situation as Helen?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Helen's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Helen is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Helen?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you send nasty text messages or e-mails to someone in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

WILL'S SITUATION

Sometimes people in Will's class ask him if they can copy his homework.

a) How many boys in Year 11 do you think are in the same situation as Will?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 11 in the same situation as Will?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Will's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Will is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Will?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you ask someone in your class if you can copy their homework?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

BETH'S SITUATION

Beth's classmates keep spreading rumours about her that aren't true.

a) How many girls in Year 11 do you think are in the same situation as Beth?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 11 in the same situation as Beth?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	-------------------------	-------------	-------------------------	-----------

c) How serious do you think Beth's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	----------------------

d) Would you say that Beth is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Beth?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	-------------------------	-------------	-------------------------	-----------

f) How often do you spread rumours about other young people in school that are not true?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	-------------------------	-------------	-------------------------	-----------

ANDY'S SITUATION

Andy's belongings keep getting stolen when he is at school.

a) How many boys in Year 11 do you think are in the same situation as Andy?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 11 in the same situation as Andy?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Andy's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Andy is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Andy?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you steal other people's things in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

RACHEL'S SITUATION

Rachel keeps getting threatened in school by some young people.

a) How many girls in Year 11 do you think are in the same situation as Rachel?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 11 in the same situation as Rachel?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Rachel's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Rachel is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Rachel?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you make threats to other people in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

CARL'S SITUATION

Carl and his friends sometimes make fun of each other playfully at school.

a) How many boys in Year 11 do you think are in the same situation as Carl?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a boy in Year 11 in the same situation as Carl?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Carl's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Carl is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Carl?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If you are upset by any of the issues raised in this questionnaire, you can speak to someone in confidence by calling ChildLine free on 0800 1111

Appendix 3

Cover sheet for Teacher Pilot Questionnaire

QUESTIONNAIRE FOR TEACHERS

This questionnaire is about pupil experiences in your school.

On the following pages you will see a number of situations that may happen to pupils in your school.

Please read each of the situations and answer the questions by ticking your chosen answer.

There are no correct or incorrect answers.

You do not have to put your name and all your answers will be confidential.

ABOUT YOU

Before you start the questionnaire, please fill in some details about yourself:

I am: male / female (please circle)

I have been teaching for _____ years

The year groups I teach are: (please tick all that apply)

Year 7	___
Year 8	___
Year 9	___
Year 10	___
Year 11	___
Year 12	___
Year 13	___

Appendix 4

Cover sheet for Lunchtime Supervisor Pilot Questionnaire

QUESTIONNAIRE FOR LUNCHTIME SUPERVISORS

This questionnaire is about pupil experiences in your school.

On the following pages you will see a number of situations that may happen to pupils in your school.

Please read each of the situations and answer the questions by ticking your chosen answer.

There are no correct or incorrect answers.

You do not have to put your name and all your answers will be confidential.

ABOUT YOU

Before you start the questionnaire, please fill in some details about yourself:

I am: male / female (please circle)

I have been a lunchtime supervisor for _____ years

The areas of the school supervised during lunchtimes are

Appendix 5

Cover sheet for Support Staff Pilot Questionnaire

QUESTIONNAIRE FOR SUPPORT STAFF

This questionnaire is about pupil experiences in your school.

On the following pages you will see a number of situations that may happen to pupils in your school.

Please read each of the situations and answer the questions by ticking your chosen answer.

There are no correct or incorrect answers.

You do not have to put your name and all your answers will be confidential.

ABOUT YOU

Before you start the questionnaire, please fill in some details about yourself:

I am: male / female (please circle)

I have been a member of the school support staff for _____
years

My main duties are:

Appendix 6

Main body of staff Pilot Questionnaire

CAROLINE'S SITUATION

When Caroline is in school, her belongings keep getting stolen.

a) How many girls in Year 8 do you think are in the same situation as Caroline?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a girl in Year 8 in the same situation as Caroline?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many girls in Year 11 do you think are in the same situation as Caroline?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a girl in Year 11 in the same situation as Caroline?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Caroline's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Caroline is being bullied?

No	Unsure	Yes
----	--------	-----

DAVE'S SITUATION

Each time Dave walks past a group of his classmates, they call him nasty names and make fun of him.

a) How many boys in Year 8 do you think are in the same situation as Dave?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a boy in Year 8 in the same situation as Dave?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many boys in Year 11 do you think are in the same situation as Dave?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a boy in Year 11 in the same situation as Dave?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Dave's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Dave is being bullied?

No	Unsure	Yes
----	--------	-----

SUSIE'S SITUATION

Susie keeps getting hit, kicked and punched on purpose by some of her classmates.

a) How many girls in Year 8 do you think are in the same situation as Susie?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a girl in Year 8 in the same situation as Susie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many girls in Year 11 do you think are in the same situation as Susie?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a girl in Year 11 in the same situation as Susie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Susie's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Susie is being bullied?

No	Unsure	Yes
----	--------	-----

SIMON'S SITUATION

Simon keeps arguing with his friends at school.

a) How many boys in Year 8 do you think are in the same situation as Simon?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a boy in Year 8 in the same situation as Simon?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many boys in Year 11 do you think are in the same situation as Simon?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a boy in Year 11 in the same situation as Simon?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Simon's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Simon is being bullied?

No	Unsure	Yes
----	--------	-----

MICHELLE'S SITUATION

Michelle's classmates deliberately leave her out of things and won't hang around with her.

a) How many girls in Year 8 do you think are in the same situation as Michelle?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a girl in Year 8 in the same situation as Michelle?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many girls in Year 11 do you think are in the same situation as Michelle?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a girl in Year 11 in the same situation as Michelle?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Michelle's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Michelle is being bullied?

No	Unsure	Yes
----	--------	-----

MICHAEL'S SITUATION

Michael chooses to be on his own at lunchtimes when he is at school.

a) How many boys in Year 8 do you think are in the same situation as Michael?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a boy in Year 8 in the same situation as Michael?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many boys in Year 11 do you think are in the same situation as Michael?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a boy in Year 11 in the same situation as Michael?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Michael's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Michael is being bullied?

No	Unsure	Yes
----	--------	-----

ROSIE'S SITUATION

People in Rosie's class sometimes ask if they can copy her homework.

a) How many girls in Year 8 do you think are in the same situation as Rosie?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a girl in Year 8 in the same situation as Rosie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	-------------------------	-------------	-------------------------	-----------

c) How many girls in Year 11 do you think are in the same situation as Rosie?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a girl in Year 11 in the same situation as Rosie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	-------------------------	-------------	-------------------------	-----------

e) How serious do you think Rosie's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	----------------------

f) Would you say that Rosie is being bullied?

No	Unsure	Yes
----	--------	-----

DANIEL'S SITUATION

Daniel's belongings keep getting damaged deliberately by other young people in school.

a) How many boys in Year 8 do you think are in the same situation as Daniel?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a boy in Year 8 in the same situation as Daniel?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many boys in Year 11 do you think are in the same situation as Daniel?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a boy in Year 11 in the same situation as Daniel?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Daniel's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Daniel is being bullied?

No	Unsure	Yes
----	--------	-----

NAOMI'S SITUATION

When they are at school, sometimes Naomi and her friends playfully make fun of each other.

a) How many girls in Year 8 do you think are in the same situation as Naomi?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a girl in Year 8 in the same situation as Naomi?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many girls in Year 11 do you think are in the same situation as Naomi?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a girl in Year 11 in the same situation as Naomi?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Naomi's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Naomi is being bullied?

No	Unsure	Yes
----	--------	-----

PAUL'S SITUATION

Paul keeps receiving nasty e-mail and text messages from other people in school.

a) How many boys in Year 8 do you think are in the same situation as Paul?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a boy in Year 8 in the same situation as Paul?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many boys in Year 11 do you think are in the same situation as Paul?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a boy in Year 11 in the same situation as Paul?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Paul's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Paul is being bullied?

No	Unsure	Yes
----	--------	-----

LUCY'S SITUATION

Lucy gets called nasty names and made fun of each time she walks past a group of her classmates.

a) How many girls in Year 8 do you think are in the same situation as Lucy?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a girl in Year 8 in the same situation as Lucy?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many girls in Year 11 do you think are in the same situation as Lucy?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a girl in Year 11 in the same situation as Lucy?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Lucy's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Lucy is being bullied?

No	Unsure	Yes
----	--------	-----

NICK'S SITUATION

Nick's classmates keep spreading rumours about him that aren't true.

a) How many boys in Year 8 do you think are in the same situation as Nick?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a boy in Year 8 in the same situation as Nick?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many boys in Year 11 do you think are in the same situation as Nick?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a boy in Year 11 in the same situation as Nick?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Nick's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Nick is being bullied?

No	Unsure	Yes
----	--------	-----

PIPPA'S SITUATION

Pippa keeps arguing with her friends at school.

a) How many girls in Year 8 do you think are in the same situation as Pippa?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a girl in Year 8 in the same situation as Pippa?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many girls in Year 11 do you think are in the same situation as Pippa?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a girl in Year 11 in the same situation as Pippa?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Pippa's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Pippa is being bullied?

No	Unsure	Yes
----	--------	-----

MATTHEW'S SITUATION

Some young people in school keep making threats to Matthew.

a) How many boys in Year 8 do you think are in the same situation as Matthew?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a boy in Year 8 in the same situation as Matthew?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many boys in Year 11 do you think are in the same situation as Matthew?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a boy in Year 11 in the same situation as Matthew?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Matthew's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Matthew is being bullied?

No	Unsure	Yes
----	--------	-----

CLARE'S SITUATION

Other young people in school keep damaging Clare's belongings deliberately.

a) How many girls in Year 8 do you think are in the same situation as Clare?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a girl in Year 8 in the same situation as Clare?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many girls in Year 11 do you think are in the same situation as Clare?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a girl in Year 11 in the same situation as Clare?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Clare's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Clare is being bullied?

No	Unsure	Yes
----	--------	-----

GARY'S SITUATION

Gary's classmates won't hang around with him and deliberately leave him out of things.

a) How many boys in Year 8 do you think are in the same situation as Gary?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a boy in Year 8 in the same situation as Gary?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many boys in Year 11 do you think are in the same situation as Gary?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a boy in Year 11 in the same situation as Gary?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Gary's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Gary is being bullied?

No	Unsure	Yes
----	--------	-----

JULIE'S SITUATION

Julie prefers to be on her own in school at lunchtime.

a) How many girls in Year 8 do you think are in the same situation as Julie?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a girl in Year 8 in the same situation as Julie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many girls in Year 11 do you think are in the same situation as Julie?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a girl in Year 11 in the same situation as Julie?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Julie's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Julie is being bullied?

No	Unsure	Yes
----	--------	-----

BEN'S SITUATION

Some of Ben's classmates keep hitting, kicking and punching him on purpose.

a) How many boys in Year 8 do you think are in the same situation as Ben?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a boy in Year 8 in the same situation as Ben?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many boys in Year 11 do you think are in the same situation as Ben?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a boy in Year 11 in the same situation as Ben?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Ben's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Ben is being bullied?

No	Unsure	Yes
----	--------	-----

HELEN'S SITUATION

Other people in school keep sending Helen nasty e-mail and text messages.

a) How many girls in Year 8 do you think are in the same situation as Helen?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a girl in Year 8 in the same situation as Helen?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many girls in Year 11 do you think are in the same situation as Helen?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a girl in Year 11 in the same situation as Helen?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Helen's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Helen is being bullied?

No	Unsure	Yes
----	--------	-----

WILL'S SITUATION

Sometimes people in Will's class ask him if they can copy his homework.

a) How many boys in Year 8 do you think are in the same situation as Will?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a boy in Year 8 in the same situation as Will?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many boys in Year 11 do you think are in the same situation as Will?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a boy in Year 11 in the same situation as Will?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Will's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Will is being bullied?

No	Unsure	Yes
----	--------	-----

BETH'S SITUATION

Beth's classmates keep spreading rumours about her that aren't true.

a) How many girls in Year 8 do you think are in the same situation as Beth?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a girl in Year 8 in the same situation as Beth?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many girls in Year 11 do you think are in the same situation as Beth?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a girl in Year 11 in the same situation as Beth?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Beth's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Beth is being bullied?

No	Unsure	Yes
----	--------	-----

ANDY'S SITUATION

Andy's belongings keep getting stolen when he is at school.

a) How many boys in Year 8 do you think are in the same situation as Andy?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a boy in Year 8 in the same situation as Andy?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many boys in Year 11 do you think are in the same situation as Andy?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a boy in Year 11 in the same situation as Andy?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Andy's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Andy is being bullied?

No	Unsure	Yes
----	--------	-----

RACHEL'S SITUATION

Rachel keeps getting threatened in school by some young people.

a) How many girls in Year 8 do you think are in the same situation as Rachel?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a girl in Year 8 in the same situation as Rachel?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many girls in Year 11 do you think are in the same situation as Rachel?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a girl in Year 11 in the same situation as Rachel?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Rachel's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Rachel is being bullied?

No	Unsure	Yes
----	--------	-----

CARL'S SITUATION

Carl and his friends sometimes make fun of each other playfully at school.

a) How many boys in Year 8 do you think are in the same situation as Carl?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you witness a boy in Year 8 in the same situation as Carl?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How many boys in Year 11 do you think are in the same situation as Carl?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

d) How often do you witness a boy in Year 11 in the same situation as Carl?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

e) How serious do you think Carl's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

f) Would you say that Carl is being bullied?

No	Unsure	Yes
----	--------	-----

Appendix 7

Questionnaire for staff supervising pupils completing questionnaires

QUESTIONNAIRE FOR SUPERVISING STAFF

Please complete this questionnaire if you are supervising pupils completing questionnaires.

1. Please indicate the how many pupils in the class are completing the questionnaires:

2. Please indicate how many pupils chose not to complete the questionnaire:

3. How many pupils are absent from this class today?

4. How long did it take for the pupils to finish filing in the questionnaires?

5. If any pupils required help completing the questionnaires, please indicate which parts or questions posed problems:

Thank you very much for taking the time to complete this questionnaire

Appendix 8

Instruction sheet for pupil completion of questionnaires

Information Sheet – Pupil Questionnaires

If you are supervising pupils completing questionnaires, please summarise this information to them before they begin.

- This school has agreed to participate in a project investigating young people's behaviour in secondary schools.
- The aim is to find out what young people think about different behaviours and compare this to what the school staff think
- As part of the project, you have been asked to fill in a questionnaire.
- You do not have to fill in the questionnaire if you don't want to.
- You do not have to put your name on the questionnaires so nobody in the school will know your answers.
- When you are filling in the questionnaires, please do not talk to each other or look at what other people are writing.
- When everyone has finished, your teacher will collect the questionnaires and put them in an envelope.
- The envelope will be sealed in front of you.

Thank you for taking part in this project

Appendix 9

Instruction sheet for staff questionnaires

Information Sheet – Staff Questionnaires

- This school has agreed to participate in a project investigating pupil behaviour in secondary schools.
- The aim is to examine pupil perceptions of various disruptive behaviours and compare these to views of teaching, support and supervising staff.
- As part of the project, it would be appreciated if you would take the time to complete the attached questionnaire.
- Your participation is entirely voluntary and there is no obligation to take part.
- You will not have to give your name at any stage and the identity of the school will also remain confidential.
- If you would be willing to participate, please fill in the questionnaire and seal it in the envelope provided.
- A box has been placed in the Reception area for completed questionnaires.

Thank you for your participation in this project

Appendix 10

Feedback Report for Pilot Study

The Task

The project involved 5 different questionnaires being distributed to different groups in the school community:

- 1) Questionnaire for Year 8 pupils
- 2) Questionnaire for Year 11 pupils
- 3) Questionnaire for Teachers
- 4) Questionnaire for Support Staff
- 5) Questionnaire for Lunchtime Supervisors

NB: Year 8 and 11 pupils were chosen to enable a clear age comparison in responses

The questionnaires were designed to investigate:

- 1) Perceived frequency of various behaviours in the school
- 2) Frequency that particular behaviours are witnessed
- 3) Perceived seriousness of particular behaviours
- 4) Behaviours believed to be bullying
- 5) Self-reported experiences of particular behaviours (pupils only)

In order to do this, the questionnaires consisted of 24 hypothetical scenarios (12 with male pupils and 12 with female pupils) describing situations that young people may experience at school. Respondents were asked to read each scenario and answer the questions that related to the person's situation.

The scenarios included examples of behaviours that are regarded by educational researchers as bullying. A selection of 'ambiguous' or 'non-bullying' scenarios were also included to examine consistency of responses.

An example from the questionnaires can be seen overleaf.

A copy of the questionnaire is included at the back of this report.

Example of a scenario from the Year 11 pupil questionnaire with corresponding questions:

CAROLINE'S SITUATION

When Caroline is in school, her belongings keep getting stolen.

a) How many girls in Year 11 do you think are in the same situation as Caroline?

None	1 or 2	3 to 5	6 to 10	More than 10
------	--------	--------	---------	--------------

b) How often do you see a girl in Year 11 in the same situation as Caroline?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

c) How serious do you think Caroline's situation is?

Not serious	Fairly serious	Serious	Very serious	Extremely serious
-------------	----------------	---------	--------------	-------------------

d) Would you say that Caroline is being bullied?

No	Unsure	Yes
----	--------	-----

e) How often are you in a similar situation to Caroline?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

f) How often do you steal the belongings of other young people in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

What is bullying?

The Department for Education and Social Skills

Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (eg hitting, kicking, theft)
- verbal (eg name calling, racist remarks)
- indirect (eg spreading rumours, excluding someone from social groups)

(http://www.dfes.gov.uk/a-z/BULLYING_ba.html)

***** School Definition

The Staff Handbook (2001-2002) claims that bullying is:

“..behaviour which, in any way, threatens, hurts, demeans or frightens someone else, whether over the short or long term”

A pamphlet sent home to parents about bullying included reference to behaviours such as:

Hitting, kicking and pushing
Name-calling, insults, racism
Threats
Demanding money
Sexual remarks, touching etc
Being left out

The questionnaires used in the project included examples of the following behaviours that meet the educational definitions of bullying:

- **Physical bullying:**
 - Stealing belongings
 - Hitting
 - Kicking
 - Punching
 - Damaging belongings deliberately

- **Indirect/psychological bullying:**

- Calling nasty names
- Being left out/ignored (social exclusion)
- Sending nasty e-mail or text messages
- Spreading rumours
- Threats

In addition, the questionnaire referred to situations that do not meet the definition of bullying, or are unclear:

- **Ambiguous/non-bullying behaviours:**
 - Arguing with friends
 - Choosing to spend time alone
 - Copying homework
 - Making fun of friends playfully

The reason for including these behaviours was to examine whether certain groups had a broader definition of bullying than others.

Educational research has suggested that people have different ideas about what bullying is depending on:

- Their age
- Their gender
- The gender of the victim
- Their experience of bullying

If people have different ideas about what bullying is, it may affect:

- Reporting behaviours (e.g. a pupil may not think they are being bullied so not tell anyone about it)
- Intervening in incidents (e.g. other pupils may not go to help a pupil if they do not think it is a bullying incident; a teacher may make the decision not to intervene if he/she thinks it is not bullying)
- Differential treatment/punishment (e.g. a behaviour regarded as bullying may carry different penalties from apparent 'non-bullying' behaviours)

Examining trends in responses regarding the definition of bullying behaviours will help to identify areas where further work is needed.

The Respondents

Pupils

Questionnaires were distributed to Year 8 and 11 tutors, who were asked to give them out to pupils in the next scheduled PSE lesson. Tutors were asked to read a brief outline of the project to the pupils and indicate that participation was voluntary.

Gender	Year Group	
	Year 8 pupil	Year 11 pupil
Male	88	99
Female	105	65
Total	193	164
Total on Register	267	262
Response rate	72.3%	63%

Table 1: Response rate in pupils

Teachers

Teachers were briefed about the project in a staff meeting and questionnaires were distributed. A collection box was placed in the Reception area for completed questionnaires.

Gender	Teachers
Male	3
Female	19
Unreported	1
Total	23
Total Employed	90
Response rate	20.7%

Table 2: Response rate in teachers

Support Staff and Lunchtime Supervisors

One of the Deputy Heads alerted staff about the project and distributed questionnaires. They were asked to return them to the collection box in the Reception area.

Gender	Support Staff	Lunchtime Supervisors
Male	0	0
Female	7	0
Total	7	0
Total Employed	30	
Response rate	23.3%	0%

Table 3: Response rate in lunchtime and support staff

Important Points to Note

When interpreting the results, there are several points that should be emphasised:

1) Pilot Study

This project was a pilot study meaning that it was the first time a survey of this kind had been conducted. The purpose of the pilot was to find out if the questionnaires were suitable, and to investigate the most effective method of working with schools to gather the required information. During the procedure, several points were made about the questionnaires:

- Some respondents commented that the questionnaires were too long
- Some respondents found the questionnaires boring
- Some respondents claimed not to understand the purpose or usefulness of the information

In the main stage of the project, necessary adjustments will be made to remedy these problems. However, it should be noted that some of the information gathered in the pilot might have been affected by the above factors.

2) Response Rate

Among the pupils the response rate was very high. However, no lunchtime staff returned completed questionnaires meaning it is not possible to interpret their responses. Similarly, a small proportion of teachers returned questionnaires and there were a very high proportion of female respondents. This may distort the findings slightly.

3) Underestimation

Particularly with reference to the pupil questions about their own experience of bullying (as both a bully and a victim), these figures are likely to be an underestimation of the real situation. Educational research has shown that pupils are reluctant to admit to being either a victim or a bully. The fact that the questionnaires were anonymous should have improved the situation, but it is important to take this into account.

Defining Bullying

The following section reports the responses from the questions about whether behaviours in the scenarios were regarded as bullying or not.

For each scenario, respondents were asked to indicate whether they felt the particular person was being bullied or not. Responses were recorded on the following scale:

No	Unsure	Yes
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The first part of this section reports the findings from the scenarios where the behaviours were intentionally bullying incidents (using the definitions outlined previously).

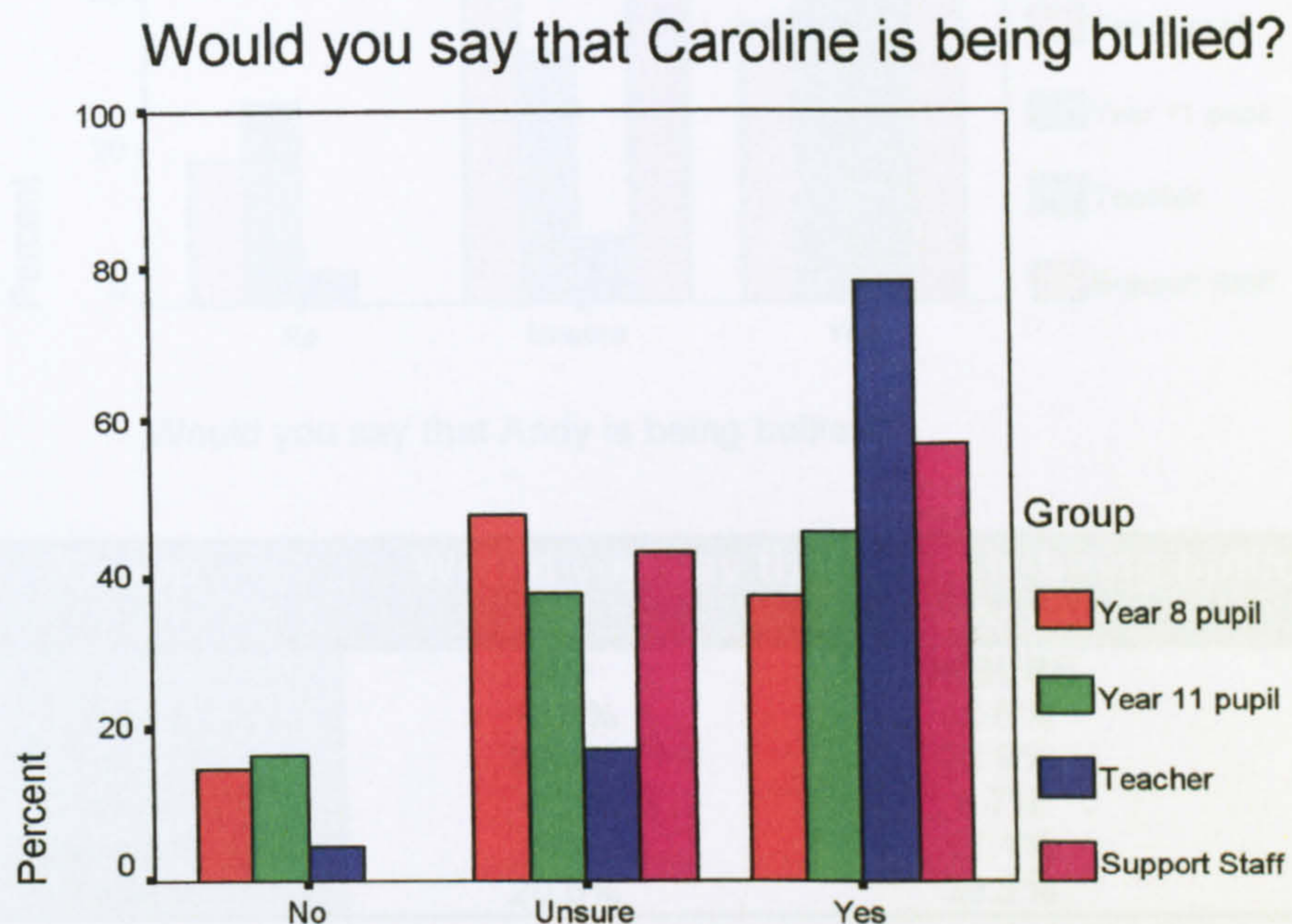
The second part of the section reports the findings from the scenarios where the behaviours were intentionally ambiguous, or not bullying according to an educational definition.

Bullying Scenarios

1) Stealing

Perceptions about stealing were measured in the following scenarios:

When Caroline is in school, her belongings keep getting stolen
 Andy's belongings keep getting stolen when he is in school

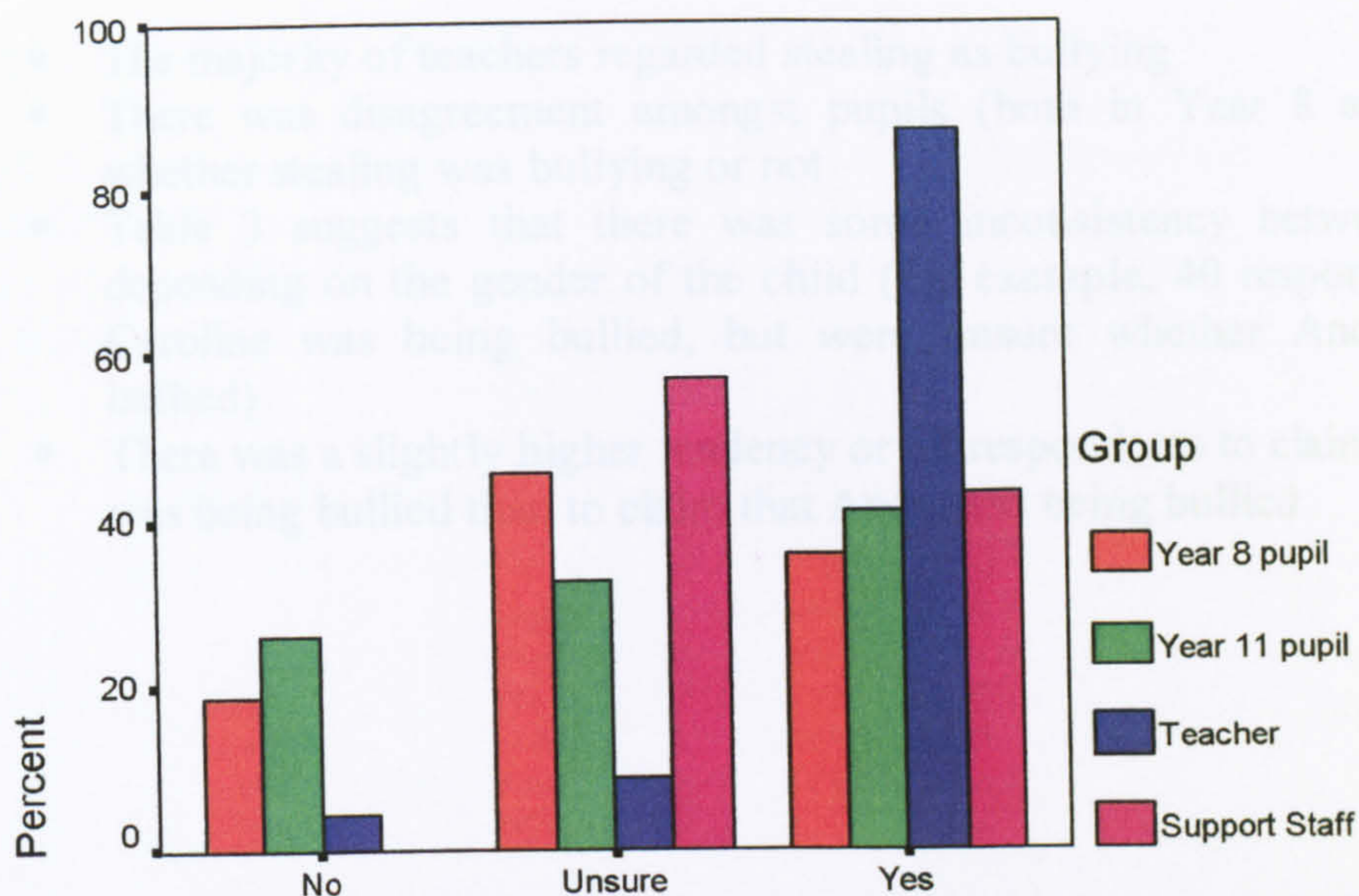


Would you say that Caroline is being bullied?

Group	Would you say that Caroline is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	14.7%	47.8%	37.5%
Year 11	16.6%	37.9%	45.5%
Teachers	4.3%	17.4%	78.3%
Support Staff	0%	42.9%	57.1%
Total %	14.5%	41.8%	43.7%

Table 1: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Andy is being bullied?



Would you say that Andy is being bullied?

Group	Would you say that Andy is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	18.7%	45.6%	35.7%
Year 11	26.2%	32.9%	40.9%
Teachers	4.3%	8.7%	87%
Support Staff	0%	57.1%	42.9%
Total %	20.5%	38.2%	41.3%

Table 2: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Caroline is being bullied?	Would you say that Andy is being bullied?		
	No	Unsure	Yes
No	21	18	11
Unsure	33	60	40
Yes	11	42	91

Table 3: How people responded across the two questions (numbers indicate actual count of responses in each category)

Interesting Findings:

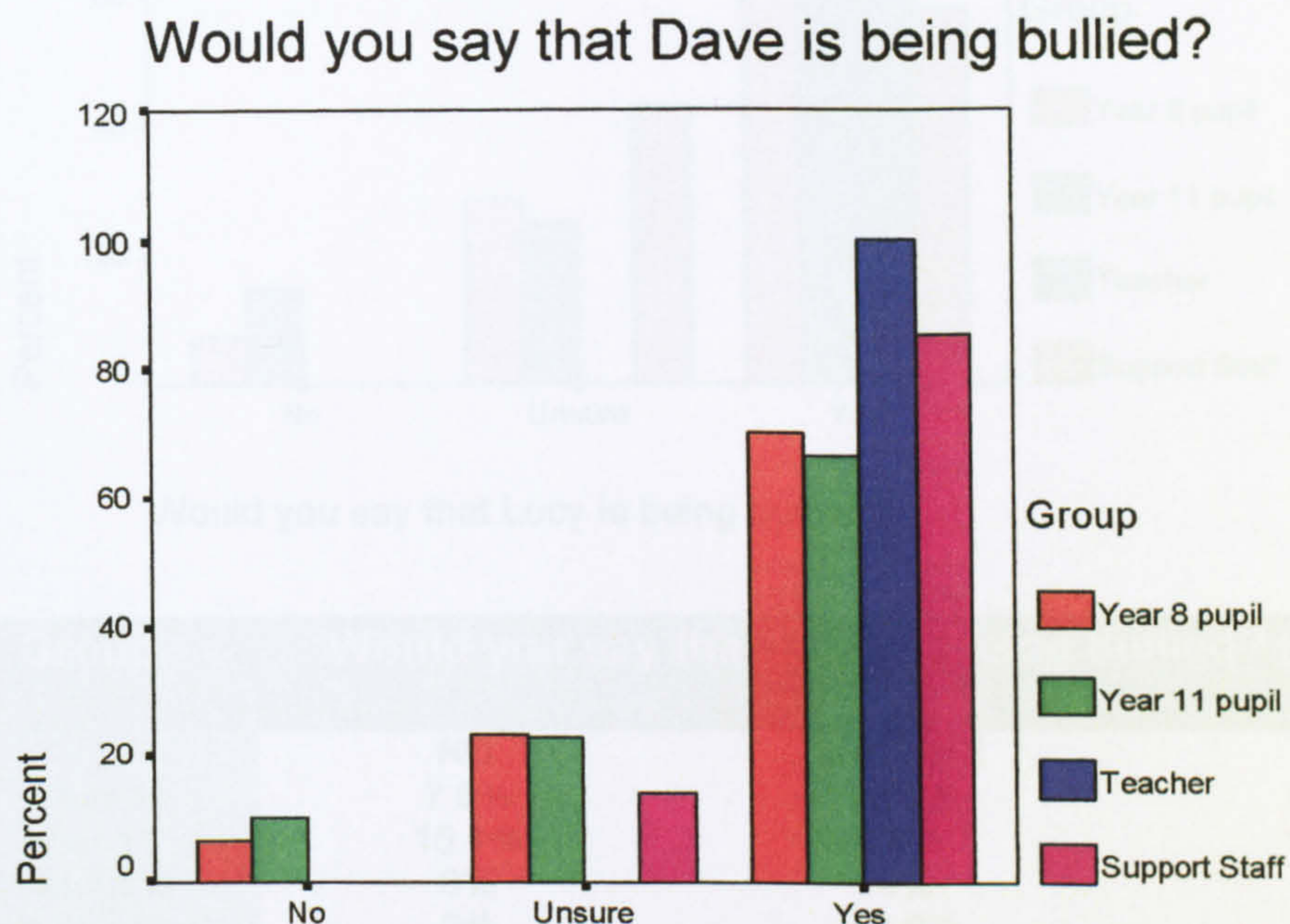
- The majority of teachers regarded stealing as bullying
- There was disagreement amongst pupils (both in Year 8 and 11) about whether stealing was bullying or not
- Table 3 suggests that there was some inconsistency between responses depending on the gender of the child (for example, 40 respondents thought Caroline was being bullied, but were unsure whether Andy was being bullied)
- There was a slightly higher tendency of all respondents to claim that Caroline was being bullied than to claim that Andy was being bullied

2) Nasty name-calling

Perceptions about nasty name-calling were measured in the following scenarios:

Each time Dave walks past a group of his classmates, they call him nasty names and make fun of him

Lucy gets called nasty names and made fun of each time she walks past a group of her classmates

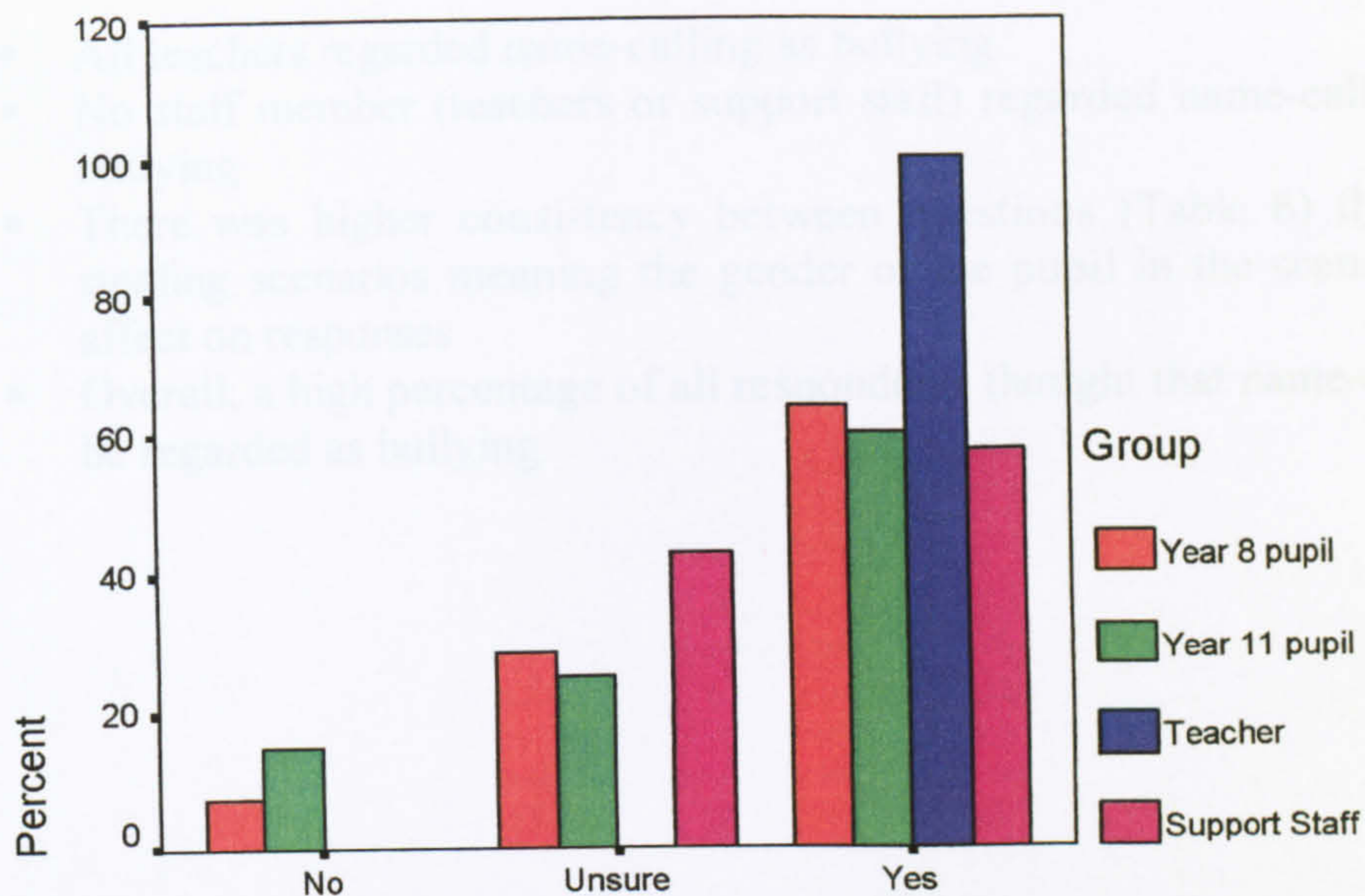


Would you say that Dave is being bullied?

Group	Would you say that Dave is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	6.6%	23.9%	69.9%
Year 11	10.2%	23.1%	66.7%
Teachers	0%	0%	100%
Support Staff	0%	14.3%	85.7%
Total %	7.5%	21.7%	70.8%

Table 4: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Lucy is being bullied?



Would you say that Lucy is being bullied?

Group	Would you say that Lucy is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	7.6%	28.6%	63.8%
Year 11	15.1%	25%	59.9%
Teachers	0%	0%	100%
Support Staff	0%	42.9%	57.1%
Total %	10.1%	25.6%	64.3%

Table 5: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Dave is being bullied?	Would you say that Lucy is being bullied?		
	No	Unsure	Yes
No	6	9	11
Unsure	13	33	29
Yes	14	43	187

Table 6: How people responded across the two questions (numbers indicate actual count of responses in each category)

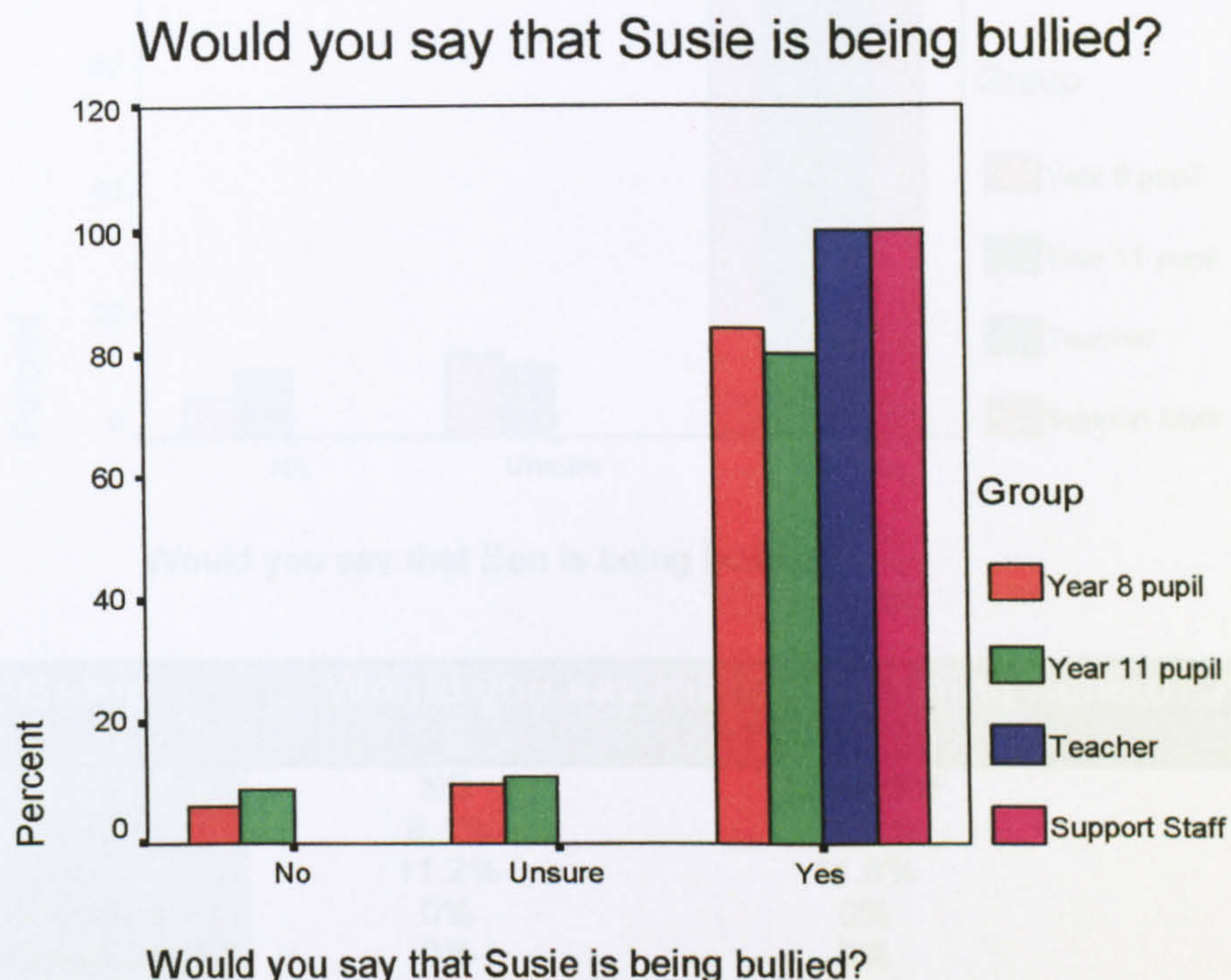
Interesting findings:

- All teachers regarded name-calling as bullying
- No staff member (teachers or support staff) regarded name-calling as NOT bullying
- There was higher consistency between questions (Table 6) than with the stealing scenarios meaning the gender of the pupil in the scenario had less affect on responses
- Overall, a high percentage of all respondents thought that name-calling could be regarded as bullying

3) Hitting, Kicking and Punching

Perceptions about hitting, kicking and punching were measured in the following scenarios:

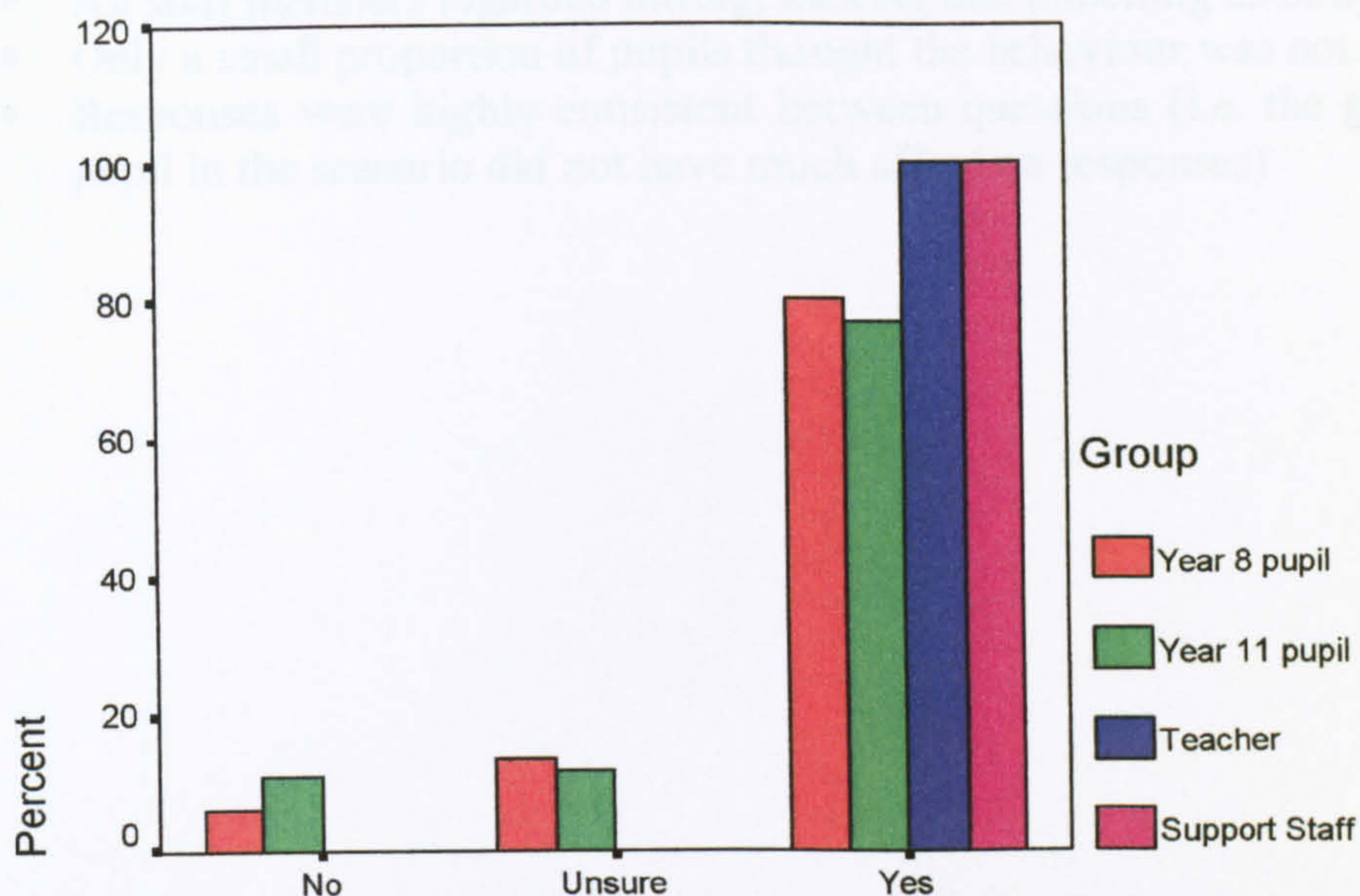
Susie keeps getting hit, kicked and punched on purpose by some of her classmates
 Some of Ben's classmates keep hitting, kicking and punching him on purpose



Group	Would you say that Susie is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	6%	9.8%	84.2%
Year 11	8.9%	11%	80.1%
Teachers	0%	0%	100%
Support Staff	0%	0%	100%
Total %	6.7%	9.5%	93.8%

Table 7: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Ben is being bullied?



Would you say that Ben is being bullied?

Group	Would you say that Ben is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	6.1%	13.8%	80.1%
Year 11	11.2%	11.8%	77%
Teachers	0%	0%	100%
Support Staff	0%	0%	100%
Total %	7.7%	11.9%	80.4%

Table 8: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Susie is being bullied?	Would you say that Ben is being bullied?		
	No	Unsure	Yes
No	1	8	15
Unsure	5	11	16
Yes	20	19	232

Table 9: How people responded across the two questions (numbers indicate actual count of responses in each category)

Interesting findings:

- All staff members regarded hitting, kicking and punching as bullying
- Only a small proportion of pupils thought the behaviour was not bullying
- Responses were highly consistent between questions (i.e. the gender of the pupil in the scenario did not have much affect on responses)

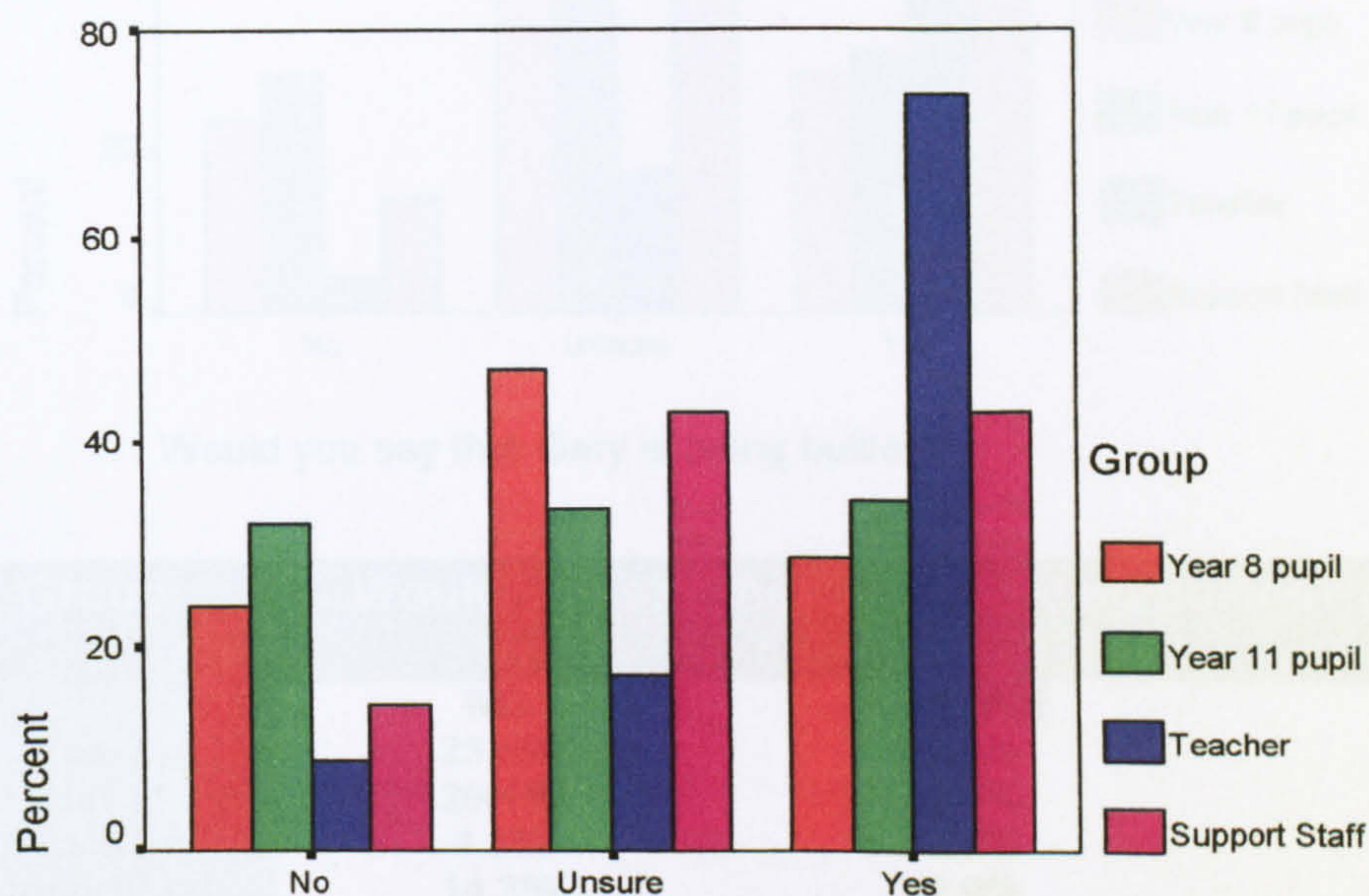
4) Social Exclusion

Perceptions about social exclusion were measured in the following scenarios:

Michelle's classmates deliberately leave her out of things and won't hang around with her

Gary's classmates won't hang around with him and deliberately leave him out of things

Would you say that Michelle is being bullied?

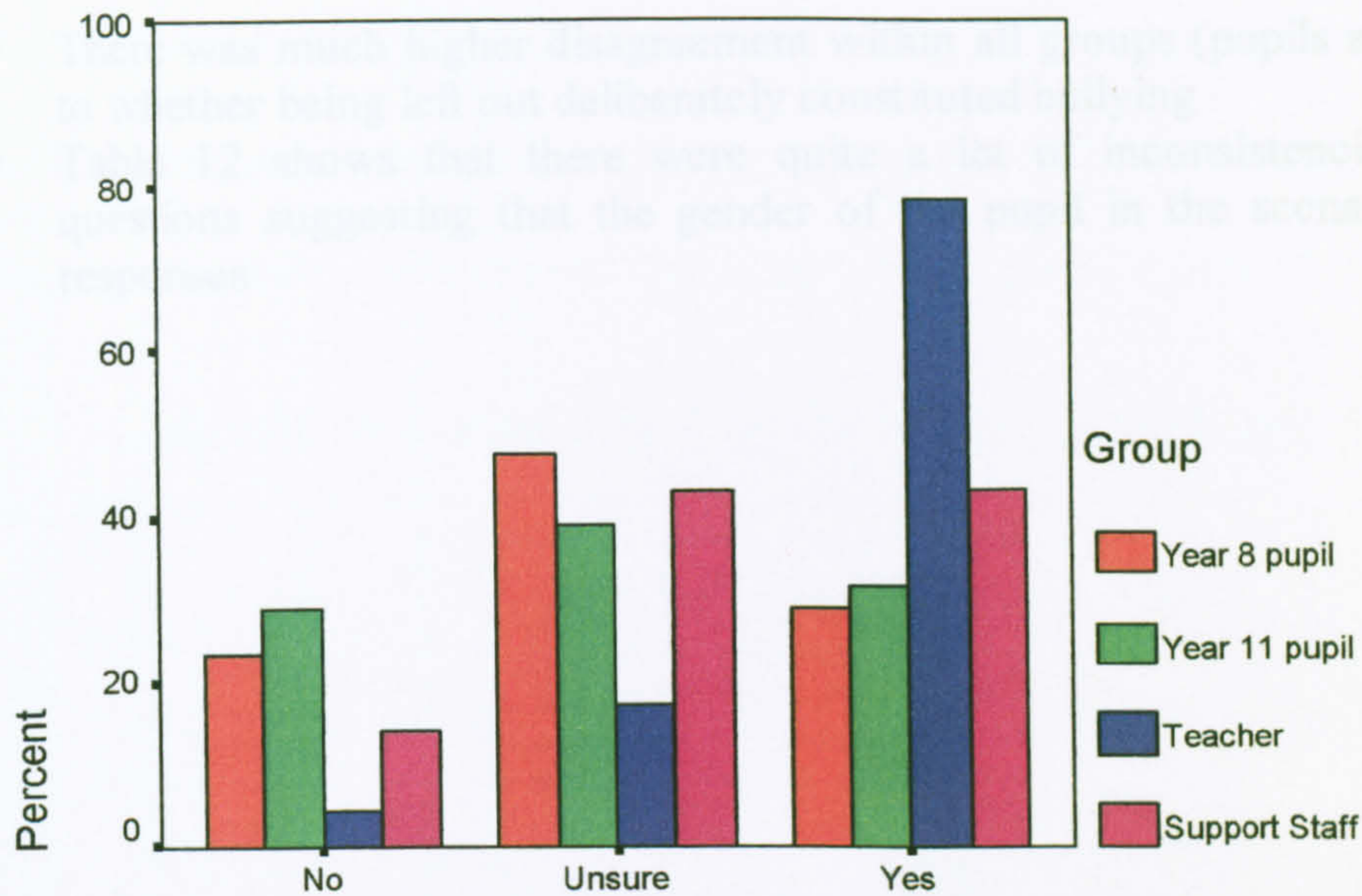


Would you say that Michelle is being bullied?

Group	Would you say that Michelle is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	24%	47%	29%
Year 11	32.2%	33.6%	34.3%
Teachers	8.7%	17.4%	73.9%
Support Staff	14.3%	42.9%	42.9%
Total %	26.1%	39.6%	34.3%

Table 10: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Gary is being bullied?



Would you say that Gary is being bullied?

Group	Would you say that Gary is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	23.5%	47.5%	29%
Year 11	29.1%	39.1%	31.8%
Teachers	4.3%	17.4%	78.3%
Support Staff	14.3%	42.9%	42.9%
Total %	24.5%	42%	33.5%

Table 11: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Michelle is being bullied?	Would you say that Gary is being bullied?		
	No	Unsure	Yes
No	47	25	12
Unsure	20	82	28
Yes	15	32	72

Table 12: How people responded across the two questions (numbers indicate actual count of responses in each category)

Interesting findings:

- There was much higher disagreement within all groups (pupils and staff) as to whether being left out deliberately constituted bullying
- Table 12 shows that there were quite a lot of inconsistencies between questions suggesting that the gender of the pupil in the scenario affected responses

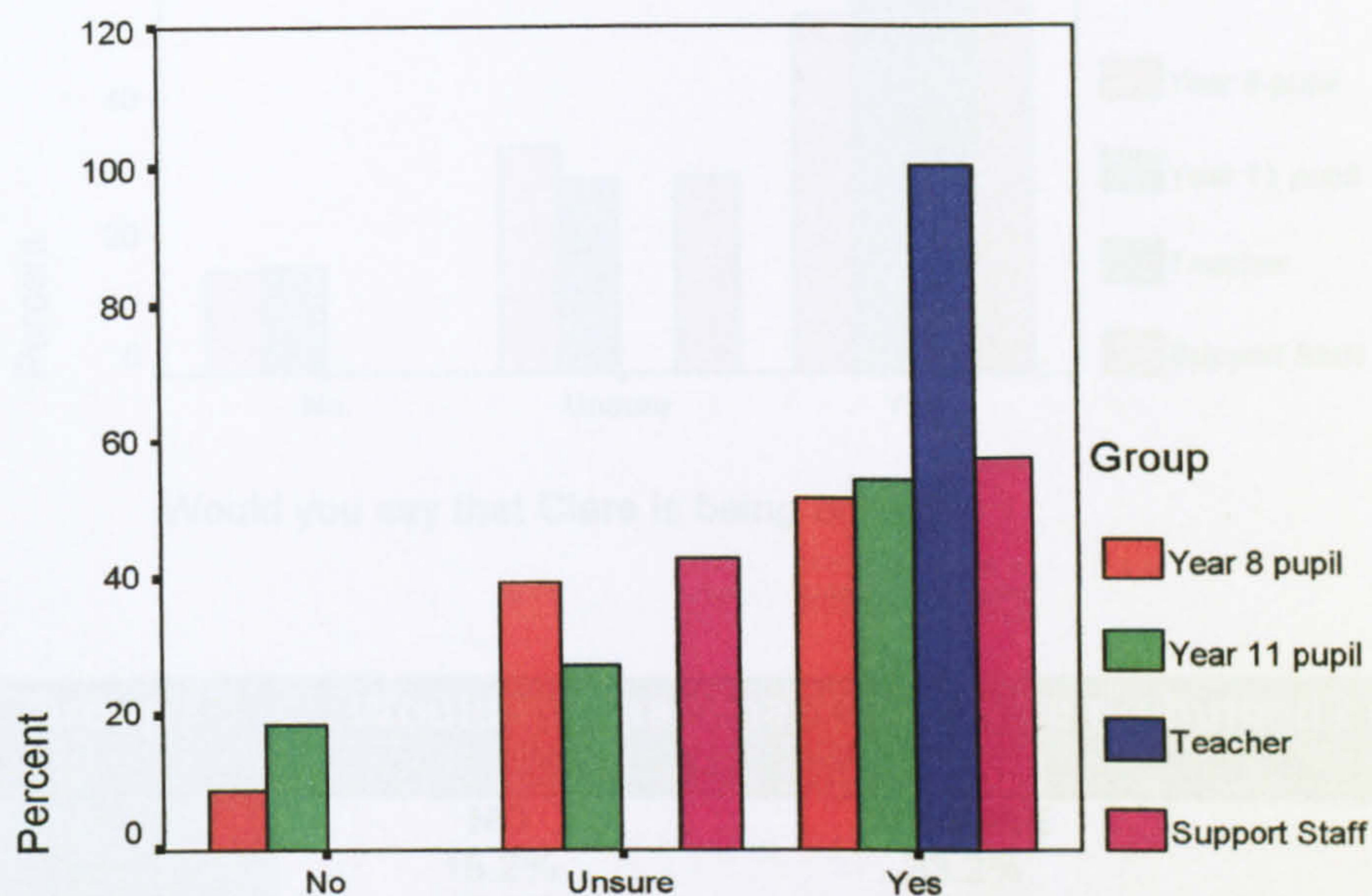
5) Damaging belongings

Perceptions about damaging belongings were measured in the following scenarios:

Daniel's belongings keep getting damaged deliberately by other young people in school

Other young people in school keep damaging Clare's belongings deliberately

Would you say that Daniel is being bullied?

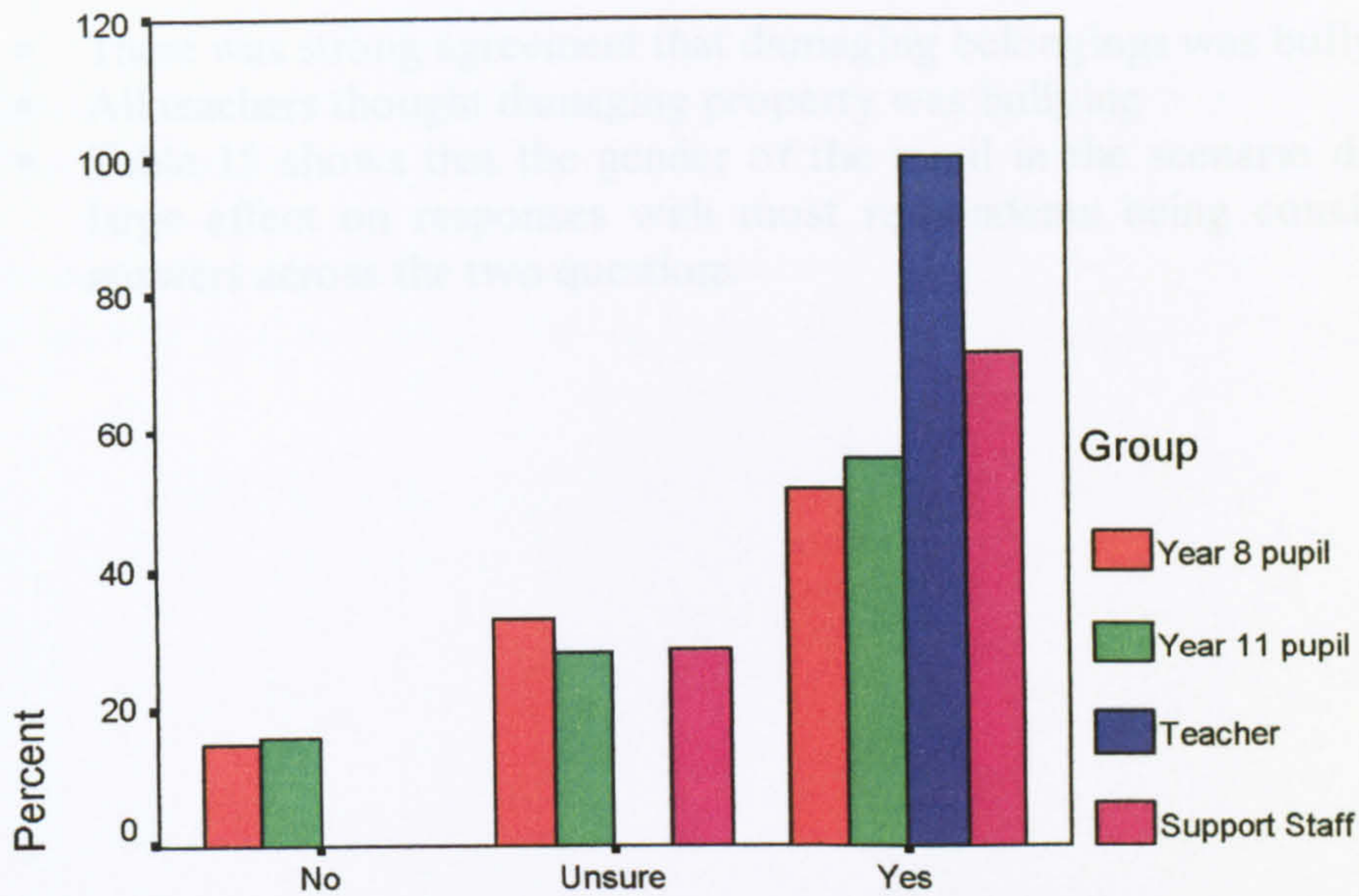


Would you say that Daniel is being bullied?

Group	Would you say that Daniel is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	8.9%	39.4%	51.7%
Year 11	18.4%	27.2%	54.4%
Teachers	0%	0%	100%
Support Staff	0%	42.9%	57.1%
Total %	12.1%	32%	55.9%

Table 13: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Clare is being bullied?



Would you say that Clare is being bullied?

Group	Would you say that Clare is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	15.2%	33.2%	51.6%
Year 11	15.8%	28.3%	55.9%
Teachers	0%	0%	100%
Support Staff	0%	28.6%	71.4%
Total %	14.2%	29%	56.8%

Table 14: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Daniel is being bullied?	Would you say that Clare is being bullied?		
	No	Unsure	Yes
No	15	10	13
Unsure	17	62	32
Yes	15	27	151

Table 15: How people responded across the two questions (numbers indicate actual count of responses in each category)

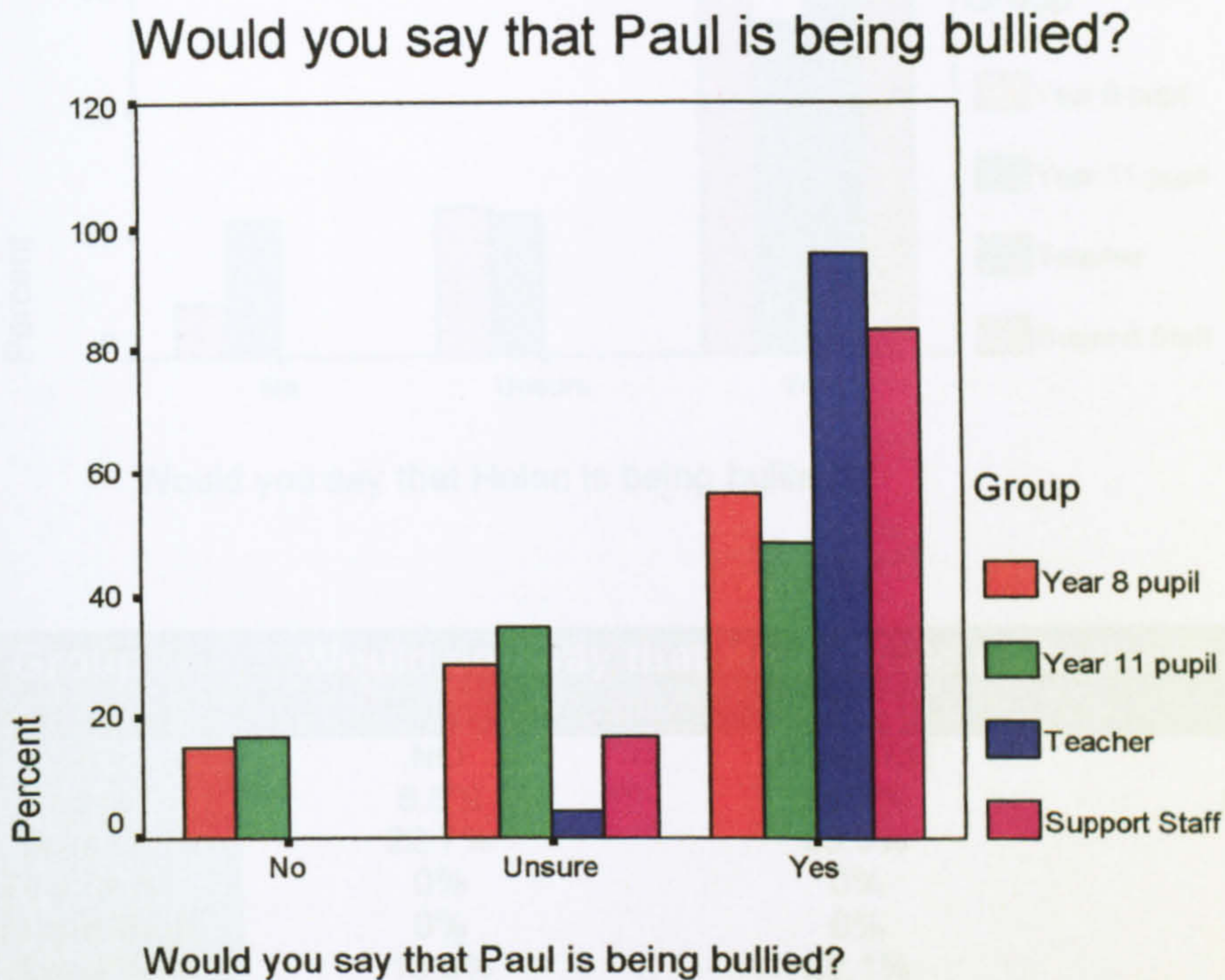
Interesting findings:

- There was strong agreement that damaging belongings was bullying
- All teachers thought damaging property was bullying
- Table 15 shows that the gender of the pupil in the scenario did not have a large affect on responses with most respondents being consistent in their answers across the two questions

6) Sending nasty e-mail/text messages

Perceptions about sending nasty e-mails or text messages were measured in the following scenarios:

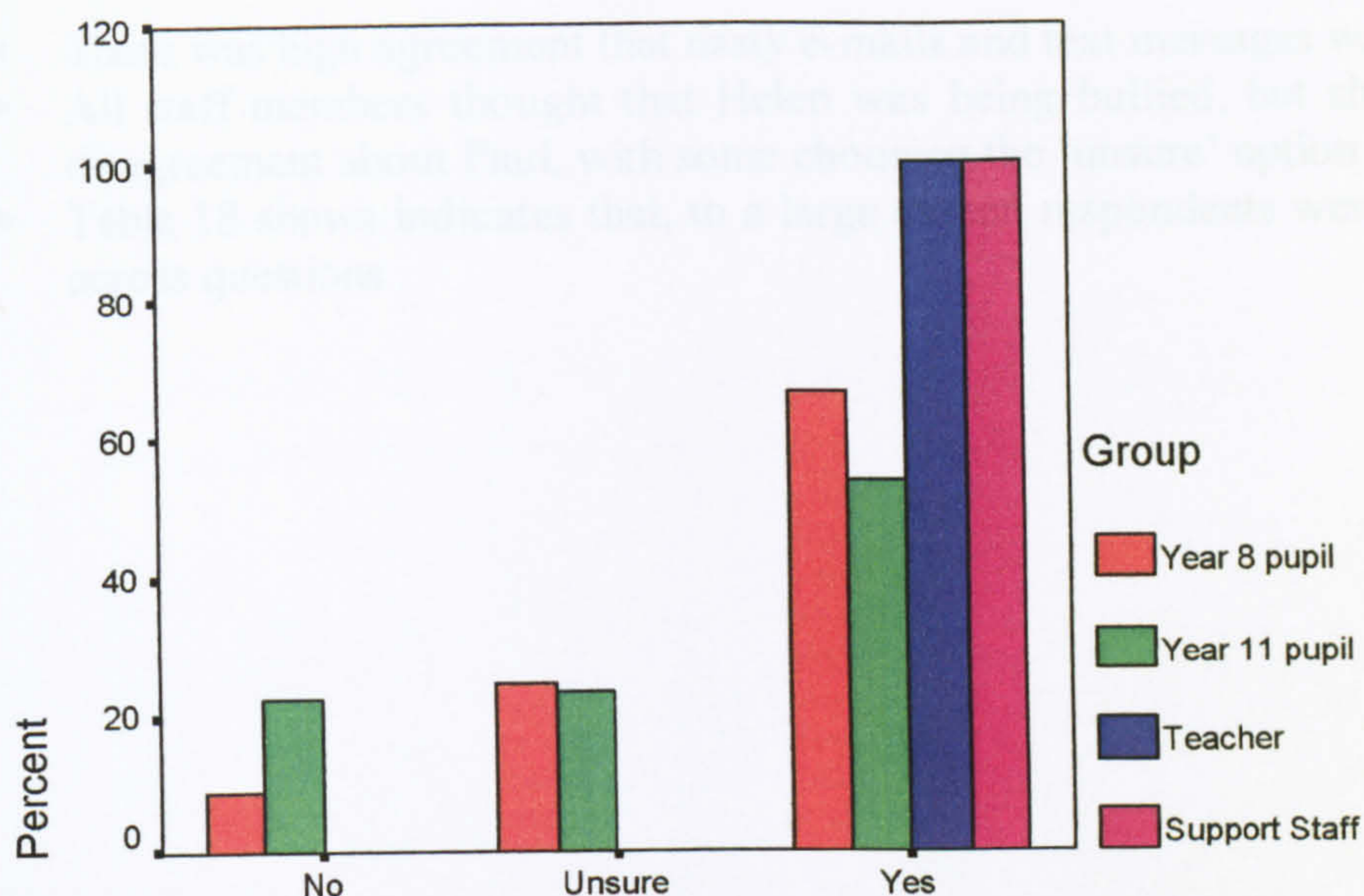
Paul keeps receiving nasty e-mail and text messages from other people in school
 Other people in school keep sending Helen nasty e-mail and text messages



Group	Would you say that Paul is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	14.9%	28.7%	56.4%
Year 11	16.8%	34.9%	48.3%
Teachers	0%	4.3%	95.7%
Support Staff	0%	16.7%	83.3%
Total %	14.5%	29.5%	56%

Table 16: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Helen is being bullied?



Would you say that Helen is being bullied?

Group	Would you say that Helen is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	8.8%	24.7%	66.5%
Year 11	22.7%	23.3%	54%
Teachers	0%	0%	100%
Support Staff	0%	0%	100%
Total %	13.8%	22.1%	64.1%

Table 17: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Paul is being bullied?	Would you say that Helen is being bullied?		
	No	Unsure	Yes
No	24	13	12
Unsure	13	41	48
Yes	9	19	163

Table 18: How people responded across the two questions (numbers indicate actual count of responses in each category)

Interesting findings:

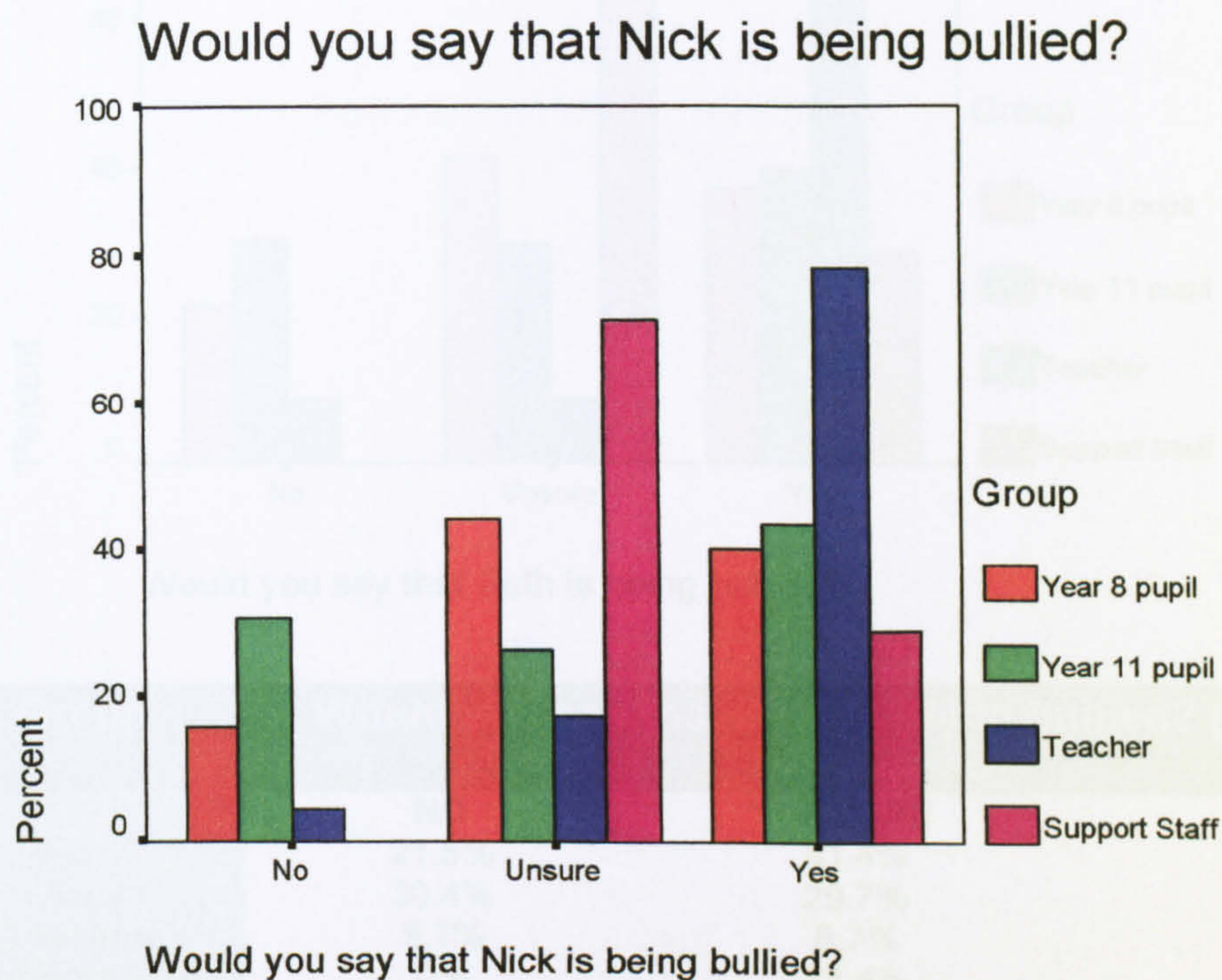
- There was high agreement that nasty e-mails and text messages was bullying
- All staff members thought that Helen was being bullied, but showed more disagreement about Paul, with some choosing the 'unsure' option
- Table 18 shows indicates that, to a large extent, respondents were consistent across questions

7) Spreading rumours

Perceptions about spreading rumours were measured in the following scenarios:

Nick's classmates keep spreading rumours about him that aren't true

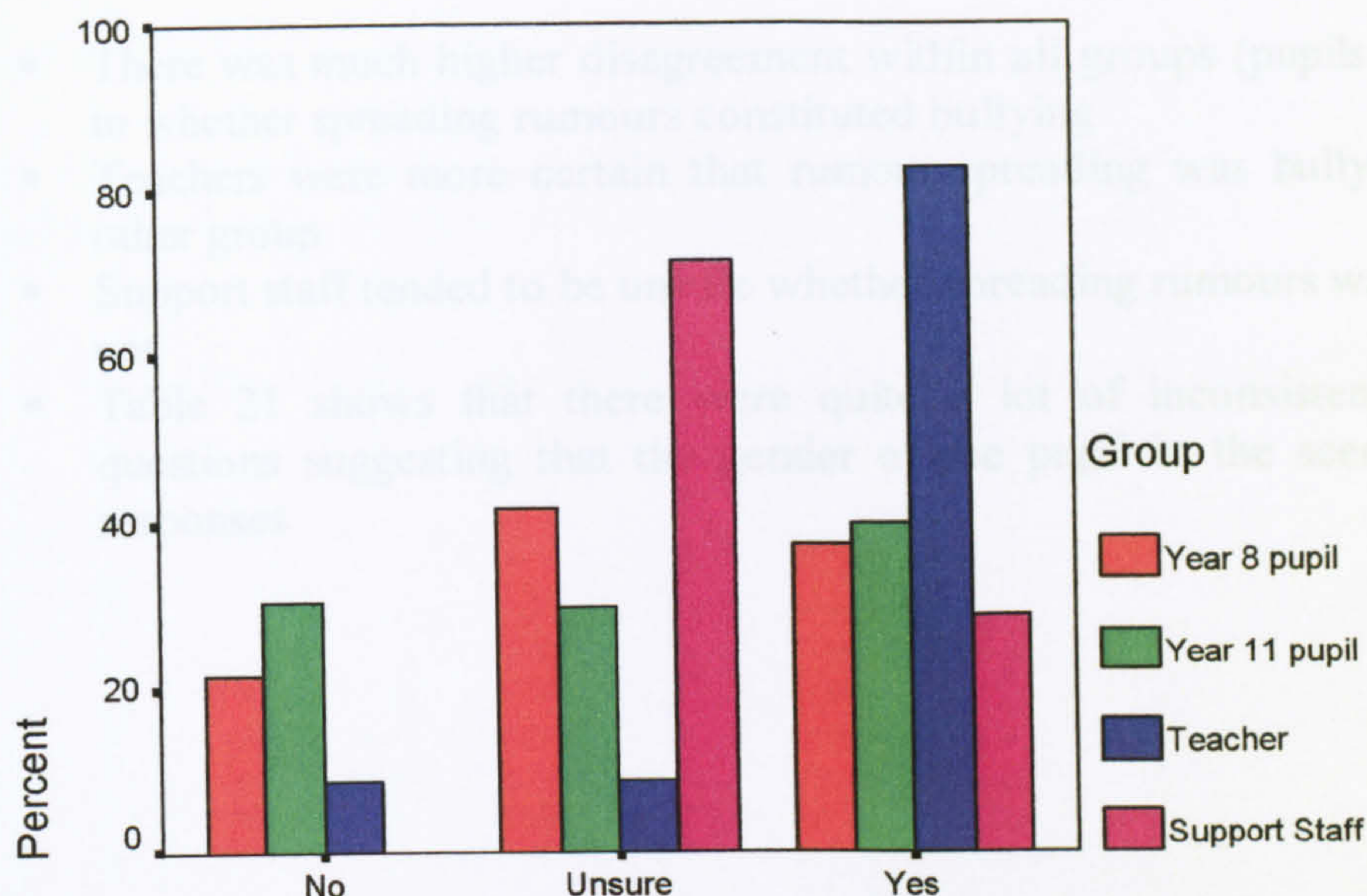
Beth's classmates keep spreading rumours about her that aren't true



Group	Would you say that Nick is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	15.8%	44.3%	39.9%
Year 11	30.5%	26%	43.5%
Teachers	4.3%	17.4%	78.3%
Support Staff	0%	71.4%	28.6%
Total %	21%	35.4%	43.6%

Table 19: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Beth is being bullied?



Would you say that Beth is being bullied?

Group	Would you say that Beth is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	21.5%	41.4%	37%
Year 11	30.4%	29.7%	39.9%
Teachers	8.7%	8.7%	82.6%
Support Staff	0%	71.4%	28.6%
Total %	24%	35.1%	40.9%

Table 20: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Nick is being bullied?	Would you say that Beth is being bullied?		
	No	Unsure	Yes
No	39	21	9
Unsure	18	74	29
Yes	21	27	105

Table 21: How people responded across the two questions (numbers indicate actual count of responses in each category)

Interesting findings:

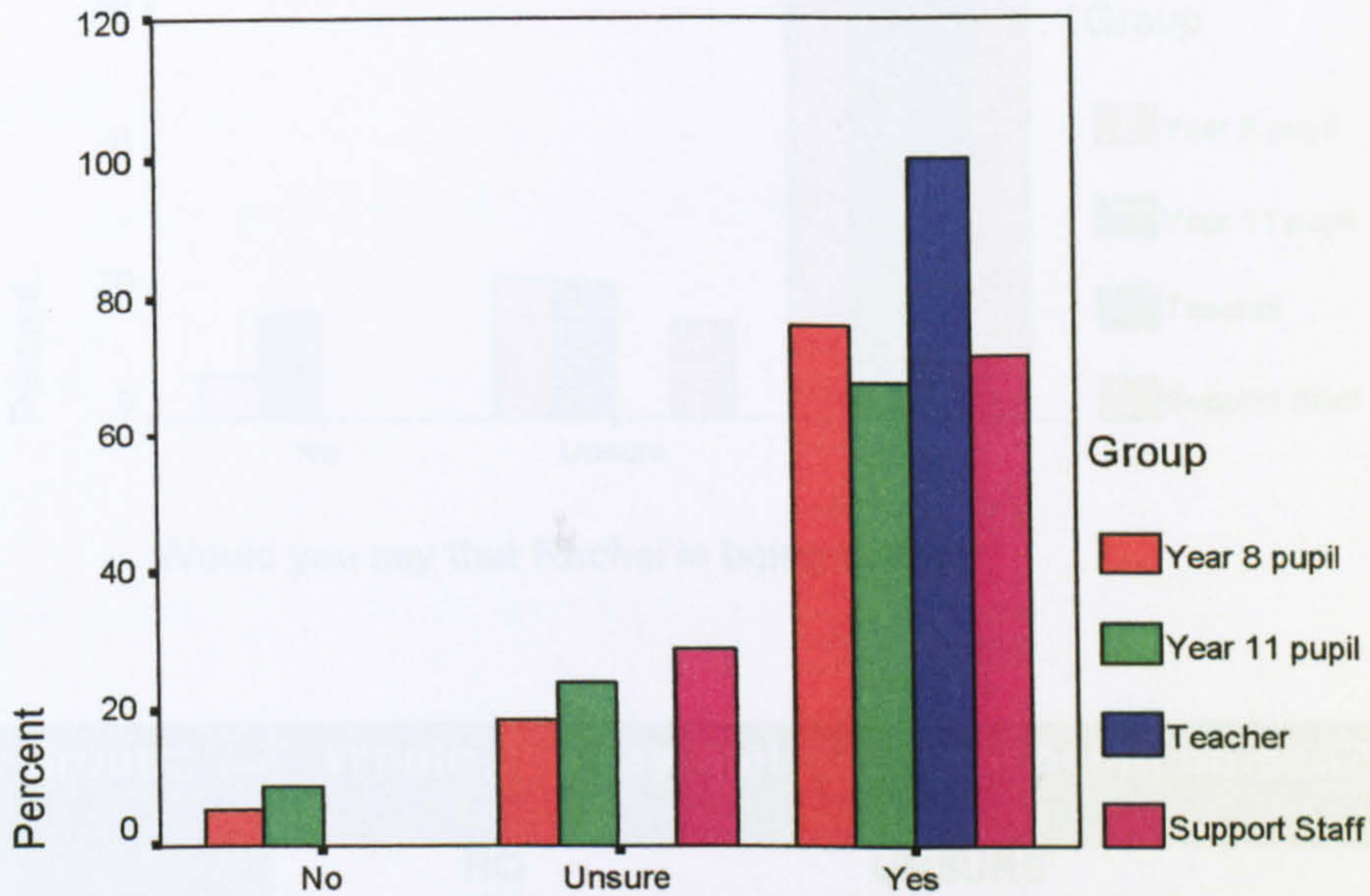
- There was much higher disagreement within all groups (pupils and staff) as to whether spreading rumours constituted bullying
- Teachers were more certain that rumour-spreading was bullying than any other group
- Support staff tended to be unsure whether spreading rumours was bullying or not
- Table 21 shows that there were quite a lot of inconsistencies between questions suggesting that the gender of the pupil in the scenario affected responses

8) Making threats

Perceptions about making threats were measured in the following scenarios:

Some young people in school keep making threats to Matthew
 Rachel keeps getting threatened in school by some young people

Would you say that Matthew is being bullied?

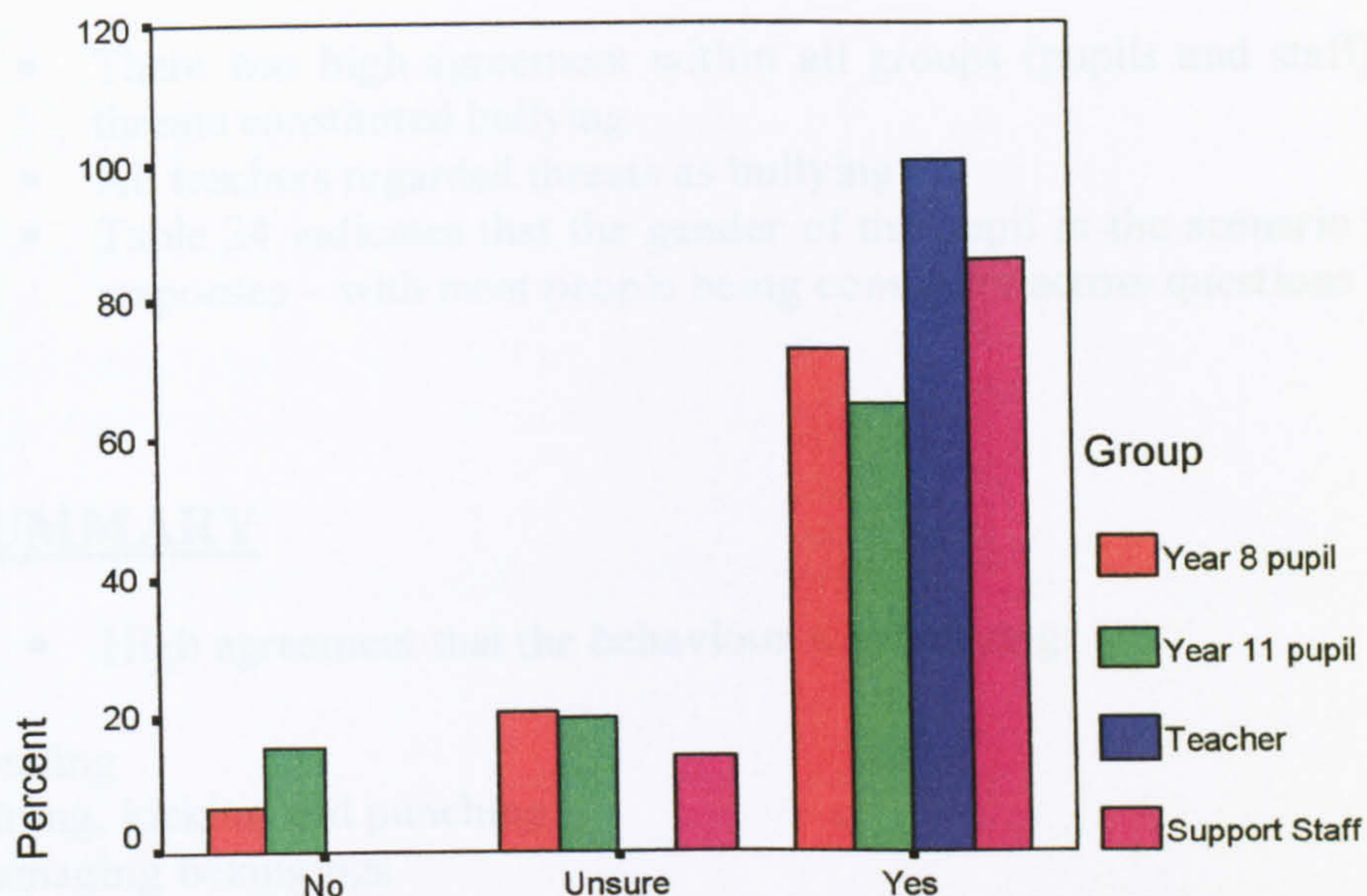


Would you say that Matthew is being bullied?

Group	Would you say that Matthew is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	5.5%	18.6%	76%
Year 11	8.6%	23.8%	67.5%
Teachers	0%	0%	100%
Support Staff	0%	28.6%	71.4%
Total %	6.3%	19.8%	73.9%

Table 22: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Rachel is being bullied?



Would you say that Rachel is being bullied?

Group	Would you say that Rachel is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	6.5%	20.7%	72.8%
Year 11	15.3%	20%	64.7%
Teachers	0%	0%	100%
Support Staff	0%	14.3%	85.7%
Total %	9.6%	19%	71.4%

Table 23: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Matthew is being bullied?	Would you say that Rachel is being bullied?		
	No	Unsure	Yes
No	8	5	10
Unsure	11	27	30
Yes	14	36	210

Table 24: How people responded across the two questions (numbers indicate actual count of responses in each category)

Interesting findings:

- There was high agreement within all groups (pupils and staff) that making threats constituted bullying
- All teachers regarded threats as bullying
- Table 24 indicates that the gender of the pupil in the scenario did not affect responses – with most people being consistent across questions

SUMMARY

- High agreement that the behaviour was bullying:

Stealing

Hitting, kicking and punching

Damaging belongings

Threats

Nasty name-calling

Sending nasty e-mails/text messages

- Uncertainty/disagreement about whether the behaviour was bullying:

Spreading rumours

Social exclusion

It is interesting to note that the behaviours where there are disagreements both fall into the category of ‘indirect bullying’. The ***** School Staff Handbook (2001-2002) claims that:

“..students, parents and staff, teaching and non-teaching, should be aware of the nature of bullying....”

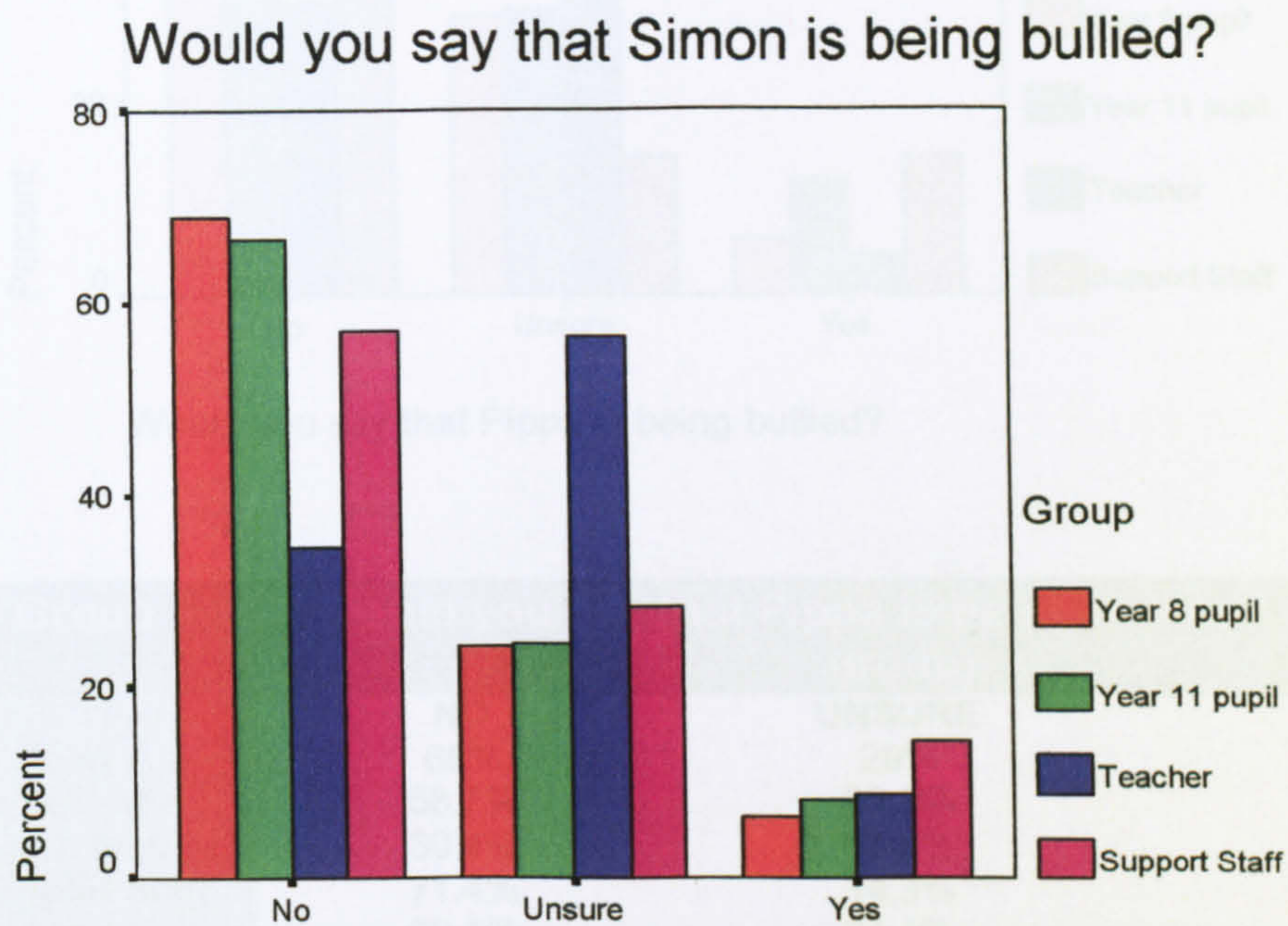
This suggests that more awareness could be raised in the school about what constitutes ‘indirect bullying’ and the effect it has on victims.

Ambiguous Scenarios

1) Arguing with friends

Perceptions about arguing with friends were measured in the following scenarios:

Simon keeps arguing with his friends at school
 Pippa keeps arguing with her friends at school

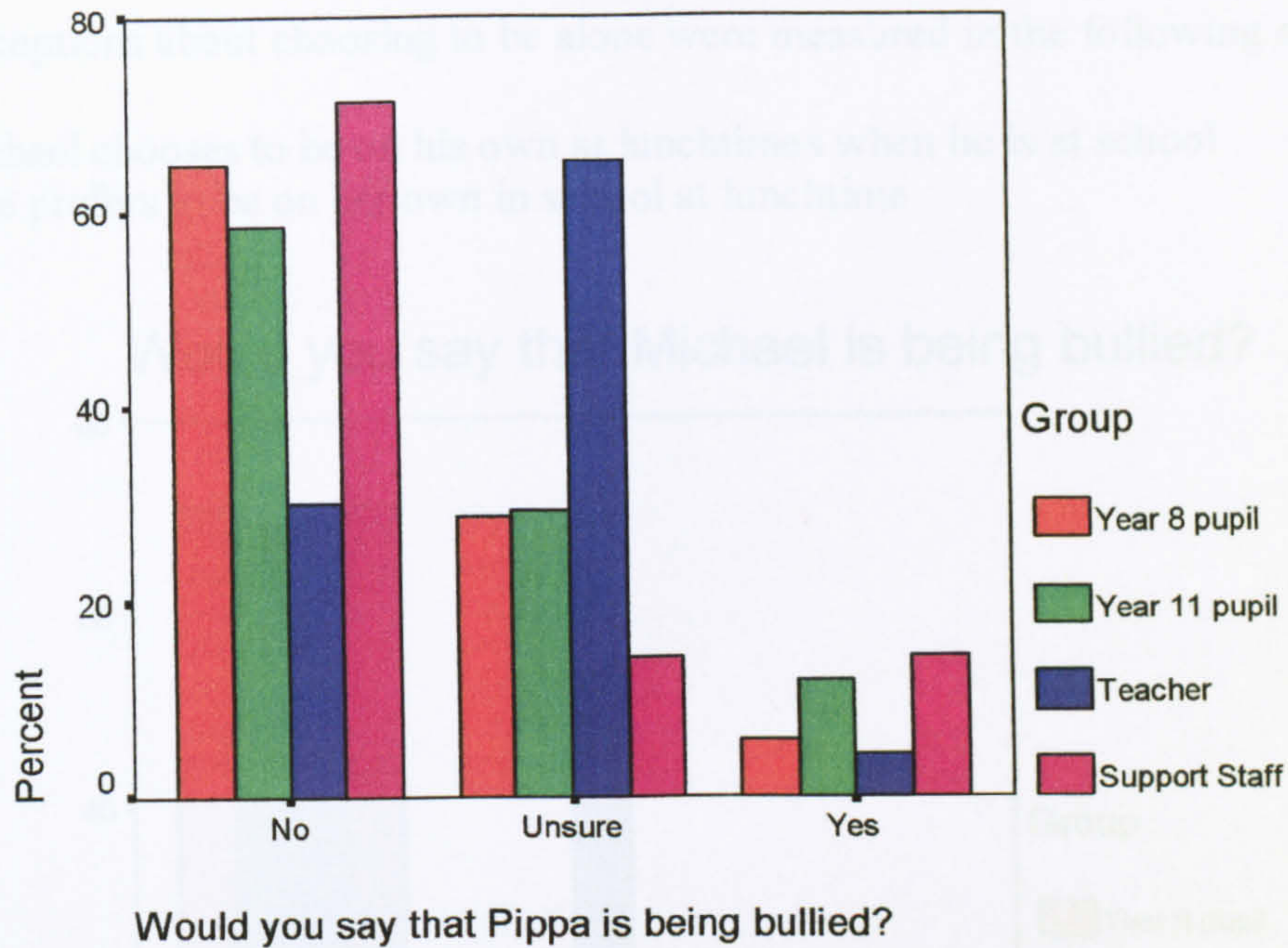


Would you say that Simon is being bullied?

Group	Would you say that Simon is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	69%	24.5%	6.5%
Year 11	66.9%	24.8%	8.3%
Teachers	34.8%	56.5%	8.7%
Support Staff	57.1%	28.6%	14.3%
Total %	65.7%	25.7%	7.5%

Table 25: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Pippa is being bullied?



Group	Would you say that Pippa is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	65%	29%	6%
Year 11	58.7%	29.3%	12%
Teachers	30.4%	65.2%	4.3%
Support Staff	71.4%	14.3%	14.3%
Total %	60.1%	31.1%	8.5%

Table 26: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Simon is being bullied?	Would you say that Pippa is being bullied?		
	No	Unsure	Yes
No	165	39	18
Unsure	30	57	5
Yes	9	9	7

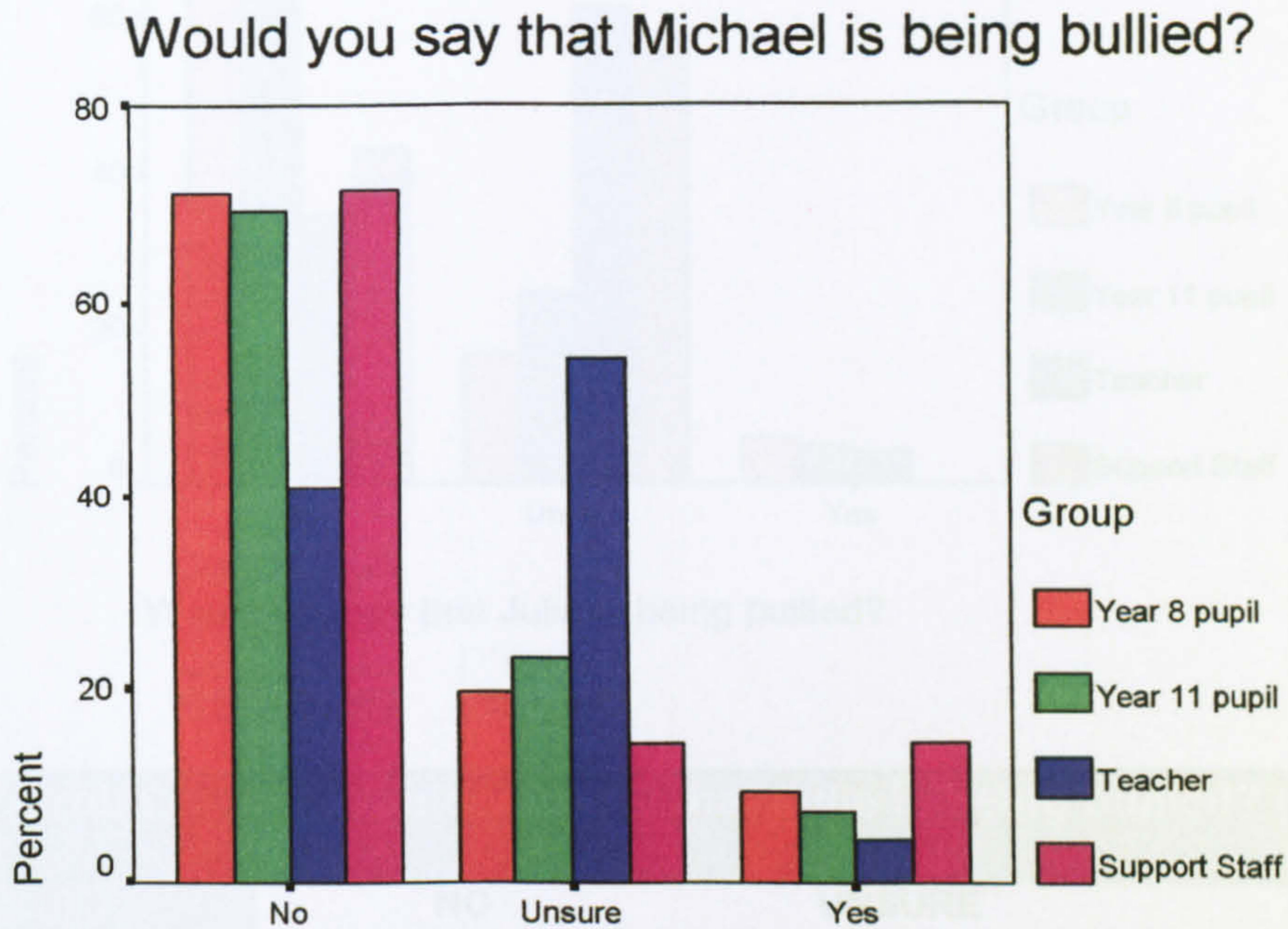
Table 27: How people responded across the two questions (numbers indicate actual count of responses in each category)

2) Choosing to be alone

Perceptions about choosing to be alone were measured in the following scenarios:

Michael chooses to be on his own at lunchtimes when he is at school

Julie prefers to be on her own in school at lunchtime

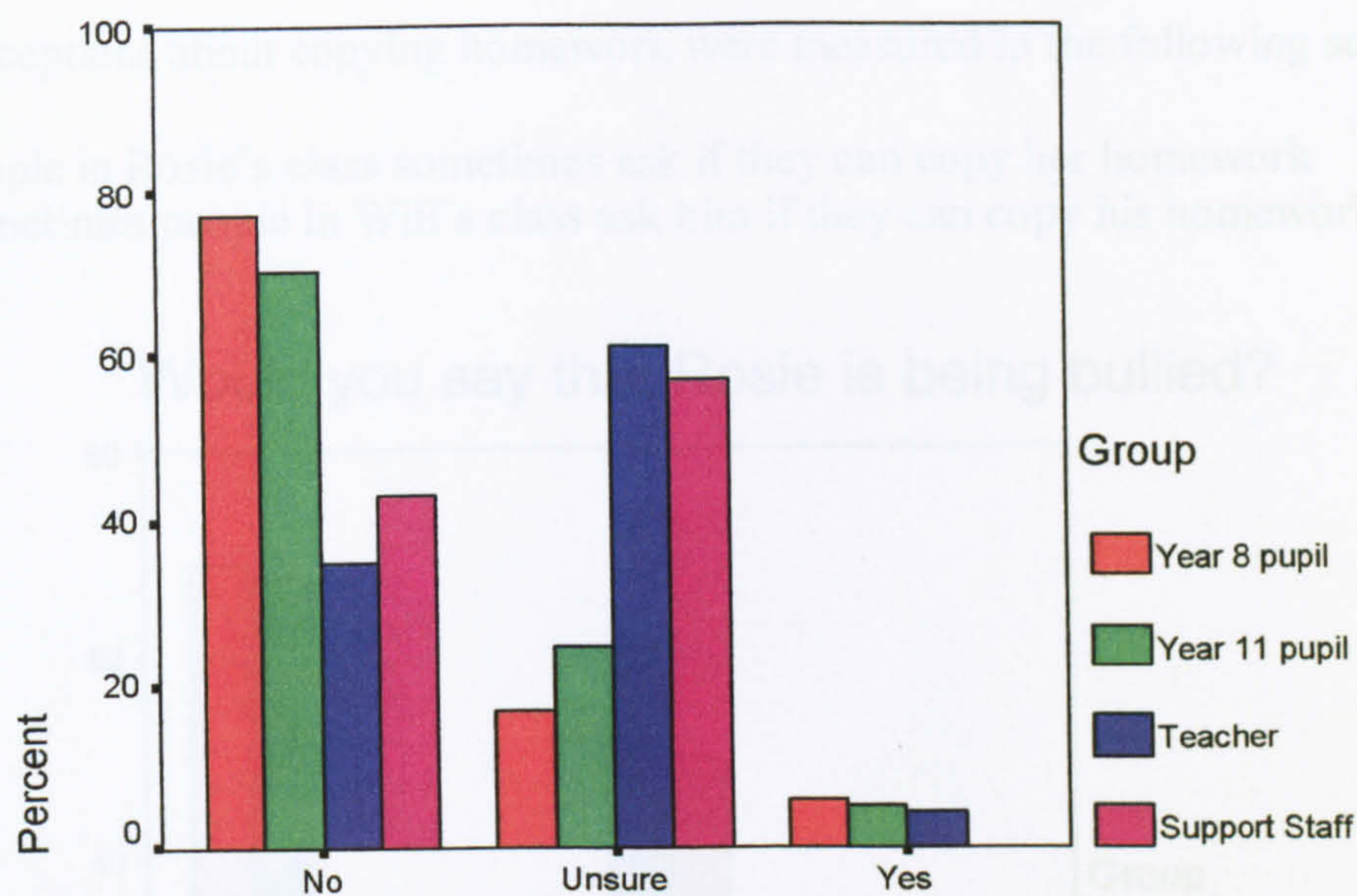


Would you say that Michael is being bullied?

Group	Would you say that Michael is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	71%	19.7%	9.3%
Year 11	69.4%	23.1%	7.5%
Teachers	40.9%	54.5%	4.5%
Support Staff	71.4%	14.3%	14.3%
Total %	68.5%	23.1%	8.4%

Table 28: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Julie is being bullied?



Would you say that Julie is being bullied?

Group	Would you say that Julie is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	77.2%	16.8%	6%
Year 11	70.2%	24.5%	5.3%
Teachers	34.8%	60.9%	4.3%
Support Staff	42.9%	57.1%	0%
Total %	71%	23.6%	5.5%

Table 29: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

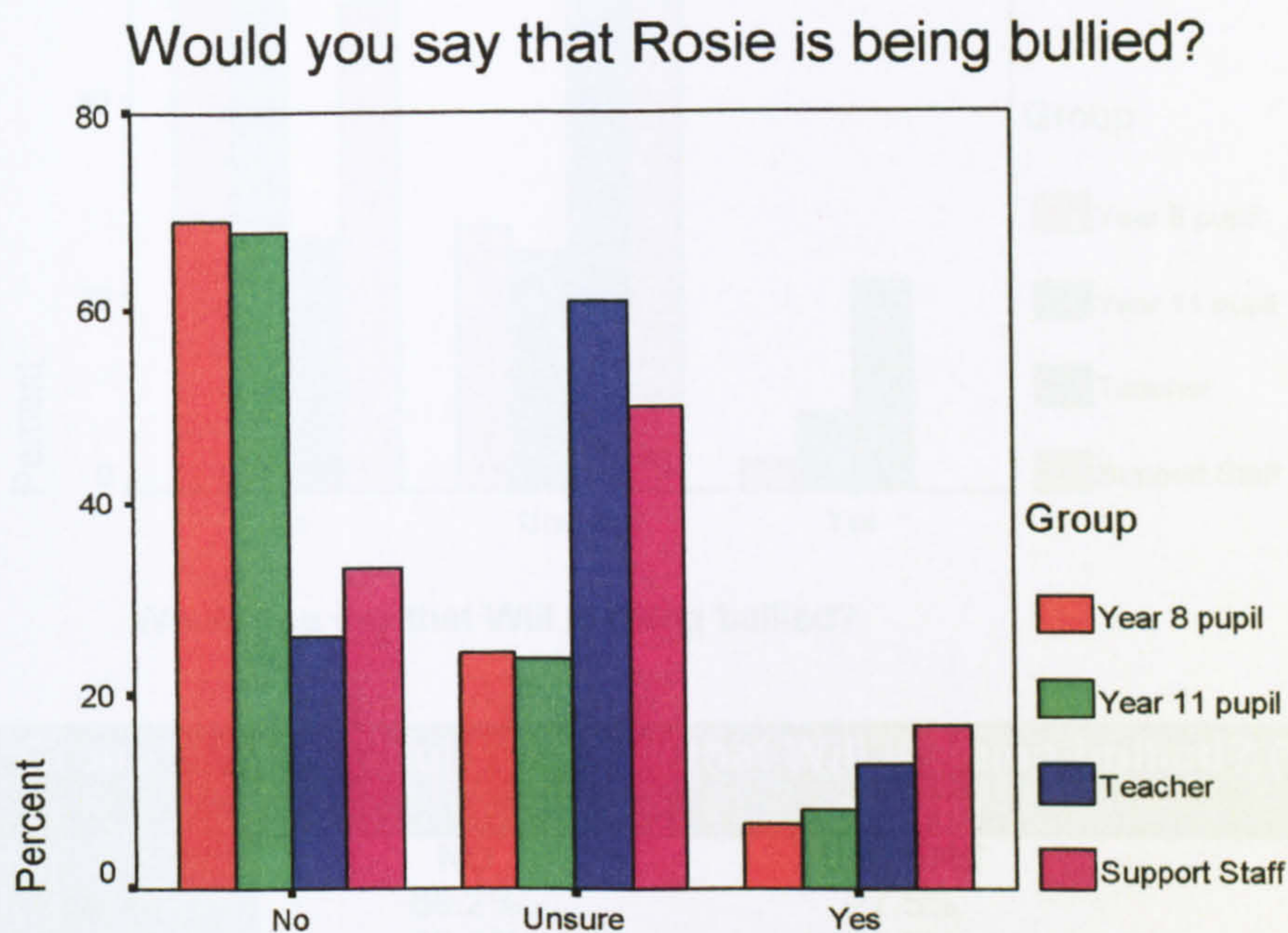
Would you say that Michael is being bullied?	Would you say that Julie is being bullied?		
	No	Unsure	Yes
No	200	28	4
Unsure	26	43	8
Yes	13	9	8

Table 30: How people responded across the two questions (numbers indicate actual count of responses in each category)

3) Copying homework

Perceptions about copying homework were measured in the following scenarios:

People in Rosie's class sometimes ask if they can copy her homework
 Sometimes people in Will's class ask him if they can copy his homework

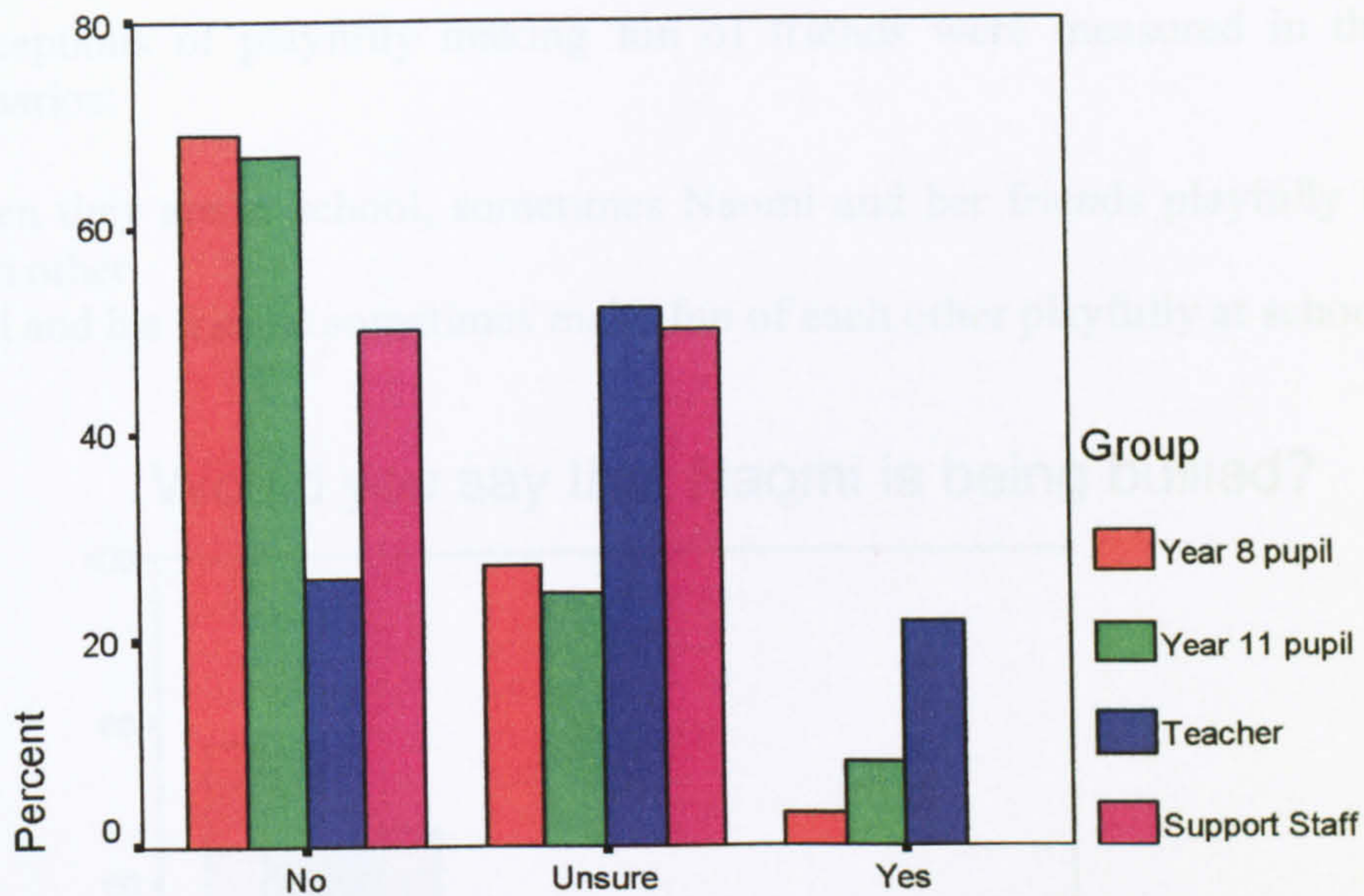


Would you say that Rosie is being bullied?

Group	Would you say that Rosie is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	69.1%	24.3%	6.6%
Year 11	68%	23.8%	8.2%
Teachers	26.1%	60.9%	13%
Support Staff	33.3%	50%	16.7%
Total %	65.3%	26.9%	7.8%

Table 31: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Will is being bullied?



Would you say that Will is being bullied?

Group	Would you say that Will is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	69.2%	27.5%	3.3%
Year 11	67.1%	24.7%	8.2%
Teachers	26.1%	52.2%	21.7%
Support Staff	50%	50%	0%
Total %	65.3%	28.3%	6.4%

Table 32: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Rosie is being bullied?	Would you say that Will is being bullied?		
	No	Unsure	Yes
No	174	37	4
Unsure	33	53	4
Yes	8	7	14

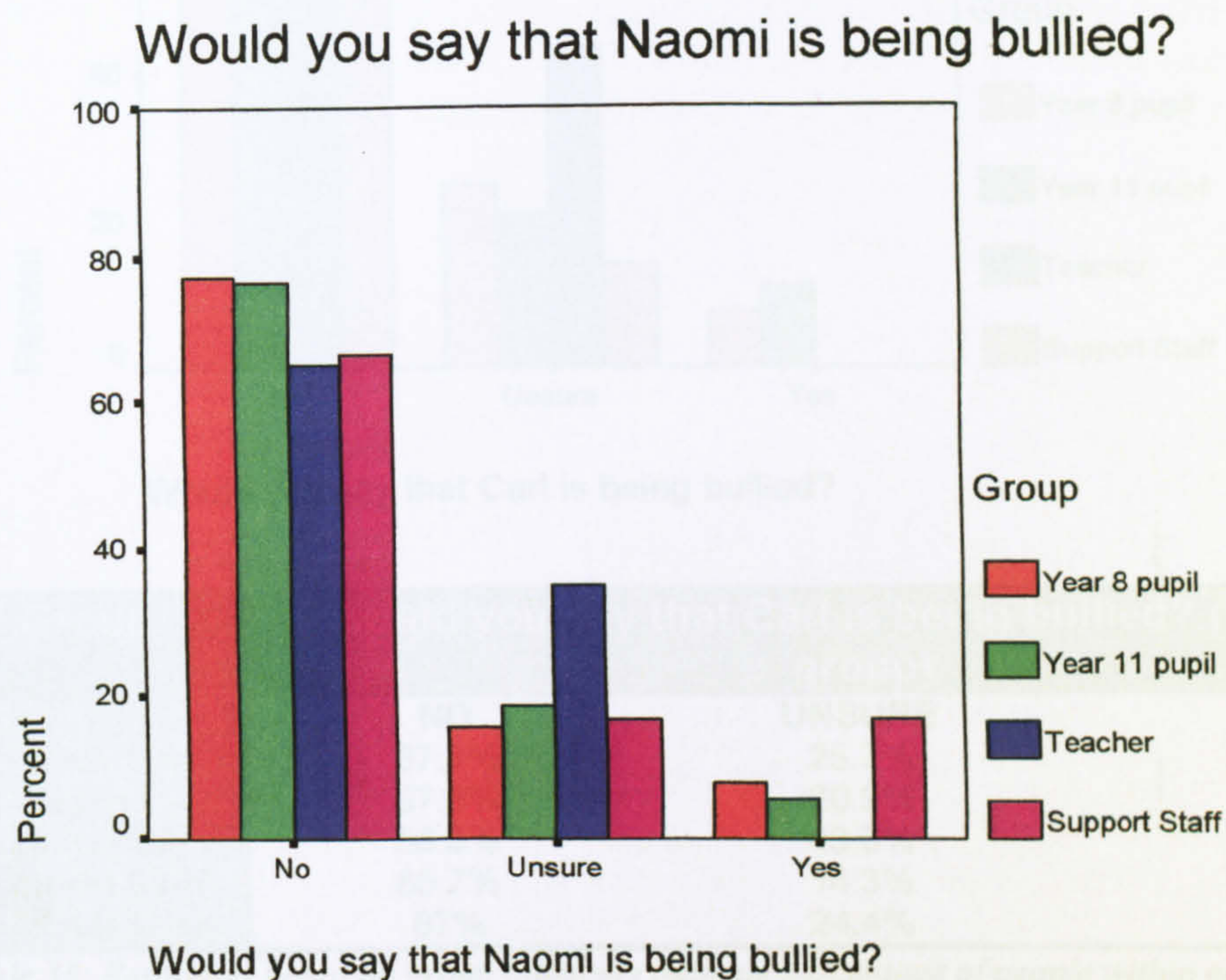
Table 33: How people responded across the two questions (numbers indicate actual count of responses in each category)

4) Playfully making fun of friends

Perceptions of playfully making fun of friends were measured in the following scenarios:

When they are at school, sometimes Naomi and her friends playfully make fun of each other

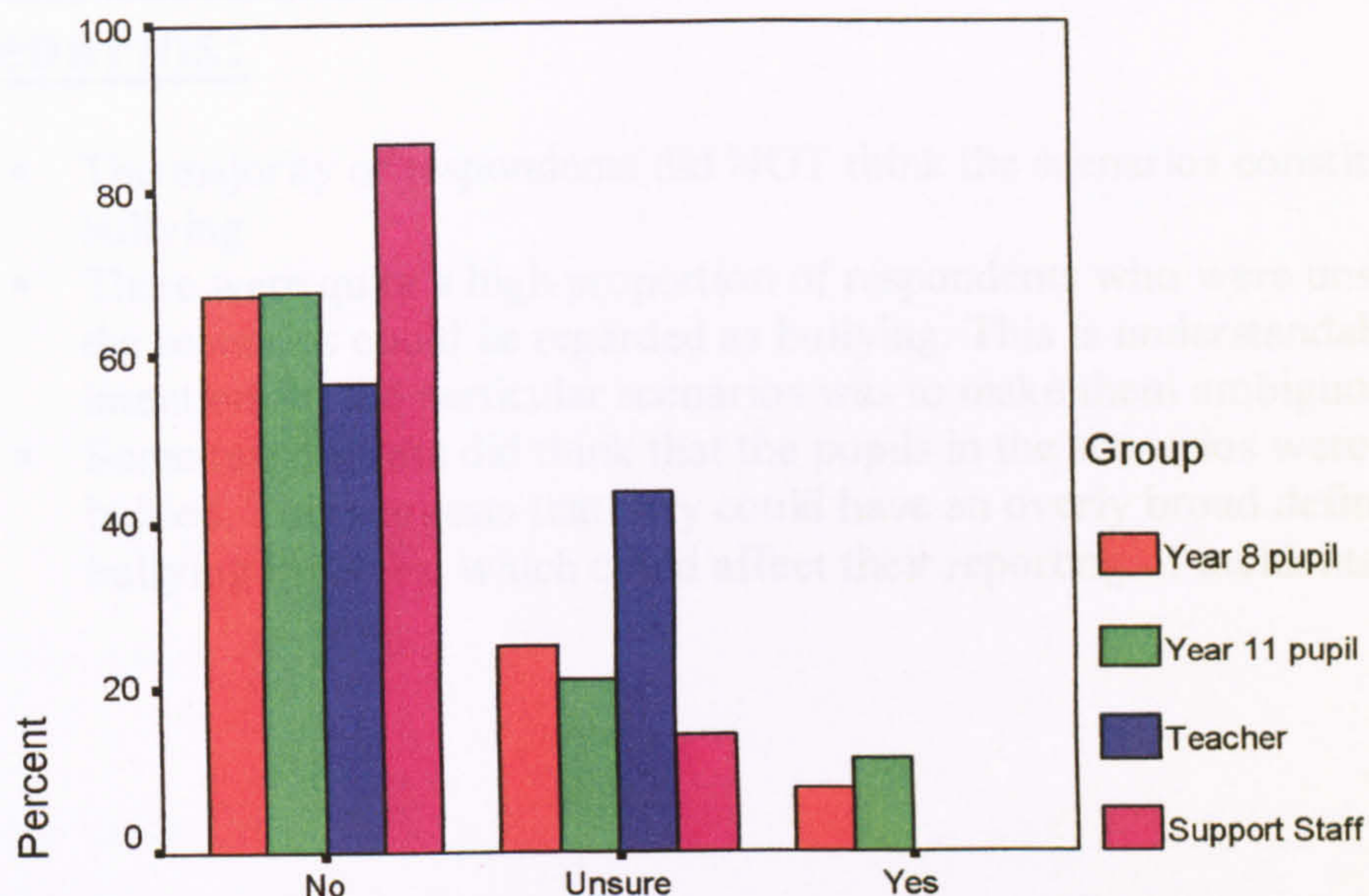
Carl and his friends sometimes make fun of each other playfully at school



Group	Would you say that Naomi is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	77%	15.3%	7.7%
Year 11	76.4%	18.2%	5.4%
Teachers	65.2%	34.8%	0%
Support Staff	66.7%	16.7%	16.7%
Total %	75.8%	17.8%	6.4%

Table 34: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Carl is being bullied?



Would you say that Carl is being bullied?

Group	Would you say that Carl is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	67.2%	25.7%	7.7%
Year 11	67.6%	20.9%	11.5%
Teachers	56.5%	43.5%	0%
Support Staff	85.7%	14.3%	0%
Total %	67%	24.4%	8.6%

Table 35: Responses based on group (numbers indicate percentage of people within each group who responded to each category)

Would you say that Naomi is being bullied?	Would you say that Carl is being bullied?		
	No	Unsure	Yes
No	194	41	19
Unsure	24	33	6
Yes	8	8	6

Table 36: How people responded across the two questions (numbers indicate actual count of responses in each category)

Key findings from ambiguous/non-bullying scenarios:

- The majority of respondents did NOT think the scenarios constituted bullying
- There were quite a high proportion of respondents who were unsure whether the scenarios could be regarded as bullying. This is understandable, as the intention for the particular scenarios was to make them ambiguous
- Some respondents did think that the pupils in the scenarios were being bullied. This suggests that they could have an overly broad definition of what bullying involves, which could affect their reporting of incidents

Perceived Seriousness of Behaviours

This section reports the findings about how serious respondents thought each scenario was. In each scenario presented in the questionnaire, respondents were asked how serious they thought the person's situation was. Responses were recorded on the following scale:

Not serious	Fairly serious	Serious	Very serious	Extremely serious
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In order to display findings clearly, responses were scored:

Not serious	Fairly serious	Serious	Very serious	Extremely serious
0	1	2	3	4

It was then possible to calculate the behaviours reported with the highest frequency, and compare them directly to others.

Pupils

Behaviour	Year 8 Boys		Year 8 Girls		Year 11 Boys		Year 11 Girls	
	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score
Hitting, kicking, punching (boys)	1	2.51	2	2.67	2	2.49	2	2.54
Hitting, kicking, punching (girls)	2	2.49	1	2.81	1	2.70	1	2.57
Threats (boys)	3	2.46	4	2.30	3	2.26	3	2.10
Threats (girls)	4	2.34	3	2.39	5	2.01	4	1.97
E-mail/text messages (girls)	5	2.20	6	2.17	12	1.65	5	1.84
Stealing (boys)	6	2.15	7	2.00	6	1.96	11	1.56
Damaging property (boys)	7	2.09	11	1.82	4	2.13	12	1.52
Damaging property (girls)	8	2.07	12	1.76	9	1.89	10	1.60
E-mail/text messages (boys)	9.5	2.04	5	2.19	10	1.76	8	1.68
Stealing (girls)	9.5	2.04	8	1.95	7	1.96	7	1.73
Nasty name-calling (boys)	11	1.89	10	1.86	8	1.92	6	1.82
Nasty name-calling (girls)	12	1.68	9	1.90	11	1.72	9	1.69
Spreading rumours (boys)	13	1.56	14.5	1.45	14	1.45	15.5	1.35
Spreading rumours (girls)	14	1.48	13	1.50	13	1.49	14	1.39
Social exclusion (boys)	15	1.35	16	1.38	16	1.36	13	1.45
Social exclusion (girls)	16	1.22	14.5	1.45	15	1.39	15.5	1.35

Key findings

- Hitting, kicking and punching (boys and girls) and threats (girls and boys) were seen as the most serious by all pupils
- Spreading rumours (boys and girls) and social exclusion (girls and boys) were seen as the least serious
- In virtually all scenarios, the 'boy' version was perceived as more serious than the equivalent 'girl' version

Staff

Behaviour	Male Teachers		Female Teachers		Support Staff (female)	
	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score
Hitting, kicking, punching (boys)	6	3.33	1	3.37	2	2.83
Hitting, kicking, punching (girls)	1.5	3.67	2	3.26	1	3.33
Threats (boys)	11.5	3.00	5.5	2.89	10.5	2.29
Threats (girls)	6	3.33	3.5	2.95	10.5	2.29
E-mail/text messages (girls)	6	3.33	5.5	2.89	3	2.71
Stealing (boys)	11.5	3.00	12	2.63	4	2.68
Damaging property (boys)	6	3.33	9.5	2.74	8	2.43
Damaging property (girls)	11.5	3.67	9.5	2.74	10.5	2.29
E-mail/text messages (boys)	6	3.33	3.5	2.95	7	2.50
Stealing (girls)	6	3.33	7.5	2.79	5.5	2.57
Nasty name-calling (boys)	11.5	3.00	7.5	2.79	5.5	2.57
Nasty name-calling (girls)	6	3.33	11	2.68	10.5	2.29
Spreading rumours (boys)	11.5	3.00	13.5	2.16	13.5	1.86
Spreading rumours (girls)	14	2.67	15	2.11	15	1.57
Social exclusion (boys)	15.5	1.67	13.5	2.16	16	1.29
Social exclusion (girls)	15.5	1.67	16	2.00	13.5	1.86

Key findings

- Overall, the mean seriousness scores for staff were much higher than for pupils
- Hitting, kicking and punching (boys and girls) was seen as the most serious by all staff
- Spreading rumours (boys and girls) and social exclusion (girls and boys) were seen as the least serious
- In virtually all scenarios, the 'boy' version was perceived as more serious than the equivalent 'girl' version

Self-reported Victims of Bullying

Experiences of being a victim of bullying were measured by one question in each scenario.

Only data from the bullying scenarios are outlined in the report. If you would like to view the results from the ambiguous/non-bullying scenarios, please contact me.

Pupils were asked to rate how often they were in a similar situation as the people in the scenarios, rating their answers on the following scale:

Never	Once or twice a term	Once a week	Several times a week	Most days
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Responses are displayed in tables, showing the actual number of pupils who responded in a particular way, and also the percentage of pupils (out of those who actually answered the question) who responded in a particular way.

1) Stealing

When Caroline is in school, her belongings keep getting stolen
 Andy's belongings keep getting stolen when he is in school

Year 8

How often are you in a similar situation to Caroline?

	Male		Female	
Never	59	(72%)	75	(76.5%)
Once or twice a term	15	(18.3%)	16	(16.3%)
Once a week	2	(2.4%)	5	(5.1%)
Several times a week	3	(3.7%)	1	(1%)
Most days	3	(3.7%)	1	(1%)

How often are you in a similar situation to Andy?

	Male		Female	
Never	54	(65.9%)	72	(74.2%)
Once or twice a term	18	(22%)	16	(16.5%)
Once a week	7	(8.5%)	4	(4.1%)
Several times a week	2	(2.4%)	2	(2.1%)
Most days	1	(1.2%)	3	(3.1%)

Key findings

- 10-12% of boys in Year 8 reported having their belongings stolen at least once a week
- 7 – 10% of girls in Year 8 reported having their belongings stolen at least once a week
- Pupils were reasonably consistent in their responses the two questions (Caroline and Andy)

Year 11

How often are you in a similar situation to Caroline?

	Male		Female	
Never	52	(62.7%)	48	(81.4%)
Once or twice a term	19	(22.9%)	9	(15.3%)
Once a week	3	(3.6%)	1	(1.7%)
Several times a week	4	(4.8%)	1	(1.7%)
Most days	5	(6%)	0	(0%)

How often are you in a similar situation to Andy?

	Male		Female	
Never	52	(61.9%)	53	(85.5%)
Once or twice a term	18	(21.4%)	7	(11.3%)
Once a week	8	(9.5%)	0	(0%)
Several times a week	1	(1.2%)	1	(1.6%)
Most days	5	(6%)	1	(1.6%)

Key findings

- 14 – 18% of boys in Year 11 reported having their belongings stolen at least once a week
- 3 – 4% of girls in Year 11 reported having their belongings stolen at least once a week
- Pupils were reasonably consistent in their responses for the two questions (Caroline and Andy)

2) Nasty name-calling

Each time Dave walks past a group of his classmates, they call him nasty names and make fun of him

Lucy gets called nasty names and made fun of each time she walks past a group of her classmates

Year 8

How often are you in a similar situation to Dave?

	Male		Female	
Never	46	(55.4%)	56	(57.7%)
Once or twice a term	24	(28.9%)	28	(28.9%)
Once a week	8	(9.6%)	5	(5.2%)
Several times a week	2	(2.4%)	5	(5.2%)
Most days	3	(3.6%)	3	(3.1%)

How often are you in a similar situation to Lucy?

	Male		Female	
Never	55	(64.7%)	61	(62.2%)
Once or twice a term	15	(17.6%)	27	(27.6%)
Once a week	9	(10.6%)	3	(3.1%)
Several times a week	3	(3.5%)	4	(4.1%)
Most days	3	(3.5%)	3	(3.1%)

Key findings

- 15-18% of boys in Year 8 reported being called nasty names at least once a week by their classmates
- 10-13% of girls reported being called nasty names at least once a week by their classmates
- Pupils were reasonably consistent in their responses the two questions (Dave and Lucy)

Year 11

How often are you in a similar situation to Dave?

	Male		Female	
Never	41	(48.8%)	43	(71.7%)
Once or twice a term	26	(31%)	12	(20%)
Once a week	9	(10.7%)	3	(5%)
Several times a week	4	(4.8%)	2	(3.3%)
Most days	4	(4.8%)	0	(0%)

How often are you in a similar situation to Lucy?

	Male		Female	
Never	50	(57.5%)	50	(82%)
Once or twice a term	21	(24.1%)	9	(14.8%)
Once a week	6	(6.9%)	1	(1.6%)
Several times a week	7	(8%)	1	(1.6%)
Most days	3	(3.4%)	0	(0%)

Key findings

- 18 – 20% of boys in Year 11 reported being called nasty names by their classmates at least once a week
- 3 – 8% of girls in Year 11 reported being called nasty names by their classmates at least once a week
- There were some inconsistencies in responses between questions (i.e. there seemed to be a higher reporting of incidents for the Dave scenario than for the Lucy scenario)

3) Hitting, kicking and punching

Susie keeps getting hit, kicked and punched on purpose by some of her classmates
 Some of Ben's classmates keep hitting, kicking and punching him on purpose

Year 8

How often are you in a similar situation to Susie?

	Male		Female	
Never	53	(64.6%)	84	(85.7%)
Once or twice a term	19	(23.2%)	13	(13.3%)
Once a week	6	(7.3%)	1	(1%)
Several times a week	2	(2.4%)	0	(0%)
Most days	2	(2.4%)	0	(0%)

How often are you in a similar situation to Ben?

	Male		Female	
Never	48	(57.1%)	77	(80.2%)
Once or twice a term	18	(21.4%)	14	(14.6%)
Once a week	12	(14.3%)	4	(4.2%)
Several times a week	2	(2.4%)	0	(0%)
Most days	4	(4.8%)	1	(1%)

Key findings

- 12 - 21% of Year 8 boys reported being hit, kicked or punched by their classmates at least once a week
- 1 - 5% of Year 8 girls reported being hit, kicked or punched by their classmates at least once a week
- There was a tendency for higher reports when responding to the question in Ben's scenario compared to Susie's scenario

Year 11

How often are you in a similar situation to Susie?

	Male		Female	
Never	58	(69%)	58	(96.7%)
Once or twice a term	11	(13.1%)	2	(3.3%)
Once a week	9	(10.7%)	0	(0%)
Several times a week	3	(3.6%)	0	(0%)
Most days	3	(3.6%)	0	(0%)

How often are you in a similar situation to Ben?

	Male		Female	
Never	52	(60.5%)	57	(90.5%)
Once or twice a term	19	(22.1%)	3	(4.8%)
Once a week	5	(5.8%)	0	(0%)
Several times a week	3	(3.5%)	2	(3.2%)
Most days	7	(8.1%)	1	(1.6%)

Key findings

- Approximately 17% of Year 11 boys reported being hit, kicked or punched by their classmates at least once a week
- Only 5% of Year 11 girls reported being hit, kicked or punched by their classmates at least once a week
- A slightly higher proportion of girls reported experiencing the behaviour in Ben's situation than in Susie's situation

4) Social exclusion

Michelle's classmates deliberately leave her out of things and won't hang around with her

Gary's classmates won't hang around with him and deliberately leave him out of things

Year 8

How often are you in a similar situation to Michelle?

	Male		Female	
Never	59	(71.1%)	56	(57.7%)
Once or twice a term	13	(15.7%)	35	(36.1%)
Once a week	6	(7.2%)	2	(2.1%)
Several times a week	2	(2.4%)	2	(2.1%)
Most days	3	(3.6%)	2	(2.1%)

How often are you in a similar situation to Gary?

	Male		Female	
Never	61	(72.6%)	71	(74%)
Once or twice a term	14	(16.7%)	18	(18.8%)
Once a week	4	(4.8%)	2	(2.1%)
Several times a week	2	(2.4%)	3	(3.1%)
Most days	3	(3.6%)	2	(2.1%)

Key findings

- 10 – 13% of Year 8 boys reporting being deliberately excluded from things by their classmates at least once a week
- Approximately 7% of Year 8 girls reported being deliberately excluded from things by their classmates at least once a week
- Responses were reasonably consistent between questions

Year 11

How often are you in a similar situation to Michelle?

	Male		Female	
Never	48	(59.3%)	47	(79.7%)
Once or twice a term	14	(17.3%)	9	(15.3%)
Once a week	12	(14.8%)	2	(3.4%)
Several times a week	7	(8.6%)	0	(0%)
Most days	0	(0%)	1	(1.7%)

How often are you in a similar situation to Gary?

	Male		Female	
Never	52	(61.2%)	50	(80.6%)
Once or twice a term	17	(20%)	10	(16.1%)
Once a week	6	(7.1%)	0	(0%)
Several times a week	7	(8.2%)	2	(3.2%)
Most days	3	(3.5%)	0	(0%)

Key findings

- 19 – 23% of Year 11 boys reported being deliberately excluded from things by their classmates at least once a week
- 3 – 5% of Year 11 girls reported being deliberately excluded from things by their classmates at least once a week
- Responses were reasonably consistent across questions

5) Damaging belongings

Daniel's belongings keep getting damaged deliberately by other young people in school

Other young people in school keep damaging Clare's belongings deliberately

Year 8

How often are you in a similar situation to Daniel?

	Male		Female	
Never	54	(65.9%)	78	(81.3%)
Once or twice a term	19	(23.2%)	17	(17.7%)
Once a week	5	(6.1%)	1	(1%)
Several times a week	0	(0%)	0	(0%)
Most days	4	(4.9%)	0	(0%)

How often are you in a similar situation to Clare?

	Male		Female	
Never	57	(66.3%)	75	(78.1%)
Once or twice a term	21	(24.4%)	16	(16.7%)
Once a week	4	(4.7%)	4	(4.2%)
Several times a week	3	(3.5%)	0	(0%)
Most days	1	(1.2%)	1	(1.6%)

Key findings

- 9 – 11% of Year 8 boys reported having their belongings damaged deliberately at least once a week
- 1 – 5% of Year 8 girls reported having their belongings damaged deliberately at least once a week
- Responses were reasonably consistent across questions

Year 11

How often are you in a similar situation to Daniel?

	Male		Female	
Never	50	(57.5%)	52	(89.7%)
Once or twice a term	18	(20.7%)	5	(8.6%)
Once a week	13	(14.9%)	1	(1.7%)
Several times a week	3	(3.4%)	0	(0%)
Most days	3	(3.4%)	0	(0%)

How often are you in a similar situation to Clare?

	Male		Female	
Never	52	(59.8%)	54	(87.1%)
Once or twice a term	18	(20.7%)	8	(12.9%)
Once a week	7	(8%)	0	(0%)
Several times a week	7	(8%)	0	(0%)
Most days	3	(3.4%)	0	(0%)

Key findings

- 19 – 21% of Year 11 boys reported having their belongings damaged deliberately at least once a week
- 1% of Year 11 girls reported having their belongings damaged deliberately at least once a week
- There was a high consistency of responses across questions

6) Sending nasty e-mails/text messages

Paul keeps receiving nasty e-mail and text messages from other people in school
Other people in school keep sending Helen nasty e-mail and text messages

Year 8

How often are you in a similar situation to Paul?

	Male		Female	
Never	70	(84.3%)	80	(83.3%)
Once or twice a term	5	(6%)	13	(13.5%)
Once a week	4	(4.8%)	2	(2.1%)
Several times a week	2	(2.4%)	1	(1%)
Most days	2	(2.4%)	0	(0%)

How often are you in a similar situation to Helen?

	Male		Female	
Never	72	(85.7%)	79	(83.2%)
Once or twice a term	5	(6%)	11	(11.6%)
Once a week	4	(4.8%)	4	(4.2%)
Several times a week	3	(3.6%)	1	(1.1%)
Most days	0	(0%)	0	(0%)

Key findings

- Approximately 9% of Year 8 boys reported being sent nasty e-mails or text messages at least once a week
- 3 – 5% of Year 8 girls reported being sent nasty e-mails or text messages at least once a week
- Responses were reasonably consistent across questions

Year 11

How often are you in a similar situation to Paul?

	Male		Female	
Never	55	(64%)	55	(91.7%)
Once or twice a term	14	(16.3%)	3	(5%)
Once a week	8	(9.3%)	1	(1.7%)
Several times a week	8	(9.3%)	1	(1.7%)
Most days	1	(1.2%)	0	(0%)

How often are you in a similar situation to Helen?

	Male		Female	
Never	54	(63.5%)	51	(82.3%)
Once or twice a term	14	(16.5%)	9	(14.5%)
Once a week	8	(9.4%)	1	(1.6%)
Several times a week	6	(7.1%)	1	(1.6%)
Most days	0	(0%)	0	(0%)

Key findings

- 17 – 19% of Year 11 boys reported being sent nasty e-mails or text messages at least once a week
- Approximately 3% of Year 11 girls reported being sent nasty e-mails or text messages at least once a week
- Responses were reasonably consistent across questions

7) Spreading rumours

Nick's classmates keep spreading rumours about him that aren't true
Beth's classmates keep spreading rumours about her that aren't true

Year 8

How often are you in a similar situation to Nick?

	Male		Female	
Never	47	(56%)	68	(68.7%)
Once or twice a term	19	(22.6%)	24	(24.2%)
Once a week	11	(13.1%)	6	(6.1%)
Several times a week	3	(3.6%)	1	(1%)
Most days	4	(2.3%)	0	(0%)

How often are you in a similar situation to Beth?

	Male		Female	
Never	39	(47.6%)	53	(55.2%)
Once or twice a term	26	(31.7%)	34	(35.4%)
Once a week	11	(13.4%)	4	(4.2%)
Several times a week	2	(2.4%)	2	(2.1%)
Most days	4	(4.9%)	3	(3.1%)

Key findings

- Approximately 19% of Year 8 boys reported having rumours spread about them at least once a week
- 7 – 8% of Year 8 girls reported having rumours spread about them at least once a week
- Responses were reasonably consistent across questions

Year 11

How often are you in a similar situation to Nick?

	Male		Female	
Never	45	(50.6%)	40	(64.5%)
Once or twice a term	18	(20.2%)	18	(29%)
Once a week	16	(18%)	3	(4.8%)
Several times a week	7	(7.9%)	0	(0%)
Most days	3	(3.4%)	1	(1.6%)

How often are you in a similar situation to Beth?

	Male		Female	
Never	35	(41.7%)	31	(50%)
Once or twice a term	27	(32.1%)	25	(40.3%)
Once a week	12	(14.3%)	4	(6.5%)
Several times a week	7	(8.3%)	1	(1.6%)
Most days	3	(3.6%)	1	(1.6%)

Key findings

- 26 – 29% of boys in Year 11 reported having rumours spread about them at least once a week
- 6 – 9% of girls in Year 11 reported having rumours spread about them at least once a week
- Responses were reasonably consistent across questions

8) Threats

Some young people in school keep making threats to Matthew
 Rachel keeps getting threatened in school by some young people

Year 8

How often are you in a similar situation to Matthew?

	Male		Female	
Never	52	(61.9%)	75	(77.3%)
Once or twice a term	23	(27.4%)	17	(17.5%)
Once a week	5	(6%)	3	(3.1%)
Several times a week	2	(2.4%)	2	(2.1%)
Most days	2	(2.4%)	0	(0%)

How often are you in a similar situation to Rachel?

	Male		Female	
Never	52	(62.7%)	73	(74.5%)
Once or twice a term	21	(25.3%)	16	(16.3%)
Once a week	4	(4.8%)	4	(4.1%)
Several times a week	4	(4.8%)	2	(2%)
Most days	2	(2.4%)	3	(3.1%)

Key findings

- 10 – 11% of boys in Year 8 reported being threatened at least once a week
- 5 – 7% of girls in Year 8 reported being threatened at least once a week
- Responses were very consistent across questions

Year 11

How often are you in a similar situation to Matthew?

	Male		Female	
Never	47	(53.4%)	53	(86.9%)
Once or twice a term	19	(21.6%)	4	(6.6%)
Once a week	10	(11.4%)	3	(4.9%)
Several times a week	8	(9.1%)	1	(1.6%)
Most days	4	(4.5%)	0	(0%)

How often are you in a similar situation to Rachel?

	Male		Female	
Never	57	(67.1%)	52	(85.2%)
Once or twice a term	12	(14.1%)	7	(11.5%)
Once a week	5	(5.9%)	1	(1.6%)
Several times a week	5	(5.9%)	1	(1.6%)
Most days	6	(7.1%)	0	(0%)

Key findings

- 17 – 24% of boys in Year 11 reported being threatened at least once a week
- 3 – 6% of girls in Year 11 reported being threatened at least once a week
- Respondents were more likely to report experiencing the behaviour in Matthew's situation compared to Rachel's situation

Summary of Self-Reported Victims of Bullying

In order to provide a succinct summary of the reported bullying in the school, the responses on the following scale were scored accordingly:

Never	Once or twice a term	Once a week	Several times a week	Most days
0	1	2	3	4

It was then possible to calculate the behaviours reported with the highest frequency, and compare them directly to others.

BULLYING IN YEAR 8

BEHAVIOUR	BOYS		GIRLS	
	MEAN SCORE	RANK ORDER	MEAN SCORE	RANK ORDER
Spreading rumours (Beth)	0.85	1	0.62	2
Spreading rumours (Nick)	0.79	2	0.39	8
Hitting/kicking/punching (Ben)	0.76	3	0.27	11
Nasty name-calling (Dave)	0.70	4	0.67	1
Nasty name-calling (Lucy)	0.64	5	0.58	3
Threats (Matthew)	0.56	6	0.30	12
Threats (Rachel)	0.59	7	0.43	5.5
Damaging belongings (Daniel)	0.55	8	0.20	15
Hitting/kicking/punching (Susie)	0.55	9	0.15	16
Social exclusion (Michelle)	0.52	10	0.55	4
Stealing (Andy)	0.51	11	0.43	5.5
Damaging belongings (Clare)	0.49	12	0.29	10
Stealing (Caroline)	0.49	13	0.34	9
Social exclusion (Gary)	0.48	14	0.41	7
Nasty e-mails/text (Paul)	0.33	15	0.21	14
Nasty e-mails/text (Helen)	0.26	16	0.23	13

Most frequent behaviour: boys

Spreading rumours
Nasty name-calling
Hitting, kicking and punching

Most frequent behaviour: girls

Nasty name-calling
Spreading rumours
Social exclusion

BULLYING IN YEAR 11

BEHAVIOUR	BOYS		GIRLS	
	MEAN SCORE	RANK ORDER	MEAN SCORE	RANK ORDER
Spreading rumours (Beth)	1	1	0.65	1
Spreading rumours (Nick)	0.93	2	0.45	2
Threats (Matthew)	0.9	3	0.21	10.5
Nasty name-calling (Dave)	0.86	4	0.40	3
Hitting/kicking/punching (Ben)	0.77	5	0.21	10.5
Nasty name-calling (Lucy)	0.76	6	0.23	8
Damaging belongings (Clare)	0.75	7.5	0.13	13.5
Damaging belongings (Daniel)	0.75	7.5	0.12	15
Social exclusion (Gary)	0.73	9.5	0.26	5
Social exclusion (Michelle)	0.73	9.5	0.29	4
Threats (Rachel)	0.72	11	0.20	12
Nasty e-mails/text (Helen)	0.71	12	0.23	8
Stealing (Caroline)	0.69	13	0.24	6
Stealing (Andy)	0.68	14	0.23	8
Nasty e-mails/text (Paul)	0.67	15	0.13	13.5
Hitting/kicking/punching (Susie)	0.60	16	0.03	16

Most frequent behaviour: boys

Spreading rumours
Threats
Nasty name-calling

Most frequent behaviour: girls

Spreading rumours
Nasty name-calling
Social exclusion

Perceived Frequency of Bullying Behaviours

The perceived frequency that particular behaviours in the school occur were measured by a questions asking respondents to estimate how many pupils in a particular year were in the same situation as the person in the scenario.

Respondents were asked to rate their estimations on the following scale:

None	1 or 2	3 to 5	6 to 10	More than 10
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NB: Only data from the bullying scenarios are outlined in the report. If you would like to view the results from the ambiguous/non-bullying scenarios, please contact me.

1) Stealing

When Caroline is in school, her belongings keep getting stolen
Andy's belongings keep getting stolen when he is in school

Year 8

How many GIRLS in Year 8 do you think are the same situation as Caroline?

	Year 8 Girls	Year 8 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	7.1%	4.8%	0%	31.6%	28.6%
1 or 2	38.8%	27.7%	100%	31.6%	42.9%
3 to 5	30.6%	27.7%	0%	15.8%	0%
6 to 10	7.1%	19.3%	0%	21.1%	14.3%
More than 10	16.3%	20.5%	0%	0%	14.3%

How many BOYS in Year 8 do you think are in the same situation as Andy?

	Year 8 Girls	Year 8 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	6.2%	4.9%	0%	15.8%	57.1%
1 or 2	48.5%	33.3%	66.7%	47.4%	14.3%
3 to 5	33%	34.6%	33.3%	21.1%	0%
6 to 10	3.1%	18.5%	0%	15.8%	14.3%
More than 10	9.3%	8.6%	0%	0%	14.3%

Year 11

How many GIRLS in Year 11 do you think are the same situation as Caroline?

	Year 11 Girls	Year 11 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	11.7%	12.2%	0%	26.3%	42.9%
1 or 2	36.7%	35.4%	100%	52.6%	28.6%
3 to 5	35%	22%	0%	5.3%	0%
6 to 10	10%	9.8%	0%	15.8%	14.3%
More than 10	6.7%	20.7%	0%	0%	14.3%

How many BOYS in Year 11 do you think are in the same situation as Andy?

	Year 11 Girls	Year 11 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	6.5%	16.7%	0%	42.9%	12.5%
1 or 2	53.2%	35.7%	100%	14.3%	48.9%
3 to 5	30.6%	19%	0%	28.6%	28.4%
6 to 10	1.6%	15.5%	0%	0%	3.4%
More than 10	8.1%	13.1%	0%	14.3%	6.8%

2) Nasty name-calling

Each time Dave walks past a group of his classmates, they call him nasty names and make fun of him

Lucy gets called nasty names and made fun of each time she walks past a group of her classmates

Year 8

How many BOYS in Year 8 do you think are the same situation as Dave?

	Year 8 Girls	Year 8 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	5.2%	1.2%	0%	0%	5.7%
1 or 2	26.8%	27.7%	33.3%	71.4%	30.1%
3 to 5	30.9%	28.9%	0%	0%	28.5%
6 to 10	13.4%	7.2%	66.7%	14.3%	12.2%
More than 10	23.7%	34.9%	0%	14.3%	23.6%

How many GIRLS in Year 8 do you think are in the same situation as Lucy?

	Year 8 Girls	Year 8 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	4.1%	7.1%	0%	5.3%	14.3%
1 or 2	39.8%	32.9%	33.3%	36.8%	57.1%
3 to 5	23.5%	34.1%	33.3%	36.8%	0%
6 to 10	19.4%	15.3%	33.3%	15.8%	14.3%
More than 10	13.3%	10.6%	0%	5.3%	14.3%

Year 11

How many BOYS in Year 11 do you think are the same situation as Dave?

	Year 11 Girls	Year 11 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	6.7%	4.8%	0%	10.5%	14.3%
1 or 2	28.3%	21.4%	33.3%	47.4%	57.1%
3 to 5	31.7%	27.4%	0%	21.1%	0%
6 to 10	15%	15.5%	66.7%	10.5%	14.3%
More than 10	18.3%	31%	0%	10.5%	14.3%

How many GIRLS in Year 11 do you think are in the same situation as Lucy?

	Year 11 Girls	Year 11 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	6.5%	9.2%	0%	10.5%	28.6%
1 or 2	21%	29.9%	66.7%	52.6%	42.9%
3 to 5	40.3%	28.7%	0%	26.3%	0%
6 to 10	16.1%	17.2%	33.3%	5.3%	14.3%
More than 10	16.1%	14.9%	0%	5.3%	14.3%

3) Hitting, kicking and punching

Susie keeps getting hit, kicked and punched on purpose by some of her classmates
 Some of Ben's classmates keep hitting, kicking and punching him on purpose

Year 8

How many GIRLS in Year 8 do you think are the same situation as Susie?

	Year 8 Girls	Year 8 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	8.2%	13.4%	0%	10.5%	66.7%
1 or 2	55.1%	35.4%	100%	73.7%	16.7%
3 to 5	20.4%	28%	0%	10.5%	0%
6 to 10	12.2%	9.8%	0%	5.3%	16.7%
More than 10	4.1%	13.4%	0%	0%	0%

How many BOYS in Year 8 do you think are in the same situation as Ben?

	Year 8 Girls	Year 8 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	4.2%	4.7%	0%	15.8%	28.6%
1 or 2	41.7%	32.9%	66.7%	57.9%	42.9%
3 to 5	31.3%	18.8%	33.3%	15.8%	0%
6 to 10	16.7%	22.4%	0%	10.5%	28.6%
More than 10	6.3%	21.1%	0%	0%	0%

Year 11

How many GIRLS in Year 11 do you think are the same situation as Susie?

	Year 11 Girls	Year 11 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	21.7%	19.3%	0%	31.6%	66.7%
1 or 2	53.3%	45.8%	100%	63.2%	16.7%
3 to 5	18.3%	19.3%	0%	5.3%	0%
6 to 10	3.3%	3.6%	0%	16.7%	3.5%
More than 10	3.3%	12%	0%	0%	2.4%

How many BOYS in Year 11 do you think are in the same situation as Ben?

	Year 11 Girls	Year 11 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	7.9%	9.5%	0%	21.1%	14.3%
1 or 2	34.9%	35.7%	100%	68.4%	57.1%
3 to 5	28.6%	22.6%	0%	10.5%	14.3%
6 to 10	23.8%	14.3%	0%	0%	14.3%
More than 10	4.8%	17.9%	0%	0%	0%

4) Social Exclusion

Michelle's classmates deliberately leave her out of things and won't hang around with her

Gary's classmates won't hang around with him and deliberately leave him out of things

Year 8

How many GIRLS in Year 8 do you think are the same situation as Michelle?

	Year 8 Girls	Year 8 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	4%	9.6%	0%	5.3%	14.3%
1 or 2	27.3%	28.9%	33.3%	42.1%	28.6%
3 to 5	39.4%	30.1%	33.3%	31.6%	28.6%
6 to 10	13.3%	15.7%	33.3%	10.5%	14.3%
More than 10	16.2%	15.7%	0%	10.5%	14.3%

How many BOYS in Year 8 do you think are in the same situation as Gary?

	Year 8 Girls	Year 8 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	7.3%	4.7%	0%	0%	14.3%
1 or 2	39.6%	30.6%	33.3%	57.9%	42.9%
3 to 5	32.3%	34.1%	33.3%	15.8%	14.3%
6 to 10	13.5%	8.2%	33.3%	15.8%	28.6%
More than 10	7.3%	22.4%	0%	10.5%	0%

Year 11

How many GIRLS in Year 11 do you think are the same situation as Michelle?

	Year 11 Girls	Year 11 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	5%	9.8%	0%	10.5%	28.6%
1 or 2	28.3%	35.4%	33.3%	52.6%	28.6%
3 to 5	31.7%	25.6%	33.3%	26.3%	28.6%
6 to 10	21.7%	13.4%	33.33%	5.3%	0%
More than 10	13.3%	15.9%	0%	14.3%	11.6%

How many BOYS in Year 11 do you think are in the same situation as Gary?

	Year 11 Girls	Year 11 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	6.5%	9.3%	0%	15.8%	14.3%
1 or 2	32.3%	34.9%	66.7%	42.1%	42.9%
3 to 5	30.6%	20.9%	0%	36.8%	28.6%
6 to 10	22.6%	17.4%	33.3%	0%	14.3%
More than 10	8.1%	17.4%	0%	5.3%	0%

5) Damaging belongings

Daniel's belongings keep getting damaged deliberately by other young people in school

Other young people in school keep damaging Clare's belongings deliberately

Year 8

How many BOYS in Year 8 do you think are the same situation as Daniel?

	Year 8 Girls	Year 8 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	8.2%	11%	0%	10.5%	28.6%
1 or 2	44.3%	28%	0%	57.9%	28.6%
3 to 5	27.8%	23.2%	100%	15.8%	14.3%
6 to 10	13.4%	19.5%	0%	10.5%	28.6%
More than 10	6.2%	18.3%	0%	5.3%	0%

How many GIRLS in Year 8 do you think are in the same situation as Clare?

	Year 8 Girls	Year 8 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	14.4%	12.8%	0%	15.8%	42.9%
1 or 2	45.4%	33.7%	66.7%	47.4%	14.3%
3 to 5	19.6%	27.9%	33.3%	21.1%	42.9%
6 to 10	13.4%	11.6%	0%	15.8%	0%
More than 10	7.2%	14%	0%	0%	0%

Year 11

How many BOYS in Year 11 do you think are the same situation as Daniel?

	Year 11 Girls	Year 11 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	10.3%	9.2%	0%	21.1%	42.9%
1 or 2	36.2%	37.9%	66.7%	57.9%	14.3%
3 to 5	34.5%	28.7%	33.3%	5.3%	28.6%
6 to 10	15.5%	9.2%	0%	15.8%	0%
More than 10	3.4%	14.9%	0%	0%	14.3%

How many GIRLS in Year 11 do you think are in the same situation as Clare?

	Year 11 Girls	Year 11 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	11.3%	12.6%	0%	26.3%	42.9%
1 or 2	45.2%	35.6%	33.3%	57.9%	28.6%
3 to 5	30.6%	28.7%	66.7%	5.3%	28.6%
6 to 10	9.7%	13.8%	0%	10.5%	0%
More than 10	3.2%	9.2%	0%	0%	0%

6) Sending nasty e-mails/text messages

Paul keeps receiving nasty e-mail and text messages from other people in school
Other people in school keep sending Helen nasty e-mail and text messages

Year 8

How many BOYS in Year 8 do you think are the same situation as Paul?

	Year 8 Girls	Year 8 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	19.8%	17.1%	33.3%	42.1%	33.3%
1 or 2	37.5%	34.1%	66.7%	42.1%	50%
3 to 5	28.1%	25.6%	0%	15.8%	0%
6 to 10	5.2%	6.1%	0%	0%	0%
More than 10	9.4%	17.1%	0%	0%	16.7%

How many GIRLS in Year 8 do you think are in the same situation as Helen?

	Year 8 Girls	Year 8 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	10.4%	21.2%	0%	26.3%	42.9%
1 or 2	43.8%	38.8%	100%	36.8%	28.6%
3 to 5	30.2%	17.6%	0%	36.8%	14.3%
6 to 10	9.4%	11.8%	0%	0%	0%
More than 10	6.3%	10.6%	0%	0%	14.3%

Year 11

How many BOYS in Year 11 do you think are the same situation as Paul?

	Year 11 Girls	Year 11 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	8.3%	15.1%	33.3%	26.3%	16.7%
1 or 2	46.7%	23.3%	66.7%	57.9%	66.7%
3 to 5	33.3%	26.7%	0%	10.5%	0%
6 to 10	6.7%	17.4%	0%	5.3%	0%
More than 10	5%	17.4%	0%	0%	16.7%

How many GIRLS in Year 11 do you think are in the same situation as Helen?

	Year 11 Girls	Year 11 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	16.1%	17.6%	0%	10.5%	28.6%
1 or 2	41.9%	29.4%	100%	68.4%	57.1%
3 to 5	22.6%	23.5%	0%	15.8%	0%
6 to 10	12.9%	10.6%	0%	5.3%	0%
More than 10	6.5%	18.8%	0%	0%	14.3%

7) Spreading rumours

Nick's classmates keep spreading rumours about him that aren't true
Beth's classmates keep spreading rumours about her that aren't true

Year 8

How many BOYS in Year 8 do you think are the same situation as Nick?

	Year 8 Girls	Year 8 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	8.1%	7.1%	0%	10.5%	14.3%
1 or 2	30.3%	21.4%	100%	57.9%	42.9%
3 to 5	29.3%	28.6%	0%	15.8%	14.3%
6 to 10	20.2%	15.5%	0%	15.8%	14.3%
More than 10	12.1%	27.4%	0%	0%	14.3%

How many GIRLS in Year 8 do you think are in the same situation as Beth?

	Year 8 Girls	Year 8 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	5.2%	4.9%	0%	5.3%	14.3%
1 or 2	16.5%	26.8%	66.7%	21.1%	42.9%
3 to 5	40.2%	25.6%	0%	36.8%	0%
6 to 10	22.7%	19.5%	0%	26.3%	14.3%
More than 10	15.5%	23.2%	33.3%	10.5%	28.6%

Year 11

How many BOYS in Year 11 do you think are the same situation as Nick?

	Year 11 Girls	Year 11 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	8.1%	12.4%	0%	15.8%	0%
1 or 2	24.2%	23.6%	100%	63.2%	57.1%
3 to 5	32.3%	19.1%	0%	10.5%	14.3%
6 to 10	17.7%	19.1%	0%	10.5%	14.3%
More than 10	17.7%	25.8%	0%	0%	14.3%

How many GIRLS in Year 11 do you think are in the same situation as Beth?

	Year 11 Girls	Year 11 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	0%	7.2%	0%	0%	0%
1 or 2	25.8%	22.9%	33.3%	36.8%	57.1%
3 to 5	30.6%	16.9%	33.3%	31.6%	14.3%
6 to 10	14.5%	20.5%	0%	31.6%	0%
More than 10	29%	32.5%	33.3%	0%	28.6%

8) Threats

Some young people in school keep making threats to Matthew
Rachel keeps getting threatened in school by some young people

Year 8

How many BOYS in Year 8 do you think are the same situation as Matthew?

	Year 8 Girls	Year 8 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	9.3%	4.7%	0%	10.5%	14.3%
1 or 2	51.5%	38.8%	0%	52.6%	42.9%
3 to 5	22.7%	25.9%	66.7%	31.6%	14.3%
6 to 10	13.4%	12.9%	33.3%	5.3%	28.6%
More than 10	3.1%	17.6%	0%	0%	0%

How many GIRLS in Year 8 do you think are in the same situation as Rachel?

	Year 8 Girls	Year 8 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	6.1%	8.4%	0%	0%	28.6%
1 or 2	43.9%	26.5%	0%	57.9%	42.9%
3 to 5	30.6%	37.3%	100%	15.8%	14.3%
6 to 10	10.2%	20.5%	0%	21.1%	14.3%
More than 10	9.2%	7.2%	0%	5.3%	0%

Year 11

How many BOYS in Year 11 do you think are the same situation as Matthew?

	Year 11 Girls	Year 11 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	6.6%	7.9%	0%	10.5%	14.3%
1 or 2	39.3%	33.7%	33.3%	57.9%	42.9%
3 to 5	37.7%	29.2%	66.7%	26.3%	14.3%
6 to 10	9.8%	11.2%	0%	5.3%	28.6%
More than 10	6.6%	18%	0%	0%	0%

How many GIRLS in Year 11 do you think are in the same situation as Rachel?

	Year 11 Girls	Year 11 Boys	Male Teachers	Female Teachers	Support Staff (all female)
None	8.1%	12.9%	0%	5.3%	14.3%
1 or 2	41.9%	34.1%	0%	57.9%	57.1%
3 to 5	32.3%	21.2%	66.7%	26.3%	0%
6 to 10	11.3%	12.9%	33.3%	5.3%	28.6%
More than 10	6.5%	18.8%	0%	5.3%	0%

Summary of Perceived Frequencies of Behaviours

In order to provide a succinct summary of the perceived frequencies of different bullying behaviours in the school, the responses on the following scale were scored accordingly:

(How many BOYS/GIRLS in Year 8/11 do you think are in the same situation as ...?)

None	1 or 2	3 to 5	6 to 10	More than 10
0	1	2	3	4

It was then possible to calculate the bullying behaviours believed to occur in the highest frequency, and compare them directly to others.

Year 8

Behaviour	Year 8 Boys			Year 8 Girls			Male Teachers			Female Teachers			Support Staff (female)		
	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	
Nasty Names (boys)	1	2.47	2	2.24	2	2.33	2	2.05	3.5	1.71					
Spreading rumours (boys)	2	2.35	4.5	1.98	13.5	1.00	9	1.37	3.5	1.71					
Spreading rumours (girls)	3	2.29	1	2.27	6	2.00	1	2.16	2	1.86					
Stealing (girls)	4	2.23	6	1.87	13.5	1.00	12	1.26	8.5	1.43					
Hitting, kicking, punching (boys)	5	2.22	7	1.79	10	1.33	13	1.21	10	1.29					
Social exclusion (boys)	6	2.13	8	1.74	2	2.33	4	1.79	6	1.57					
Damaging property (boys)	7	2.06	10	1.65	6	2.00	7	1.42	8.5	1.43					
Threats (boys)	8	2.00	14.5	1.49	2	2.33	11	1.32	6	1.57					
Social exclusion (girls)	9	1.99	3	2.10	6	2.00	4	1.79	1	2.00					
Stealing (boys)	10	1.93	11	1.61	10	1.33	9	1.37	13	1.14					
Threats (girls)	11	1.92	9	1.72	6	2.00	6	1.74	13	1.14					
Nasty names (girls)	12	1.89	4.5	1.98	6	2.00	4	1.79	6	1.57					
Damaging property (girls)	13	1.80	12	1.58	10	1.33	9	1.37	15	1.00					
Hitting, kicking, punching (girls)	14	1.74	14.5	1.49	13.5	1.00	14.5	1.11	16	0.67					
E-mails/texts (boys)	15	1.72	16	1.47	16	0.67	16	0.74	11	1.17					
E-mails/texts (girls)	16	1.52	13	1.57	13.5	1.00	14.5	1.11	13	1.14					

Key findings:

- Overall, pupils estimated a higher frequency of behaviors than members of staff (as indicated by the higher mean scores)
- Pupils thought that the highest frequency of behaviours were nasty name-calling (boys) and spreading rumours (boys & girls)
- E-mail and text messaging (boys and girls) and hitting (girls) were perceived to occur less frequently

Year 11

Behaviour	Year 11 Boys			Year 11 Girls			Male Teachers			Female Teachers			Support Staff (female)		
	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	
	Nasty Names (boys)	2	2.46	4.5	2.10	2	2.33	2	1.63	3.5	1.57				
Spreading rumours (boys)	3	2.22	3	2.13	12.5	1.00	10	1.16	2	1.86					
Spreading rumours (girls)	1	2.48	1	2.47	2	2.33	1	1.95	1	2.00					
Stealing (girls)	9.5	1.91	11	1.63	12.5	1.00	12	1.11	11.5	1.29					
Hitting, kicking, punching (boys)	8	1.95	7	1.83	12.5	1.00	15	0.89	11.5	1.29					
Social exclusion (boys)	5	1.99	6	1.94	6.5	1.67	6	1.37	6.5	1.43					
Damaging property (boys)	13	1.83	9.5	1.66	9	1.33	10	1.16	11.5	1.29					
Threats (boys)	7	1.98	8	1.70	6.5	1.67	7	1.26	3.5	1.57					
Social exclusion (girls)	11	1.90	4.5	2.10	4	2.00	4.5	1.42	6.5	1.43					
Stealing (boys)	14	1.73	13.5	1.52	12.5	1.00	8	1.21	11.5	1.29					
Threats (girls)	9.5	1.91	9.5	1.66	2	2.33	3	1.47	6.5	1.43					
Nasty names (girls)	5	1.99	2	2.15	6.5	1.67	4.5	1.42	6.5	1.43					
Damaging property (girls)	15	1.71	15	1.48	6.5	1.67	13	1.00	15	0.86					
Hitting, kicking, punching (girls)	16	1.43	16	1.13	12.5	1.00	16	0.74	16	0.67					
E-mails/texts (boys)	5	1.99	12	1.53	16	0.67	14	0.95	9	1.33					
E-mails/texts (girls)	12	1.84	13.5	1.52	12.5	1.00	10	1.16	14	1.14					

Key findings:

- Overall, pupils estimated a higher frequency of behaviors than members of staff (as indicated by the higher mean scores)
- Pupils thought that the highest frequency of behaviours were nasty name-calling (boys) and spreading rumours (boys & girls)
- Teachers predicted a far lower frequency of rumour-spreading in boys than pupils and support staff
- E-mail and text messaging (boys and girls) and hitting (girls) were perceived to occur less frequently

Overall Summary of Findings

- Regarding defining bullying, the key behaviours that caused disagreement were social exclusion and spreading rumours. Although most respondents did define these behaviours as bullying, there were more inconsistencies than those observed with other behaviours. As these behaviours both fall into the category of 'indirect bullying', a recommendation as a result of the project would be to re-address the issue of defining bullying with pupils and staff
- The bullying behaviours regarded as the most serious were more 'physical' forms of bullying such as hitting/kicking/punching and stealing. The least serious behaviours were the 'indirect' forms such as social exclusion and spreading rumours. It seems possible that behaviours regarded as less serious may receive less attention or be regarded as 'less important' than others. However, educational research has suggested that indirect forms of bullying can have the same effects on the victims as physical bullying, and can sometimes produce worse or longer lasting effects due to the psychological nature. This suggests again that indirect bullying should receive more attention in the school
- Within responses for perceived seriousness of behaviours, it was noted that in virtually all cases, all groups (pupils and staff) rated the 'boy' scenarios as more serious than the 'girl' scenarios when the situations presented were exactly the same
- On average, the staff members rated the bullying behaviours as being more serious than the pupils
- The highest number of pupils reported being socially excluded, being called nasty names and having rumours spread about them. This trend was consistent across Year 8 and 11. It was interesting to note that two of these behaviours (i.e. spreading rumours and social exclusion) were also those that were the least likely to be defined as bullying and perceived as the least serious. An explanation for this could be that, because the behaviours happen the most in the school, people are 'used' to seeing them and have become 'desensitized' to their effects/seriousness. This suggests that awareness needs to be raised in the school about these two behaviours in particular
- A notable finding was the fact that the behaviours reported to occur the most frequently were those that would be more difficult for staff to be aware of (i.e. they were quite 'invisible' behaviours)
- Nasty name-calling and rumour-spreading were estimated to occur with the highest frequency in the school and this appeared to match the self-reports of the pupils

- Sending nasty e-mails or text messages were predicted to be the least frequent behaviours and this too appeared to match the self-reports of the pupils (with the slight exception of Year 11 who reported a slightly higher frequency)
- It was interesting to note that there was almost an inverse relationship between the self-reported frequencies of bullying and the perceived seriousness of the behaviours. Behaviours that reportedly happened the most often tended to be rated as less serious and vice versa
- There also appeared to be an inverse relationship between ratings of seriousness and estimated frequencies of behaviours. Behaviours that were perceived to occur the most in the school tended to be regarded as less serious and vice versa

Summary of recommended action

- Re-address how bullying is defined in the school, with particular emphasis on indirect bullying behaviours
- Raise awareness about the effects of indirect bullying on the victims in the hope that this will change perceptions of seriousness
- Raise awareness about the fact that the bullying of girls is just as serious as the bullying of boys
- Target the behaviours reported to occur the most frequently (i.e. nasty name-calling, rumour-spreading and social exclusion)
- Staff training could perhaps focus on identifying and dealing with more 'invisible' forms of bullying, as these were reported to occur the most often in the school

Appendix 11

Internal consistency analysis

Internal consistency analysis

BEHAVIOUR	QUESTION	CONSISTENCY
Stealing	How often are you in the same situation as Caroline/Andy?	$r = 0.370^*$, $n = 296$
	How often do you steal the belongings of other young people in school?	$r = 0.375^*$, $n = 297$
Nasty names	How often are you in the same situation as Dave/Lucy?	$r = 0.543^*$, $n = 315$
	How often do you make fun of someone in school and call them nasty names?	$r = 0.558^*$, $n = 316$
Hit/kick/punch	How often are you in a similar situation to Susie/Ben?	$r = 0.581^*$, $n = 304$
	How often do you deliberately hit, kick or punch someone in school?	$r = 0.544^*$, $n = 303$
Arguing	How often are you in a similar situation to Simon/Pippa?	$r = 0.440^*$, $n = 312$
Social exclusion	How often are you in a similar situation to Michelle/Gary?	$r = 0.493^*$, $n = 302$
	How often in school do you leave someone out on purpose?	$r = 0.484^*$, $n = 304$
Choosing to be alone	How often do you choose to be on your own in school at lunchtimes?	$r = 0.538^*$, $n = 308$
Copying homework	How often are you in a similar situation to Rosie/Will?	$r = 0.530^*$, $n = 305$
	How often do you ask someone in your class if you can copy their homework?	$r = 0.572^*$, $n = 306$
Damaging belongings	How often are you in a similar situation to Daniel/Clare?	$r = 0.592^*$, $n = 314$
	How often do you deliberately damage the belongings of someone in school?	$r = 0.476^*$, $n = 316$
Playfully making fun	How often are you in a similar situation to Naomi/Carl?	$r = 0.421^*$, $n = 312$
Nasty e-mails/texts	How often are you in a similar situation to Paul/Helen?	$r = 0.554^*$, $n = 313$
	How often do you send nasty e-mails or text messages to someone in school?	$r = 0.604^*$, $n = 313$
Rumours	How often are you in a similar situation to Nick/Beth?	$r = 0.646^*$, $n = 317$
	How often in school do you spread rumours about a young person?	$r = 0.660^*$, $n = 315$
Threats	How often are you in a similar situation to Matthew/Rachel?	$r = 0.502^*$, $n = 322$
	How often do you threaten other young people in school?	$r = 0.464^*$, $n = 323$

*significant at 0.01 level

Appendix 12

Order effects analysis

Order Effects Analysis: Pilot Study

SCENARIO	QUESTION	T	DF
Caroline (Stealing)	How many girls in Yr 8 like Caroline?	4.264***	213
	How often witness girl in Yr 8 like Caroline?	1.118	210
	How many girls in Yr 11 like Caroline?	2.758**	173
	How often witness girl in Yr 11 like Caroline?	-2.032*	172
	How serious Caroline's situation?	-0.357	377
	How often are you in her situation?	-1.034	327
	How often do you steal?	-1.061	254.652
Dave (Name-calling)	How many boys in Yr 8 like Dave?	6.490***	212
	How often witness boy in Yr 8 like Dave?	4.834***	210
	How many boys in Yr 11 like Dave?	5.211***	172.428
	How often witness boy in Yr 11 like Dave?	3.698***	172.504
	How serious Dave's situation?	1.825	357
	How often are you in his situation?	1.620	329
	How often do you call people names?	4.994***	329.979
Susie (Hit/kick/punch)	How many girls in Yr 8 like Susie?	0.107	211
	How often witness girl in Yr 8 like Susie?	-1.226	210
	How many girls in Yr 11 like Susie?	-0.439	173
	How often witness girl in Yr 11 like Susie?	-1.695	172
	How serious Susie's situation?	5.916***	285.823
	How often are you in her situation?	-0.904	329
	How often do you hit etc people?	0.974	329
Simon (Arguing)	How many boys in Yr 8 like Simon?	4.042***	212
	How often witness boy in Yr 8 like Simon?	2.156*	211
	How many boys in Yr 11 like Simon?	3.169**	174
	How often witness boy in Yr 11 like Simon?	1.893	172.541
	How serious Simon's situation?	-2.769**	358
	How often are you in his situation?	3.028**	330
Michelle (Social exclusion)	How many girls in Yr 8 like Michelle?	3.830***	213
	How often witness girl in Yr 8 like Michelle?	3.006**	212
	How many girls in Yr 11 like Michelle?	2.762**	173
	How often witness girl in Yr 11 like Michelle?	0.669	173
	How serious Michelle's situation?	-0.790	355
	How often are you in her situation?	1.041	324
	How often do you leave people out?	2.472*	325
Michael (Choosing to be alone)	How many boys in Yr 8 like Michael?	2.254*	211
	How often witness boy in Yr 8 like Michael?	2.471*	211
	How many boys in Yr 11 like Michael?	0.955	173
	How often witness boy in Yr 11 like Michael?	0.360	173
	How serious Michael's situation?	-0.314	353
	How often are you in his situation?	-0.552	329
Rosie (Copying work)	How many girls in Yr 8 like Rosie?	4.561***	210
	How often witness girl in Yr 8 like Rosie?	2.884**	209
	How many girls in Yr 11 like Rosie?	2.962**	160.222
	How often witness girl in Yr 11 like Rosie?	1.246	175
	How serious Rosie's situation?	-1.067	356
	How often are you in her situation?	3.040**	328
	How often do you copy people's work?	3.533***	329
Daniel (Damaging belongings)	How many boys in Yr 8 like Daniel?	1.591	210
	How often witness boy in Yr 8 like Daniel?	1.228	209
	How many boys in Yr 11 like Daniel?	-0.859	176
	How often witness boy in Yr 11 like Daniel?	-0.881	174
	How serious Daniel's situation?	0.348	355
	How often are you in his situation?	-0.089	327
	How often do you damage property?	-0.321	328
Naomi (Playfully making fun)	How many girls in Yr 8 like Naomi?	3.725***	213
	How often witness girl in Yr 8 like Naomi?	2.901**	210
	How many girls in Yr 11 like Naomi?	3.673***	175

	How often witness girl in Yr 11 like Naomi?	2.532*	174
	How serious Naomi's situation?	-2.046*	358
	How often are you in her situation?	6.595***	328.368
Paul (Nasty e-mail/text)	How many boys in Yr 8 like Paul?	1.418	204.501
	How often witness boy in Yr 8 like Paul?	0.474	206
	How many boys in Yr 11 like Paul?	1.888	176
	How often witness boy in Yr 11 like Paul?	0.269	175
	How serious Paul's situation?	0.962	357
	How often are you in his situation?	0.282	329
	How often send nasty e-mails/texts?	1.517	323.301
Lucy (Name-calling)	How many girls in Yr 8 like Lucy?	2.227*	214
	How often witness girl in Yr 8 like Lucy?	1.772	213
	How many girls in Yr 11 like Lucy?	1.010	180
	How often witness girl in Yr 11 like Lucy?	-1.063	178
	How serious Lucy's situation?	1.498	364
	How often are you in her situation?	-0.008	335
	How often do you call people names?	0.741	336
Nick (Rumours)	How many boys in Yr 8 like Nick?	3.003**	214
	How often witness boy in Yr 8 like Nick?	2.339*	213
	How many boys in Yr 11 like Nick?	0.675	182
	How often witness boy in Yr 11 like Nick?	0.820	180
	How serious Nick's situation?	0.819	355.317
	How often are you in his situation?	0.958	338
	How often spread rumours?	0.733	338
Pippa (Arguing)	How many girls in Yr 8 like Pippa?	-1.840	213
	How often witness girl in Yr 8 like Pippa?	-2.265*	212
	How many girls in Yr 11 like Pippa?	-1.458	177
	How often witness girl in Yr 11 like Pippa?	-1.486	177
	How serious Pippa's situation?	0.276	361
	How often are you in her situation?	2.544*	333
Matthew (Threats)	How many boys in Yr 8 like Matthew?	-0.23	213
	How often witness boy in Yr 8 like Matthew?	-0.040	211
	How many boys in Yr 11 like Matthew?	-2.196*	181
	How often witness boy in Yr 11 like Matthew?	-0.818	179
	How serious Matthew's situation?	1.150	363
	How often are you in his situation?	0.069	334
	How often make threats?	-1.496	329.064
Clare (Damaging belongings)	How many girls in Yr 8 like Clare?	1.382	214
	How often witness girl in Yr 8 like Clare?	0.427	214
	How many girls in Yr 11 like Clare?	1.080	180
	How often witness girl in Yr 11 like Clare?	0.600	177
	How serious Clare's situation?	-1.193	363
	How often are you in her situation?	1.381	316.965
	How often do you damage property?	1.912	303.261
Gary (Social exclusion)	How many boys in Yr 8 like Gary?	-0.326	212
	How often witness boy in Yr 8 like Gary?	-1.095	208
	How many boys in Yr 11 like Gary?	0.718	161.507
	How often witness boy in Yr 11 like Gary?	1.097	160.368
	How serious Gary's situation?	0.171	355
	How often are you in his situation?	-0.001	331
	How often do you leave people out?	0.883	306.745
Julie (Choosing to be alone)	How many girls in Yr 8 like Julie?	0.179	212
	How often witness girl in Yr 8 like Julie?	-1.615	212
	How many girls in Yr 11 like Julie?	0.547	179
	How often witness girl in Yr 11 like Julie?	-1.982*	178
	How serious Julie's situation?	-0.635	362
	How often are you in her situation?	-0.282	333
Ben (Hit/kick/punch)	How many boys in Yr 8 like Ben?	-2.658**	212
	How often witness boy in Yr 8 like Ben?	-2.630**	211
	How many boys in Yr 11 like Ben?	-2.149*	178
	How often witness boy in Yr 11 like Ben?	-2.374*	178

	How serious Ben's situation?	-1.820	362
	How often are you in his situation?	-2.727**	306.533
	How often do you hit etc people?	-0.958	333
Helen (Nasty e-mail/text)	How many girls in Yr 8 like Helen?	0.242	212
	How often witness girl in Yr 8 like Helen?	0.544	209
	How many girls in Yr 11 like Helen?	-1.408	178
	How often witness girl in Yr 11 like Helen?	-0.036	177
	How serious Helen's situation?	0.056	360
	How often are you in her situation?	1.034	330
	How often send nasty e-mails/texts?	-0.402	332
Will (Copying work)	How many boys in Yr 8 like Will?	-3.400***	209
	How often witness boy in Yr 8 like Will?	-3.199**	207
	How many boys in Yr 11 like Will?	-5.442***	154.964
	How often witness boy in Yr 11 like Will?	-3.825***	174
	How serious Will's situation?	1.211	327.677
	How often are you in his situation?	-1.521	327
	How often do you copy people's work?	-1.208	328
Beth (Rumours)	How many girls in Yr 8 like Beth?	-2.957**	209.970
	How often witness girl in Yr 8 like Beth?	-2.680**	205.650
	How many girls in Yr 11 like Beth?	-3.807***	176
	How often witness girl in Yr 11 like Beth?	-2.735**	176
	How serious Beth's situation?	1.791	356
	How often are you in her situation?	-0.403	327
	How often spread rumours?	-0.799	325
Andy (Stealing)	How many boys in Yr 8 like Andy?	-0.260	209
	How often witness boy in Yr 8 like Andy?	0.925	210
	How many boys in Yr 11 like Andy?	-1.479	177
	How often witness boy in Yr 11 like Andy?	-1.366	176
	How serious Andy's situation?	-0.847	358
	How often are you in his situation?	-2.042	329
	How often do you steal?	1.851	330
Rachel (Threats)	How many girls in Yr 8 like Rachel?	-2.546	212
	How often witness girl in Yr 8 like Rachel?	0.25	210
	How many girls in Yr 11 like Rachel?	-1.491	178
	How often witness girl in Yr 11 like Rachel?	1.221	158.592
	How serious Rachel's situation?	1.987*	315.670
	How often are you in her situation?	0.251	331
	How often make threats?	-1.109	331
Carl (Playfully making fun)	How many boys in Yr 8 like Carl?	-4.537***	184.742
	How often witness boy in Yr 8 like Carl?	1.572	211
	How many boys in Yr 11 like Carl?	-4.905***	139.489
	How often witness boy in Yr 11 like Carl?	-1.577	175
	How serious Carl's situation?	-0.73	359
	How often are you in his situation?	1.424	331

*significant at $p < 0.05$; **significant at $p < 0.01$; ***significant at $p < 0.001$

Appendix 13

Final draft of Pupil Questionnaire

QUESTIONNAIRE FOR YOUNG PEOPLE IN SCHOOL

This questionnaire is about life in your school.

On the following pages you will see a number of situations that may happen to young people in your school.

Please read each of the situations and answer the questions by ticking your chosen answer.

There are no right or wrong answers.

You do not have to put your name and all your answers will be private.

ABOUT YOU

Before you start the questionnaire, please fill in some details about yourself:

Are you a: boy / girl (please circle)

How old are you? _____

What year are you in at school? (please circle)

Year 7

Year 8

Year 9

Year 10

Year 11

Do you have a mobile phone? Yes / No (please circle)

Do you have access to a computer:

At home? Yes / No (please circle)

At school? Yes / No (please circle)

1) A pupil in school gets hit, kicked and punched by his/her classmates

Do you think this pupil is being bullied?

No	Unsure	Yes
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How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
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If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you get hit, kicked or punched by your classmates?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If you have comments about this section, please make them here:

2) A pupil keeps getting his/her belongings stolen by other young people in school

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do your belongings get stolen in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If you have comments about this section, please make them here:

3) A pupil keeps getting called nasty names and made fun of by his/her classmates

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you get called nasty names and made fun of by your classmates?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If you have comments about this section, please make them here:

4) A pupil keeps arguing with his/her friends in school

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you argue with your friends in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If you have comments about this section, please make them here:

5) A pupil in school is deliberately left out and his/her classmates won't hang around with him/her

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you get left out of things on purpose?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If you have comments about this section, please make them here:

6) A pupil chooses to spend lunchtime alone

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do choose to spend lunchtime alone?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If you have comments about this section, please make them here:

7) A pupil's belongings keep getting damaged deliberately by other young people in school

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do other young people in school damage your belongings deliberately?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If you have comments about this section, please make them here:

8) A pupil keeps being sent nasty e-mail and text messages from someone in school

Do you think this pupil is being bullied?

No	Unsure	Yes
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How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
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If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
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How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
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If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often are you sent nasty e-mail or text messages from someone in school?

Never	Once or twice a term	Once a week	Several times a week	Most days
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If you have comments about this section, please make them here:

9) A pupil's classmates keep spreading rumours about him/her that are not true

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
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If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
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If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do your classmates spread rumours about you that are not true?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If you have comments about this section, please make them here:

10) A pupil keeps getting threatened by other people in school

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
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If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
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How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
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If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
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How often do other people in school threaten you?

Never	Once or twice a term	Once a week	Several times a week	Most days
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If you have comments about this section, please make them here:

11) A pupil keeps getting into trouble with the teacher because people in the class keep blaming him/her for things he/she hasn't done

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
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If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
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If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do people in school get you into trouble with the teacher for things you haven't done?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If you have comments about this section, please make them here:

12) A pupil's classmates keep asking him/her if they can copy his/her homework

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
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If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
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If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do your classmates ask if they can copy your homework?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If you have comments about this section, please make them here:

Thank you for taking the time to complete this questionnaire

If you are upset by any of the issues raised in this questionnaire, you can speak to someone in confidence by calling ChildLine free on 0800 1111

Appendix 14

Cover sheet for final draft of Teacher Questionnaire

QUESTIONNAIRE FOR TEACHERS

This questionnaire is about pupil experiences in your school.

On the following pages you will see a number of situations that may happen to pupils in your school.

Please read each of the situations and answer the questions by ticking your chosen answer.

There are no correct or incorrect answers.

You do not have to put your name and all your answers will be confidential.

ABOUT YOU

Before you start the questionnaire, please fill in some details about yourself:

I am: male / female (please circle)

I have been teaching for _____ years

The year groups I teach are: (please tick all that apply)

Year 7	___
Year 8	___
Year 9	___
Year 10	___
Year 11	___
Year 12	___
Year 13	___

Appendix 15

Cover sheet for final draft of Support Staff Questionnaire

QUESTIONNAIRE FOR LUNCHTIME SUPERVISORS AND SUPPORT STAFF

This questionnaire is about pupil experiences in your school.

On the following pages you will see a number of situations that may happen to pupils in your school.

Please read each of the situations and answer the questions by ticking your chosen answer. There are no correct or incorrect answers.

You do not have to put your name and all your answers will be confidential.

ABOUT YOU

Before you start the questionnaire, please fill in some details about yourself:

I am: male / female (please circle)

SUPPORT STAFF ONLY:

I have been a member of the school support staff for _____ years

My main duties are:

LUNCHTIME SUPERVISORS ONLY:

I have been a lunchtime supervisor for _____ years

The areas of the school supervised during lunchtimes are

Appendix 16

Main body of final draft of staff questionnaires

If you have comments about the questionnaire in general, or specific questions, please write them in the space allocated on page 14

1) A pupil in school gets hit, kicked and punched by his/her classmates

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
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If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

2) A pupil keeps getting his/her belongings stolen by other young people in school

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
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If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

3) A pupil keeps getting called nasty names and made fun of by his/her classmates

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

4) A pupil keeps arguing with his/her friends in school

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

5) A pupil in school is deliberately left out and his/her classmates won't hang around with him/her

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
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How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

6) A pupil chooses to spend lunchtime alone

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
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How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

7) A pupil's belongings keep getting damaged deliberately by other young people in school

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
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How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
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If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

8) A pupil keeps being sent nasty e-mail and text messages from someone in school

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

9) A pupil's classmates keep spreading rumours about him/her that are not true

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

10) A pupil keeps getting threatened by other people in school

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

11) A pupil keeps getting into trouble with the teacher because people in the class keep blaming him/her for things he/she hasn't done

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

12) A pupil's classmates keep asking him/her if they can copy his/her homework

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

If you have comments about the questionnaire in general, or specific questions, please make them here:

Thank you for taking the time to complete this questionnaire

Appendix 17

Feedback Report Example: School 1

The Task

The project involved 3 different questionnaires being distributed to different groups in the school community:

- 1) Questionnaire for Young People
- 2) Questionnaire for Teachers
- 3) Questionnaire for Lunchtime Supervisors and Support Staff

NB: The Questionnaire for Young People was distributed to Year 8 and 11 pupils only to enable a clear age comparison in responses

The questionnaires were designed to investigate:

- 1) Behaviours believed to be bullying
- 2) Frequency that particular behaviours were heard about (for boys and girls separately)
- 3) Perceived seriousness of particular behaviours (for boys and girls separately)
- 4) Self-reported experiences of particular behaviours (pupils only)

In order to do this, the questionnaires consisted of 12 hypothetical scenarios describing situations that young people may experience at school. Respondents were asked to read each scenario and answer the questions that related to the person's situation.

The scenarios included examples of behaviours that are regarded by educational researchers as bullying. A selection of 'ambiguous' or 'non-bullying' scenarios were also included to examine consistency of responses.

An example from the questionnaires can be seen overleaf.

Example of a scenario from the Questionnaire for Young People with corresponding questions:

1) A pupil in school gets hit, kicked and punched by his/her classmates

Do you think this pupil is being bullied?

No	Unsure	Yes
----	--------	-----

How often do you hear about this happening to a GIRL in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a GIRL in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you hear about this happening to a BOY in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

If this happens to a BOY in your school, how serious do you think it is?

0 Not serious	1	2	3	4 Extremely serious
------------------	---	---	---	------------------------

How often do you get hit, kicked or punched by your classmates?

Never	Once or twice a term	Once a week	Several times a week	Most days
-------	----------------------	-------------	----------------------	-----------

What is bullying?

The Department for Education and Social Skills

Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (eg hitting, kicking, theft)
- verbal (eg name calling, racist remarks)
- indirect (eg spreading rumours, excluding someone from social groups)

(http://www.dfes.gov.uk/a-z/BULLYING_ba.html)

School 1 Definition

The *School 1* Personal Journal 2001-2002 (page 32) says:

Bullying involves both mental and physical abuse of an individual. The following are some examples of bullying which hurt and threaten and will not be tolerated:

- Calling names (teasing/taunting)
- Leaving someone out
- Making him/her the butt of jokes/comments
- Extorting money
- Any form of unwarranted physical contact, i.e. pinching, pushing, punching, kicking etc
- Fighting
- Organising the intimidation, physical or mental, of an individual, even if not directly involved
- Being a member of a group of pupils known to intimidate other pupils

The school instructs pupils to tell somebody (Form Tutor, teacher, parent or friend) if they are being bullied or know someone who is. The school also outlines the action that will be taken when an incident is reported. Warning signs that a pupil may be experiencing bullying are also outlined.

The existing bullying policy was formulated 12 years ago through a small working party of parents, governors and staff using material produced by Kidscape.

The school is keen to update their policy and intend to use the outcomes of this report to highlight required action.

The questionnaires used in the project included examples of the following behaviours that meet the educational definitions of bullying:

- **Physical bullying:**
 - Stealing belongings
 - Hitting
 - Kicking
 - Punching
 - Damaging belongings deliberately
- **Indirect/psychological bullying:**
 - Calling nasty names
 - Being left out/ignored (social exclusion)
 - Sending nasty e-mail or text messages
 - Spreading rumours
 - Threats
 - Other pupils getting someone into trouble

In addition, the questionnaire referred to situations that do not meet the definition of bullying, or are unclear:

- **Ambiguous/non-bullying behaviours:**
 - Arguing with friends
 - Choosing to spend time alone
 - Copying homework

The reason for including these behaviours was to examine whether certain groups had a broader definition of bullying than others.

Educational research has suggested that people have different ideas about what bullying is depending on:

- Their age
- Their gender
- The gender of the victim
- Their experience of bullying

If people have different ideas about what bullying is, it may affect:

- Reporting behaviours (e.g. a pupil may not think they are being bullied so not tell anyone about it)

- Intervening in incidents (e.g. other pupils may not go to help a pupil if they do not think it is a bullying incident; a teacher may make the decision not to intervene if he/she thinks it is not bullying)
- Differential treatment/punishment (e.g. a behaviour regarded as bullying may carry different penalties from apparent 'non-bullying' behaviours)

Examining trends in responses regarding the definition of bullying behaviours will help to identify areas where further work is needed.

The Respondents

Pupils

Questionnaires were distributed to Year 8 and 11 tutors, who were asked to give them out to pupils in the next scheduled PSE lesson.

Tutors were asked to read a brief outline of the project to the pupils and indicate that participation was voluntary.

Gender	Year Group	
	Year 8 pupil	Year 11 pupil
Male	81	101
Female	89	76
Unreported	8	6
Total	178	183
Total on Register	254	250
Response rate	70.1%	73.2%

Table 1: Response rate in pupils

Teachers

The Deputy Head took responsibility for distributing the questionnaires to teaching staff in the school. A collection box was placed in a communal office area for completed questionnaires.

Gender	Teachers
Male	22
Female	20
Unreported	1
Total	43
Total Employed	102
Response rate	43.86%

Table 2: Response rate in teachers

Support Staff and Lunchtime Supervisors

The Deputy Head alerted non-teaching staff about the project and distributed questionnaires. They were asked to return them to the collection box in the communal office area.

Gender	Support Staff/ Lunchtime Supervisors
Male	5
Female	11
Unreported	2
Total	18
Total Support Staff Employed	11
Total Lunchtime Staff Employed	35
Response rate	39.13%

Table 3: Response rate in lunchtime and support staff

NB: The Deputy Head explained that the school does not employ staff specifically for lunchtime supervision. Teaching staff volunteer to be on a rote system and are paid extra for this work. The 'total lunchtime staff employed' figure represents the total number of teaching staff on the rote for supervising duties at lunchtime. Where questionnaires were completed by staff who partake in lunchtime supervision, their responses were grouped in to the category of support staff and will be referred to as this throughout the report.

Important Points to Note

When interpreting the results, there are several points that should be emphasised:

1) Response Rate

There was a very high response rate for pupils (over 70% in each year group), but a lower response rate for both teaching and non-teaching staff. Although this is a normal and predictable problem in this kind of research, it is worth noting that the responses provided by staff may be distorted by the limited sample. In particular, staff who chose to respond to the questionnaires may be those who are more interested and proactive in the topic of bullying and pupil behaviour.

2) Underestimation

Particularly with reference to the pupil questions about their own experience of bullying (as a victim), these figures are likely to be an underestimation of the real situation. Educational research has shown that pupils are reluctant to admit to being a victim of bullying. The fact that the questionnaires were anonymous should have improved the situation, but it is important to take into account.

3) Conditions of completion

The intended procedure for data collection of the pupil questionnaires involved teachers distributing them to pupils in the next scheduled PSE lesson. This would have hopefully resulted in a large number of classes completing questionnaires at the same time – avoiding discussion about the procedure/questions that could have affected responses. Also, the fact that completion would be supervised in school time would ensure the confidentiality of responses and hopefully encourage pupils to be more honest with their answers. However, it became apparent that due to timetabling and other logistical problems, several classes completed questionnaires at different times and the researcher was collecting questionnaires over a period of several weeks. In addition, the researcher was informed that some pupils took questionnaires home to complete. These two issues should be considered when interpreting the results. It is possible that there was discussion between pupils in school about the questions or that there was some parental involvement in the questionnaires that were completed at home. Overall, responses may have been affected due to the data collection procedure being less rigorous than intended.

4) Open-ended comments

Several teaching staff respondents commented that they found it difficult to answer some of the questions in the questionnaire. They said that the questions were too general and that bullying behaviours are more complex. In particular, they commented that the scenarios did not provide enough detail to make decisions about

their seriousness and whether they were bullying or not. The researcher takes these comments on board, but it is important to note that the questionnaires are not intended to provide detailed responses. The intention is that they provide a brief summary of pupil and staff perceptions to schools that can then be followed up, where necessary, using other methods.

Defining Bullying

The following section reports the responses from the questions about whether behaviours in the scenarios were regarded as bullying or not.

For each scenario, respondents were asked to indicate whether they felt the particular person was being bullied or not. Responses were recorded on the following scale:

No	Unsure	Yes
----	--------	-----

The first part of this section reports the findings from the scenarios where the behaviours were intentionally bullying incidents (using the definitions outlined previously).

The second part of the section reports the findings from the scenarios where the behaviours were intentionally ambiguous, or not bullying according to an educational definition.

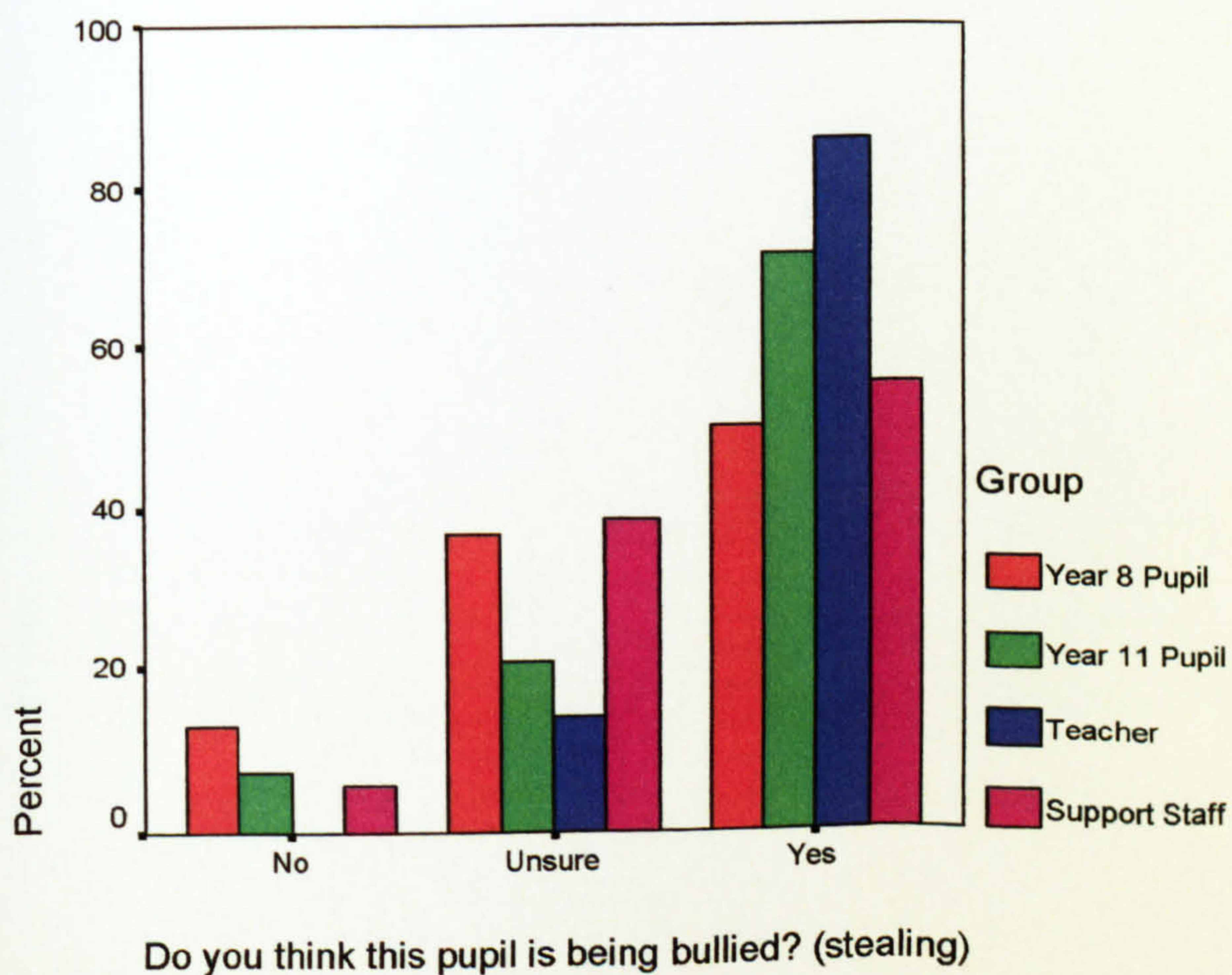
Bullying Scenarios

1) Stealing

Perceptions about stealing were measured in the following scenario:

A pupil keeps getting his/her belongings stolen by other young people in school

Group	Do you think this pupil is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	12.8%	36.9%	50.3%
Year 11	7.2%	21%	71.8%
Teachers	0%	14%	36%
Support Staff	5.6%	38.9%	55.6%
Total %	8.8%	27.8%	63.4%



Interesting Findings:

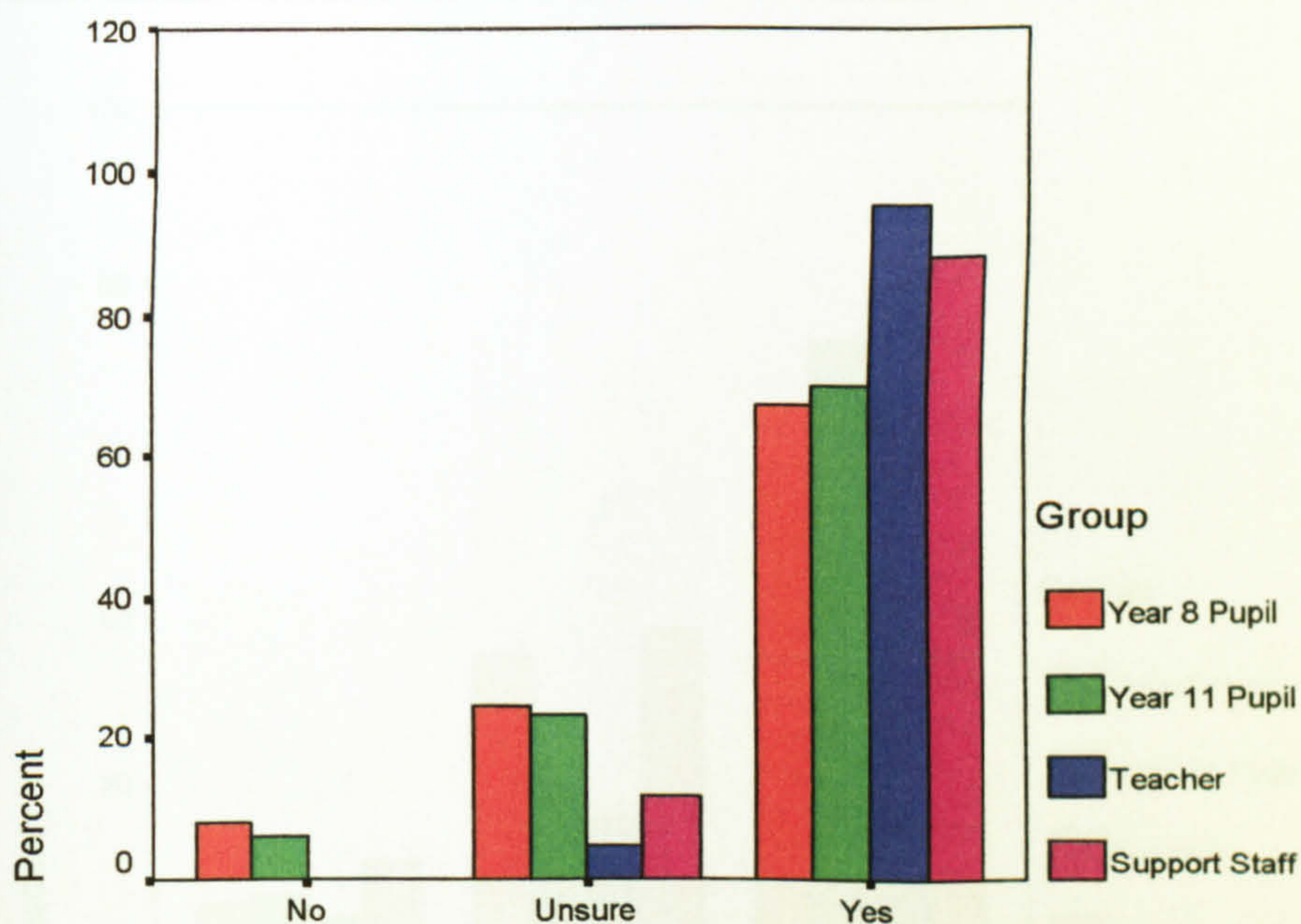
- Most respondents thought that stealing could be considered as bullying.
- NO teachers regarding stealing as NOT being bullying
- There was some disagreement amongst pupils (both in Year 8 and 11) about whether stealing was bullying or not
- Support staff seemed to have more uncertainty about whether stealing was bullying or not compared to pupils or teachers

2) Nasty name-calling

Perceptions about nasty name-calling were measured in the following scenario:

A pupil keeps getting called nasty names and made fun of by his/her classmates

Group	Do you think this pupil is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	7.8%	24.6%	67.6%
Year 11	6%	23.6%	70.3%
Teachers	0%	4.7%	95.3%
Support Staff	0%	11.8%	88.2%
Total %	5.9%	21.6%	72.4%



Do you think this pupil is being bullied? (nasty names/making fun)

Interesting findings:

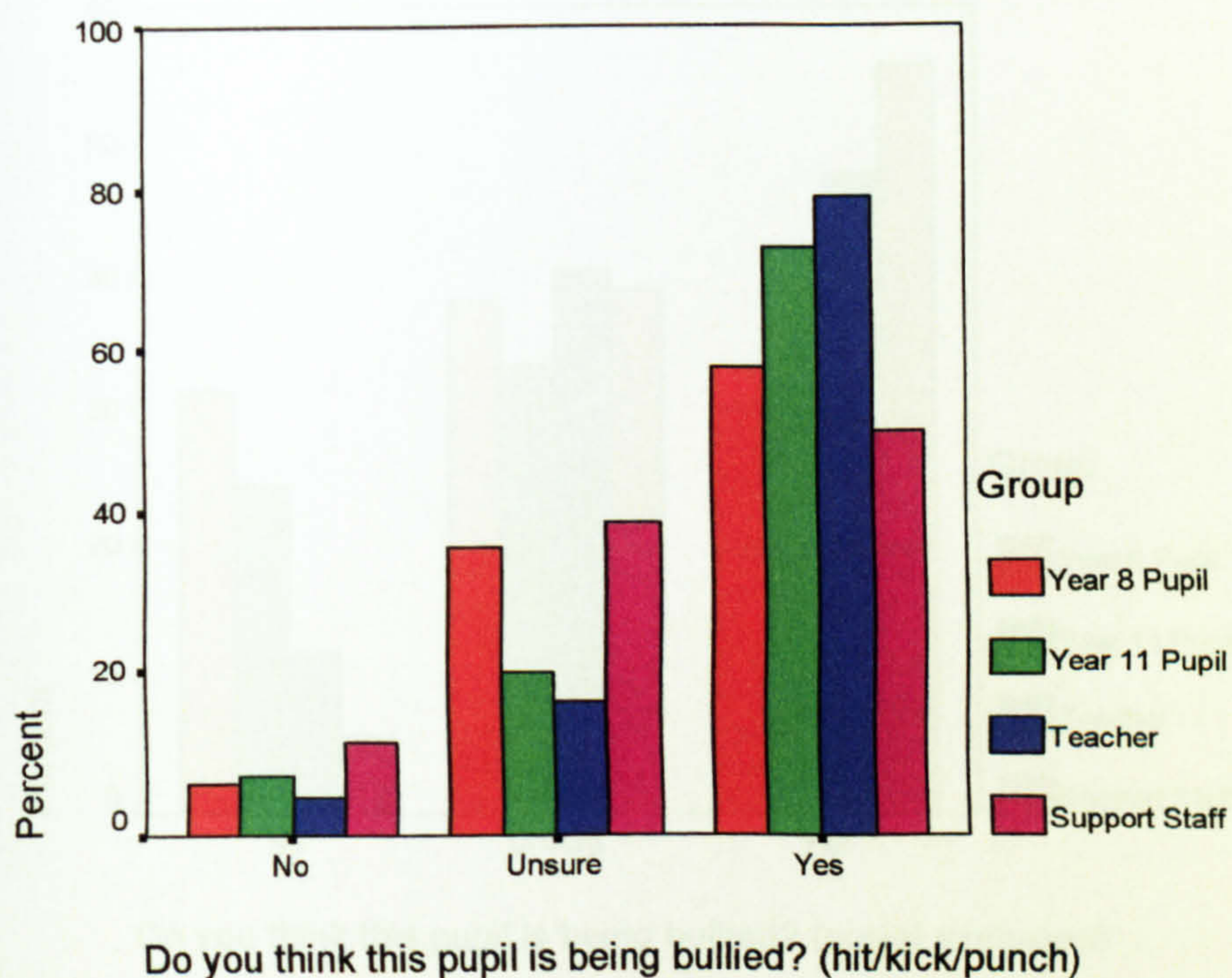
- No members of staff (teachers or support staff) regarded nasty name calling as NOT being bullying
- Overall, a high percentage of all respondents thought that name-calling could be regarded as bullying

3) Hitting, Kicking and Punching

Perceptions about hitting, kicking and punching were measured in the following scenario:

A pupil in school gets hit, kicked and punched by his/her classmates

Group	Do you think this pupil is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	6.1%	35.8%	58.1%
Year 11	7.2%	19.9%	72.9%
Teachers	4.7%	16.3%	79.1%
Support Staff	11.1%	38.9%	50%
Total %	6.7%	27.1%	66.3%



Interesting findings:

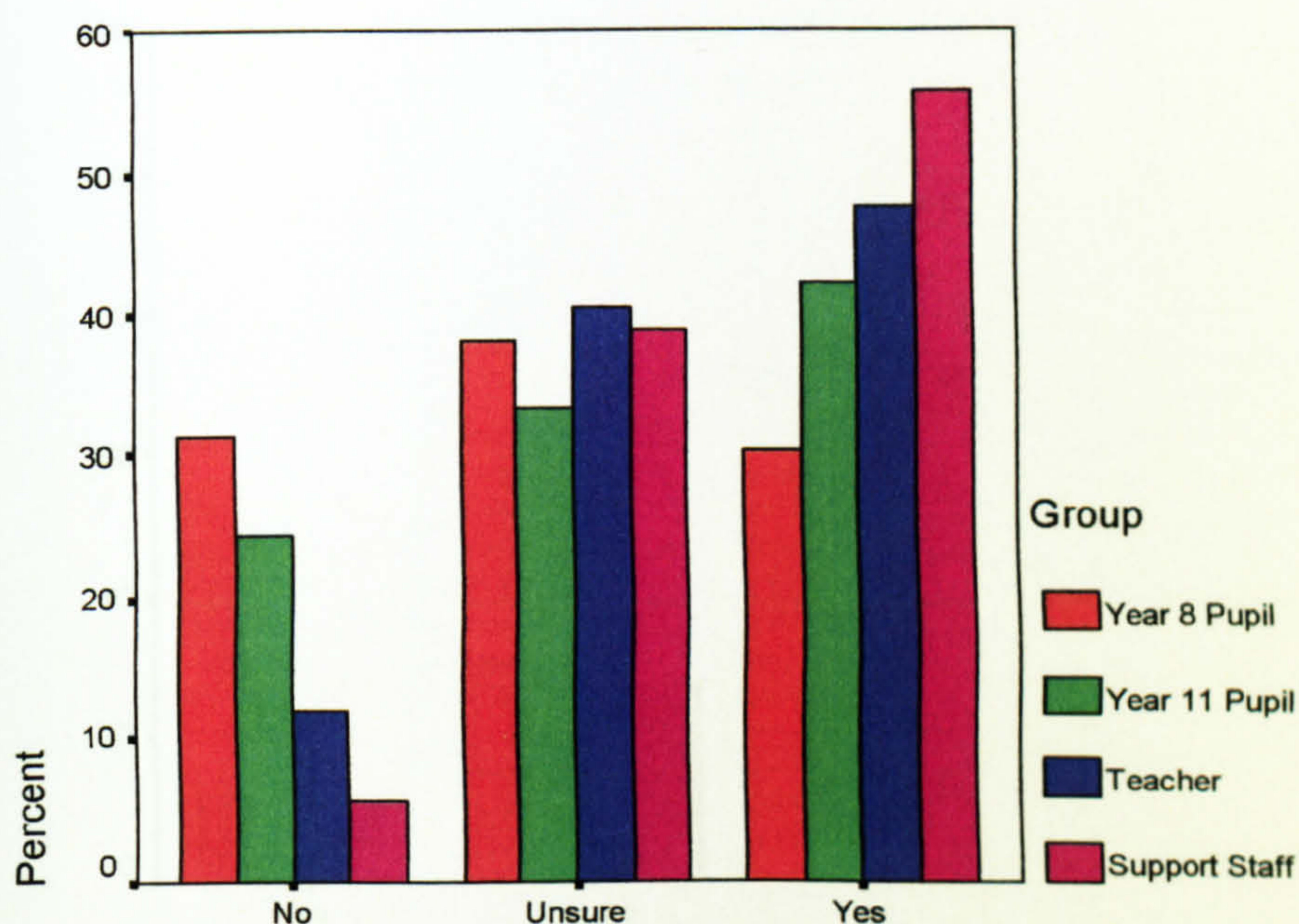
- The majority of respondents thought hitting, kicking and punching was bullying
- There was some uncertainty amongst Year 8 pupils and support staff about whether hitting, kicking and punching was bullying or not

4) Social Exclusion

Perceptions about social exclusion were measured in the following scenario:

A pupil in school is deliberately left out and his/her classmates won't hang around with him/her

Group	Do you think this pupil is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	31.5%	38.2%	30.3%
Year 11	24.4%	33.3%	42.2%
Teachers	11.9%	40.5%	47.6%
Support Staff	5.6%	38.9%	55.6%
Total %	25.4%	36.4%	38.3%



Do you think this pupil is being bullied? (social exclusion)

Interesting findings:

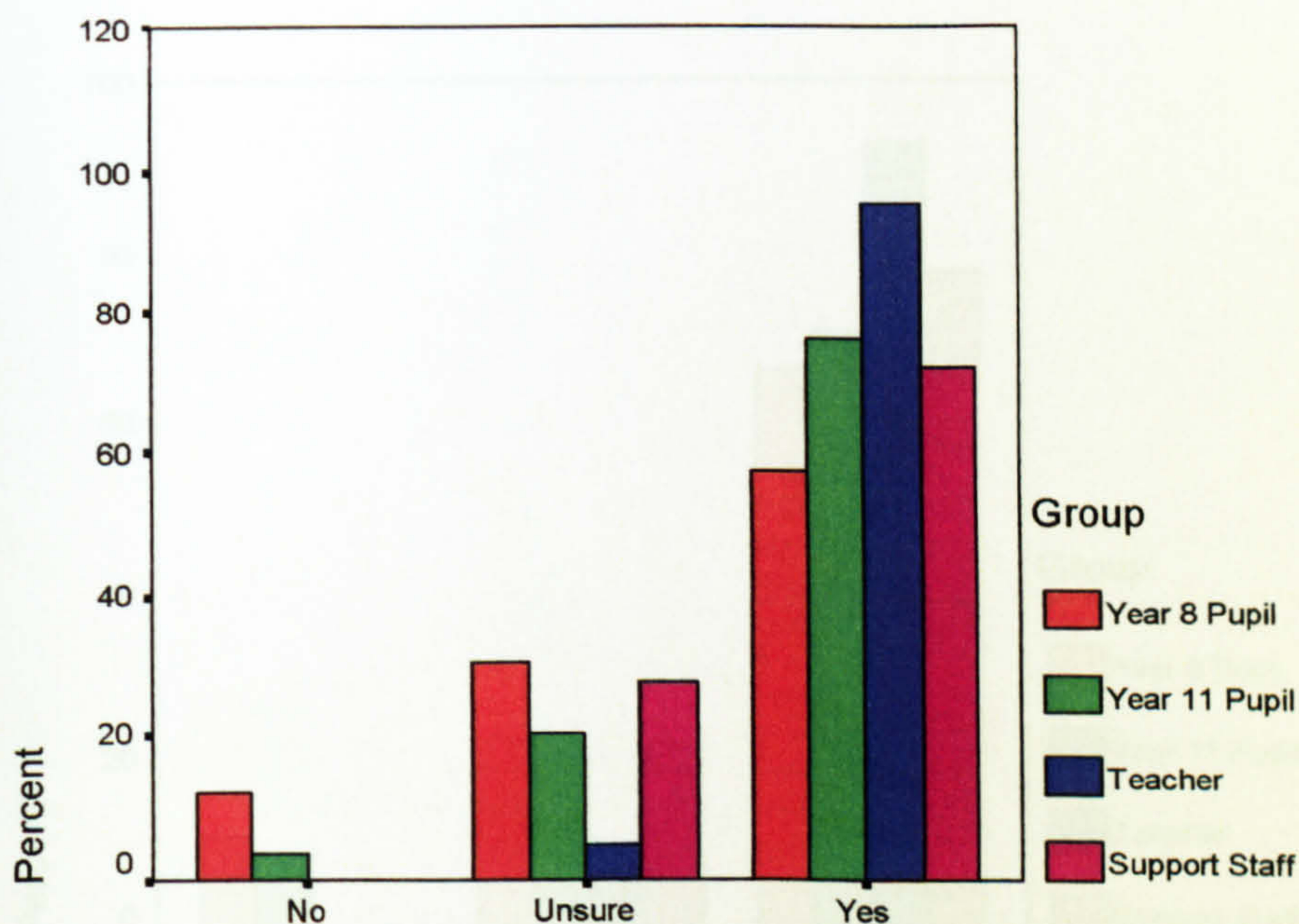
- There was much higher disagreement within all groups (pupils and staff) as to whether being left out deliberately constituted bullying
- A higher proportion of Year 8 pupils thought leaving someone out deliberately was NOT bullying, than thought it WAS bullying

5) Damaging belongings

Perceptions about damaging belongings were measured in the following scenario:

A pupil's belongings keep getting damaged deliberately by other young people in school

Group	Do you think this pupil is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	11.9%	30.5%	57.6%
Year 11	3.4%	20.5%	76.1%
Teachers	0%	4.8%	95.2%
Support Staff	0%	27.8%	72.2%
Total %	6.5%	23.5%	70%



Do you think this pupil is being bullied? (damaging belongings)

Interesting findings:

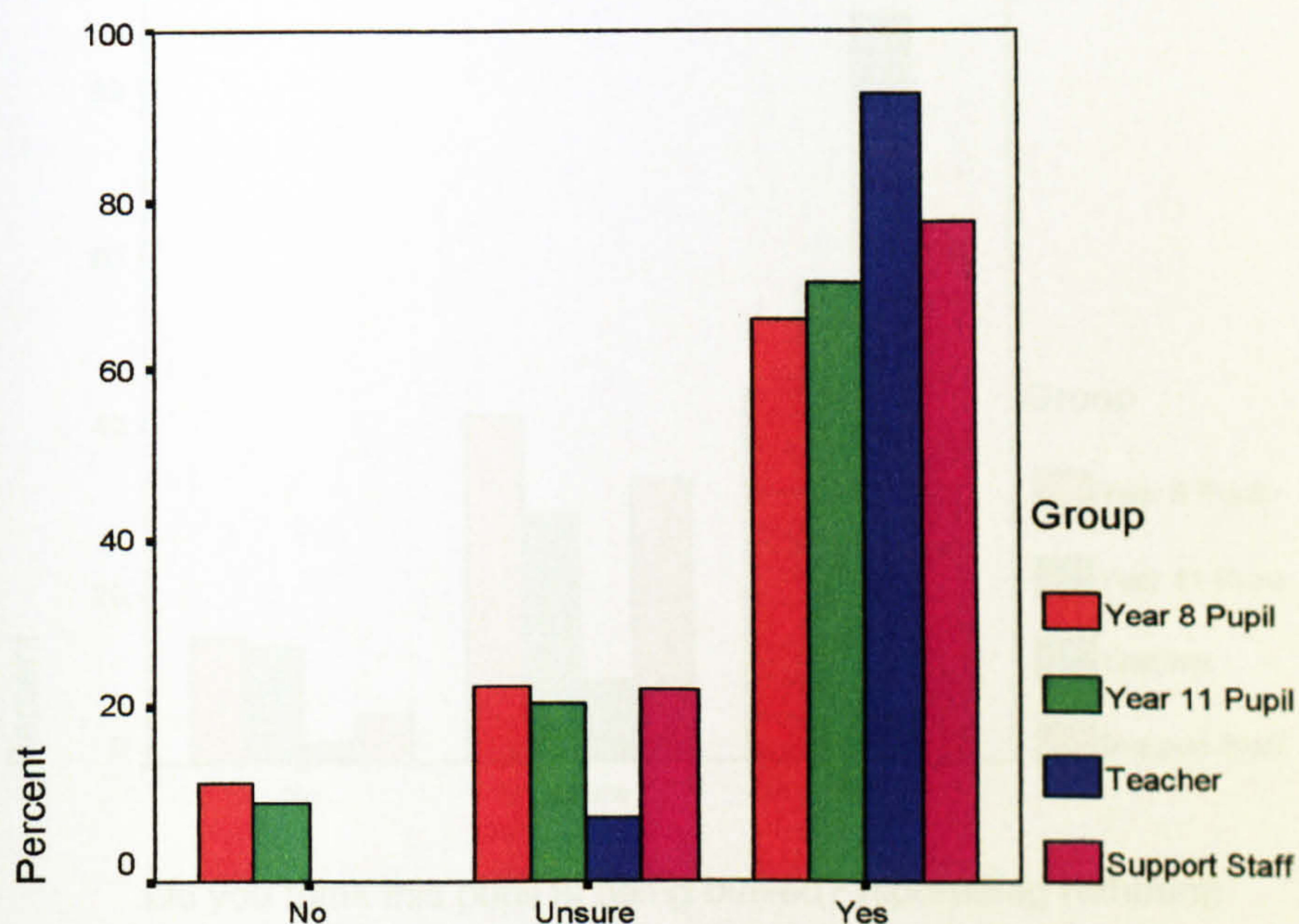
- There was strong agreement that damaging belongings was bullying
- No member of staff (teachers or support staff) thought damaging property was NOT bullying

6) Sending nasty e-mail/text messages

Perceptions about sending nasty e-mails or text messages were measured in the following scenario:

A pupil keeps being sent nasty e-mail and text messages from someone in school

Group	Do you think this pupil is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	11.3%	22.6%	66.1%
Year 11	9.1%	20.5%	70.5%
Teachers	0%	7.1%	92.9%
Support Staff	0%	22.2%	77.8%
Total %	8.7%	20.1%	71.2%



Do you think this pupil is being bullied? (nasty e-mail/text message)

Interesting findings:

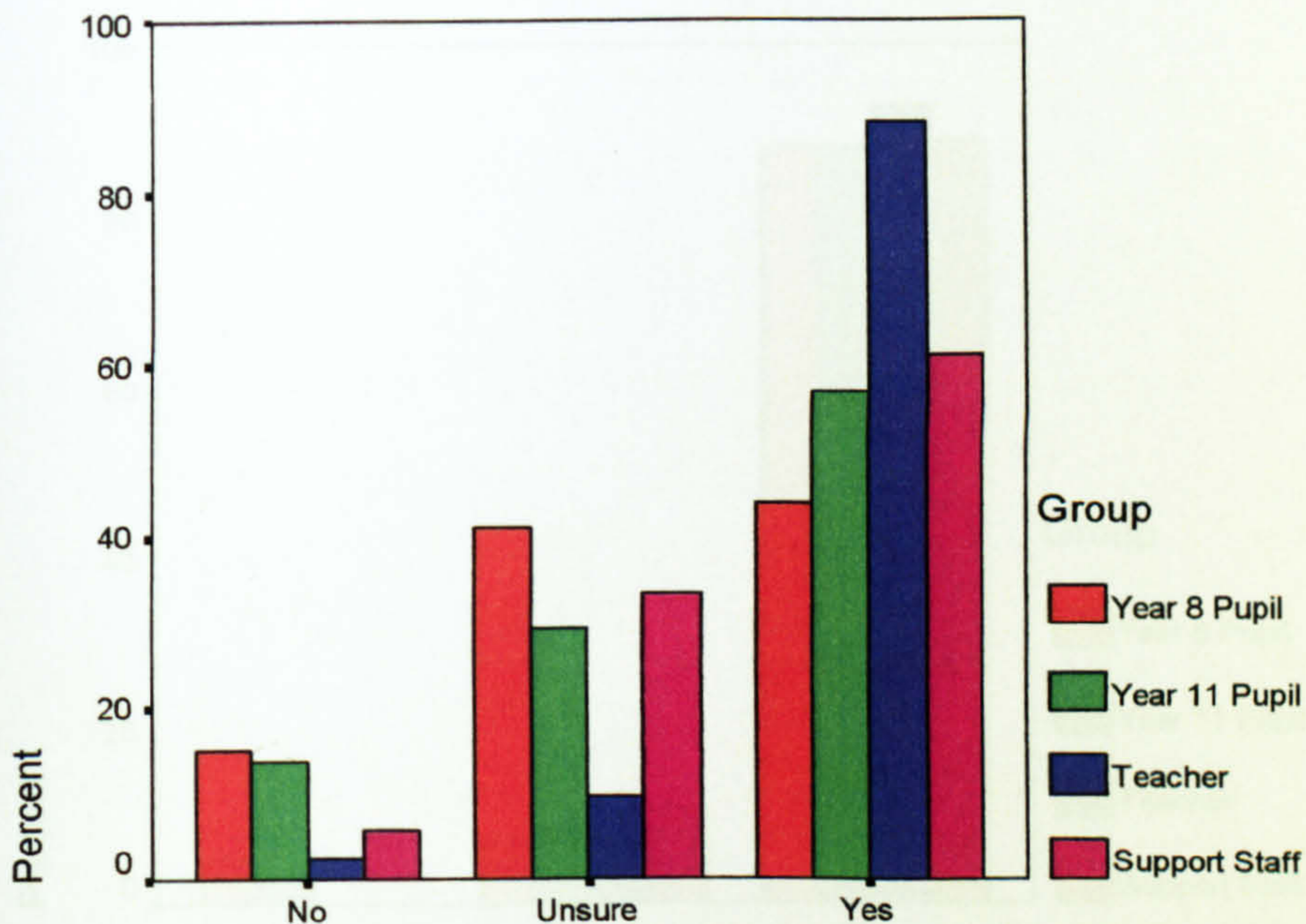
- There was high agreement that nasty e-mails and text messages was bullying
- No member of staff (teachers or support staff) thought nasty e-mails/text messages was NOT bullying

7) Spreading rumours

Perceptions about spreading rumours were measured in the following scenario:

A pupil's classmates keep spreading rumours about him/her that are not true

Group	Do you think this pupil is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	14.9%	41.1%	44%
Year 11	13.6%	29.5%	56.8%
Teachers	2.4%	9.5%	88.1%
Support Staff	5.6%	33.3%	61.1%
Total %	12.7%	32.6%	54.7%



Do you think this pupil is being bullied? (spreading rumours)

Interesting findings:

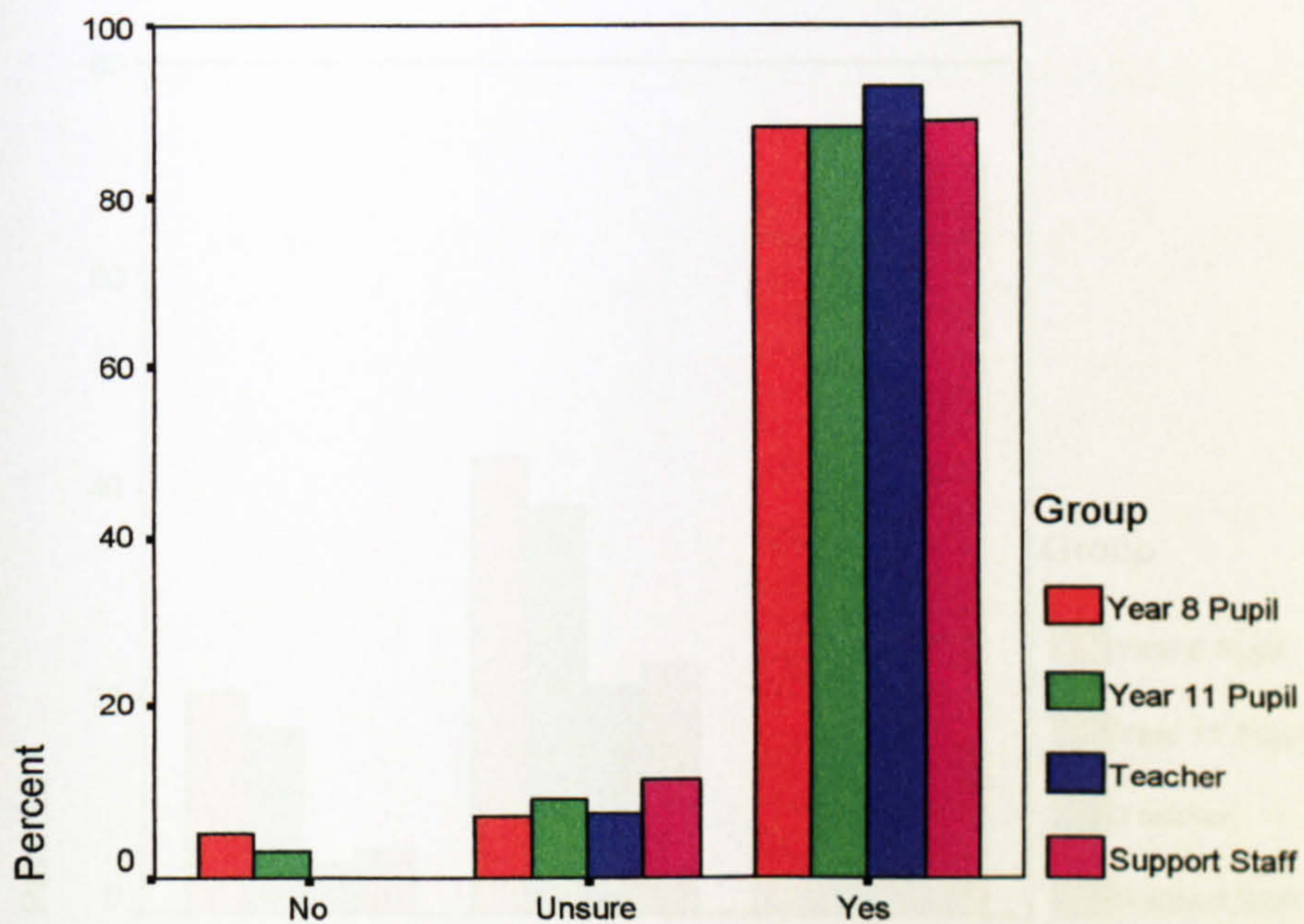
- There was much higher disagreement within all groups (pupils and staff) as to whether spreading rumours constituted bullying
- Teachers were more certain that rumour-spreading was bullying than any other group
- Almost the same percentage of Year 8 pupils were unsure about whether spreading rumours was bullying or not as those who thought it WAS bullying

8) Making threats

Perceptions about making threats were measured in the following scenario:

A pupil keeps getting threatened by other people in school

Group	Do you think this pupil is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	5.1%	6.8%	88.1%
Year 11	2.8%	9.1%	88.1%
Teachers	0%	7.1%	92.9%
Support Staff	0%	11.1%	88.9%
Total %	3.4%	8%	88.6%



Do you think this pupil is being bullied? (threats)

Interesting findings:

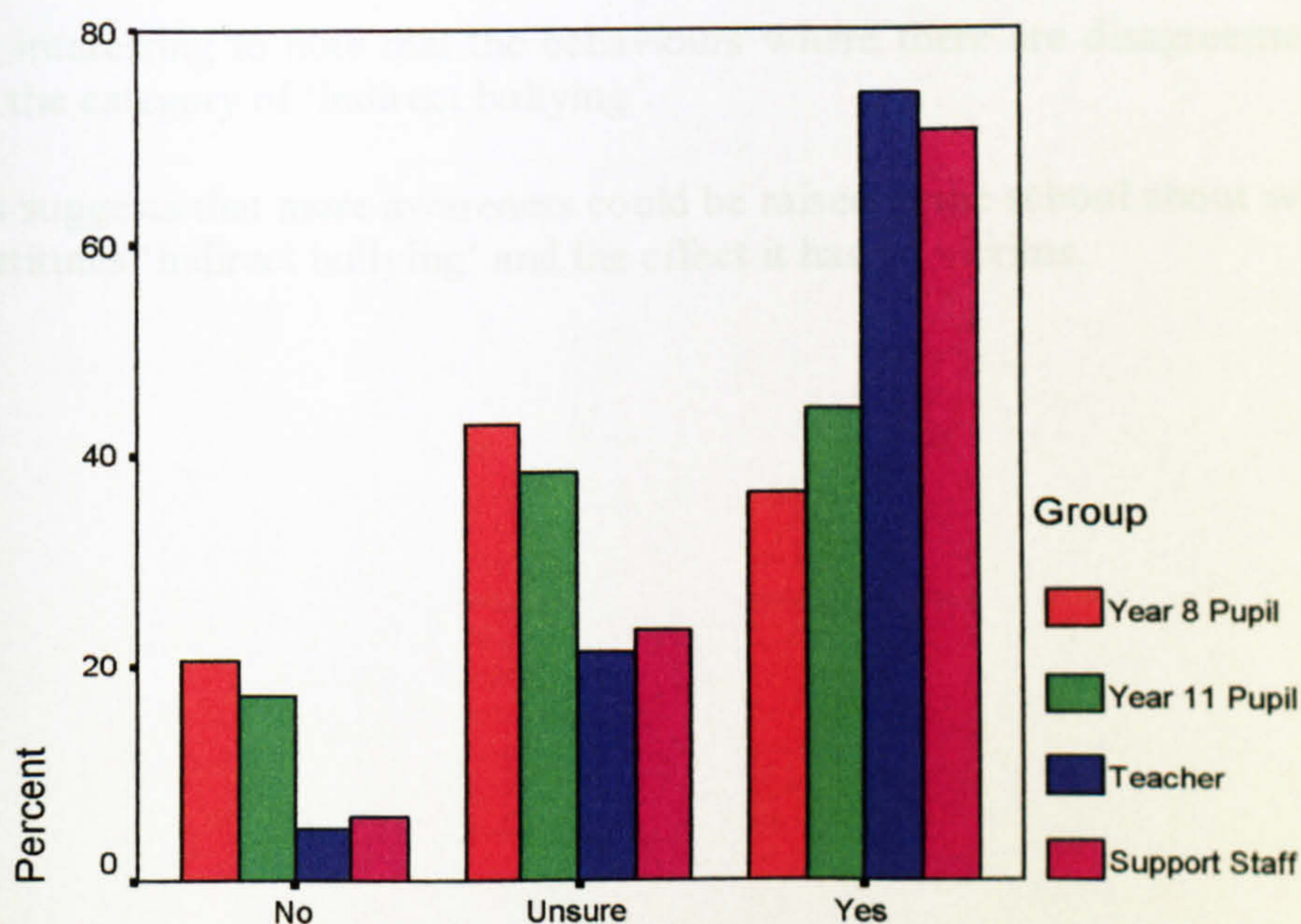
- There was high agreement within all groups (pupils and staff) that making threats constituted bullying
- All teachers regarded threats as bullying

9) Getting into trouble

Perceptions about getting into trouble were measured in the following scenario:

A pupil keeps getting into trouble with the teacher because people in the class keep blaming him/her for things he/she hasn't done

Group	Do you think this pupil is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	20.6%	42.9%	36.6%
Year 11	17.1%	38.3%	44.6%
Teachers	4.8%	21.4%	73.8%
Support Staff	5.9%	23.5%	70.6%
Total %	16.9%	37.9%	45.2%



Do you think this pupil is being bullied? (getting into trouble)

Interesting findings:

- There was some disagreement within all groups (pupils and staff) about whether getting someone into trouble constituted bullying
- More Year 8 pupils were unsure about whether getting someone into trouble was bullying than thought it definitely WAS bullying

SUMMARY

- High agreement that the behaviour was bullying:

Stealing

Nasty name-calling

Damaging belongings

Hitting/kicking/punching

Nasty e-mail/text messages

Threats

- Uncertainty/disagreement about whether the behaviour was bullying:

Social exclusion

Spreading rumours

Getting someone into trouble

It is interesting to note that the behaviours where there are disagreements both fall into the category of 'indirect bullying'.

This suggests that more awareness could be raised in the school about what constitutes 'indirect bullying' and the effect it has on victims.

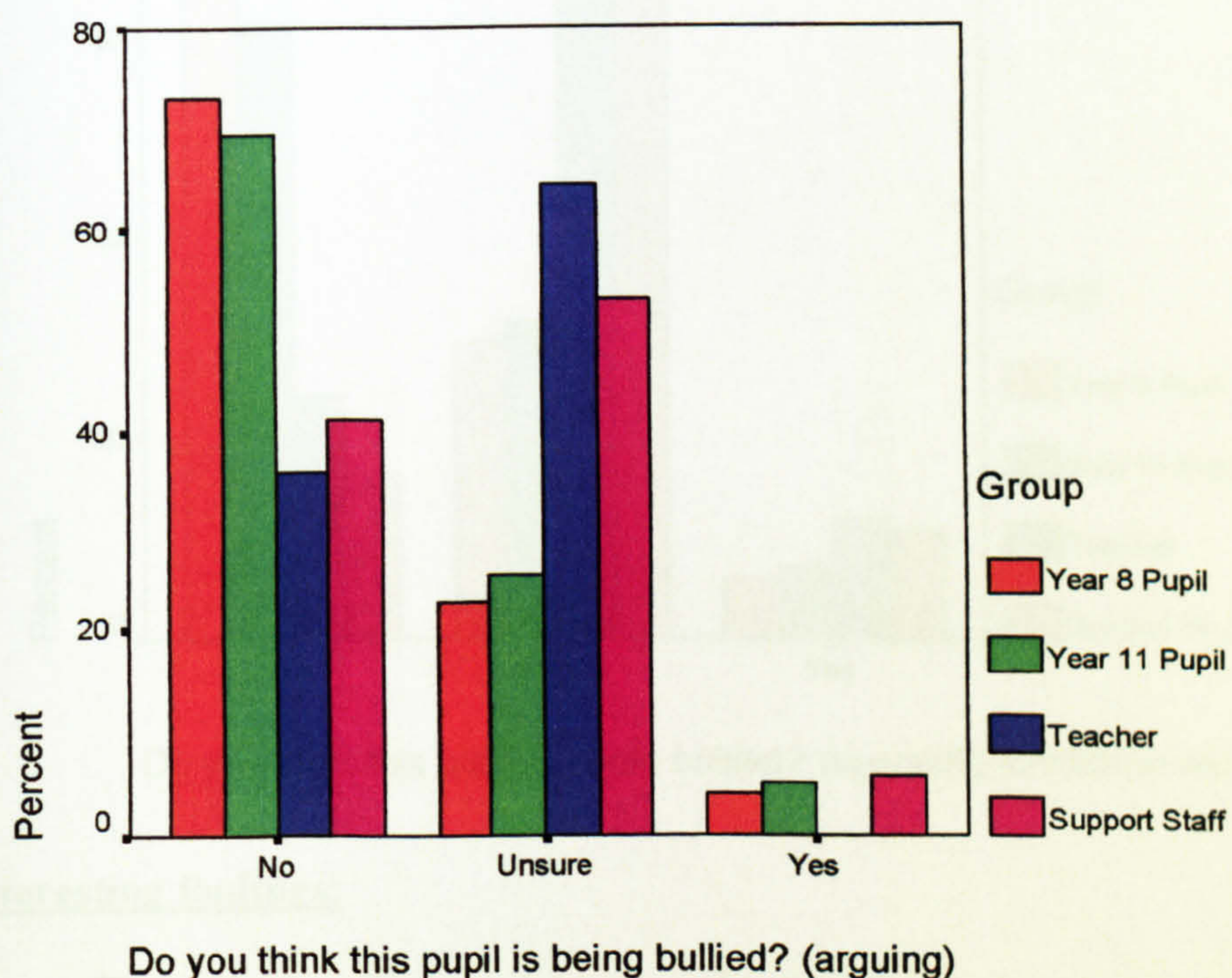
Ambiguous Scenarios

1) Arguing with friends

Perceptions about arguing with friends were measured in the following scenario:

A pupil keeps arguing with his/her friends in school

Group	Do you think this pupil is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	73.9%	22.9%	3.9%
Year 11	69.4%	25.6%	5%
Teachers	35.7%	64.3%	0%
Support Staff	41.2%	52.9%	5.9%
Total %	66.5%	29.4%	4.1%



Interesting findings:

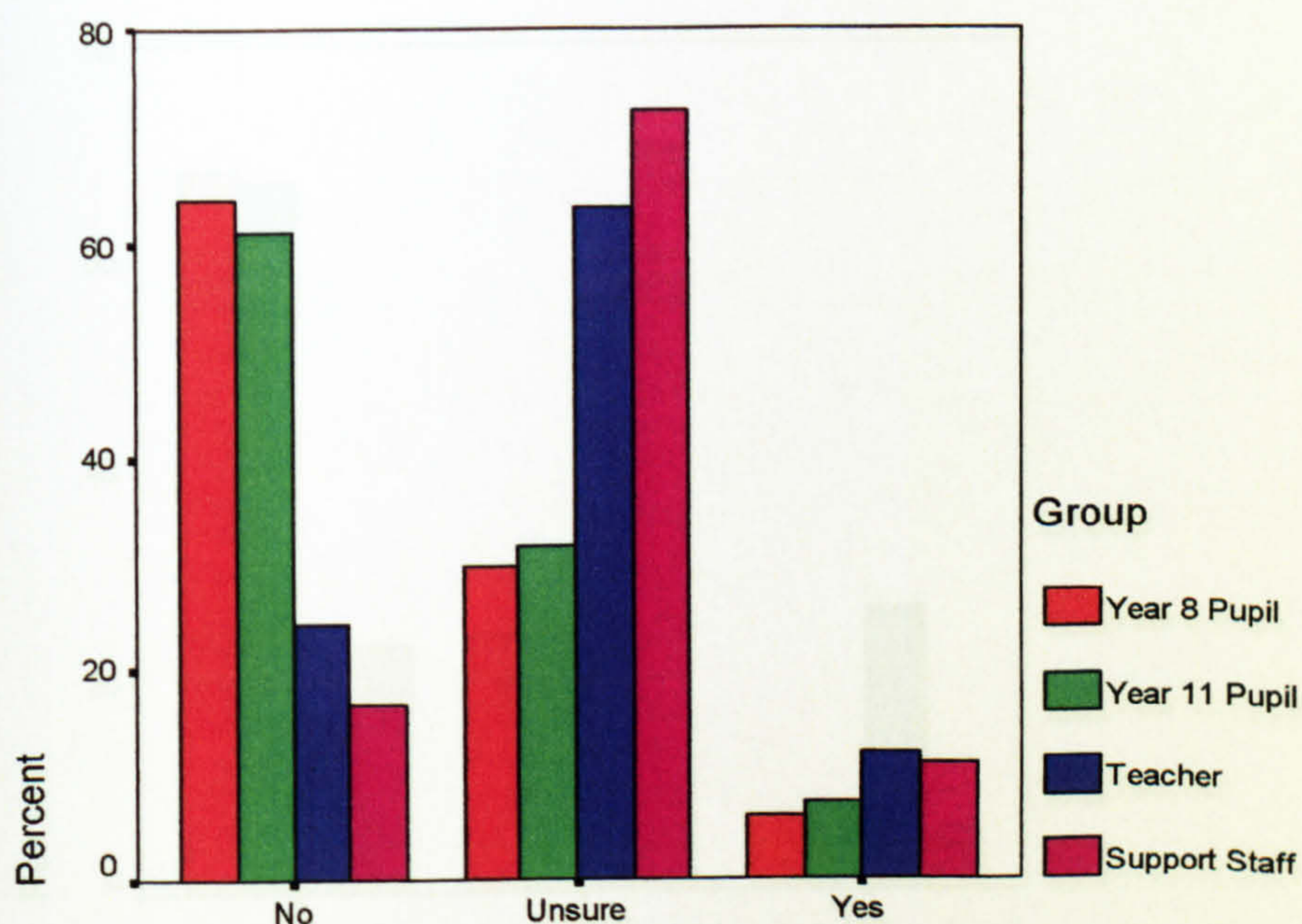
- There was high agreement within all groups (pupils and staff) that arguing with friends was either not bullying, or ambiguous (uncertain)
- No teachers thought arguing with friends could be regarded as bullying

2) Choosing to be alone

Perceptions about choosing to be alone were measured in the following scenario:

A pupil chooses to spend lunchtime alone

Group	Do you think this pupil is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	64%	29.8%	6.2%
Year 11	61.2%	31.5%	7.3%
Teachers	24.4%	63.4%	12.2%
Support Staff	16.7%	72.2%	11.1%
Total %	56.9%	35.7%	7.5%



Do you think this pupil is being bullied? (spending lunchtime alone)

Interesting findings:

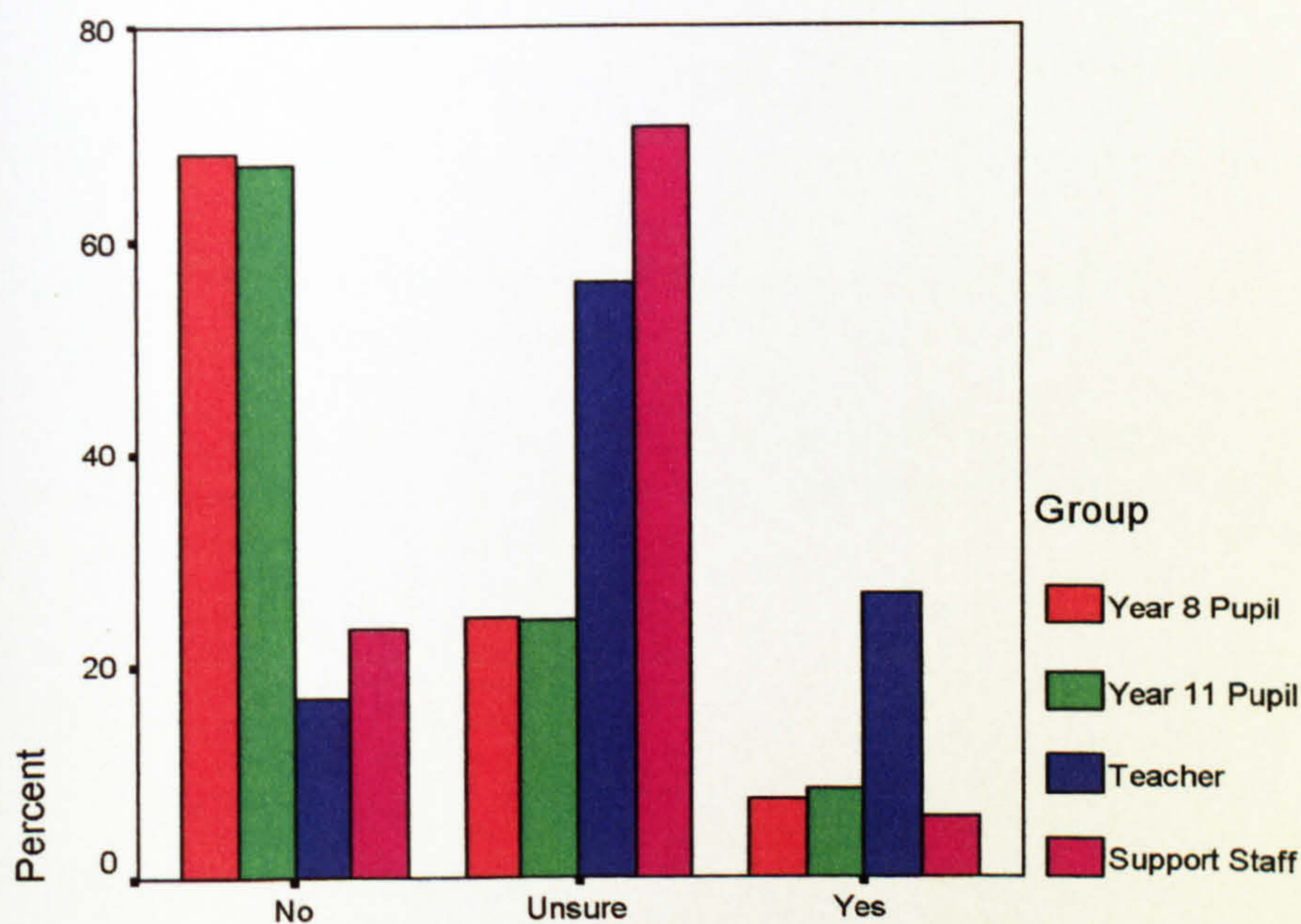
- The majority of respondents thought choosing to be alone was not bullying, or was ambiguous.
- Support staff and teachers showed a high degree of uncertainty in this scenario

3) Copying homework

Perceptions about copying homework were measured in the following scenario:

A pupil's classmates keep asking him/her if they can copy his/her homework

Group	Do you think this pupil is being bullied? (% within group)		
	NO	UNSURE	YES
Year 8	68%	24.6%	7.4%
Year 11	67%	24.4%	8.5%
Teachers	17.1%	56.1%	26.8%
Support Staff	23.5%	70.6%	5.9%
Total %	60.6%	29.6%	9.8%



Do you think this pupil is being bullied? (copying homework)

Interesting findings:

- Most pupils thought being asked to copy homework was NOT bullying
- Teachers and support staff showed uncertainty about this scenario
- Several teachers, compared to other groups, thought asking to copy homework constituted bullying

Key findings from ambiguous/non-bullying scenarios:

- The majority of respondents did NOT think the scenarios constituted bullying
- There were quite a high proportion of respondents who were unsure whether the scenarios could be regarded as bullying. This is understandable, as the intention for the particular scenarios was to make them ambiguous
- Some respondents did think that the pupils in the scenarios were being bullied. This suggests that they could have an overly broad definition of what bullying involves, which could affect their reporting of incidents

Perceived Seriousness of Behaviours

This section reports the findings about how serious respondents thought each scenario was. In each scenario presented in the questionnaire, respondents were asked how serious they thought the person's situation was, depending on the gender of the pupil involved:

If this happens to a GIRL in your school, how serious do you think it is?

If this happens to a BOY in your school, how serious do you think it is?

Responses were recorded on the following scale and scored according to the numerical values shown:

0 Not serious	1	2	3	4 Extremely serious
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It was then possible to calculate the behaviours reported with the highest frequency, and compare them directly to others.

NB: Only data from the bullying scenarios are outlined in this part of the report. If you would like to view the results from the ambiguous/non-bullying scenarios, please contact me.

Pupils

Behaviour	Year 8 Boys		Year 8 Girls		Year 11 Boys		Year 11 Girls	
	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score
Threats (boys)	1	2.92	2	3.21	3	2.86	4	3.17
Threats (girls)	2	2.83	1	3.29	4	2.79	1	3.48
Hitting, kicking, punching (boys)	3	2.65	4.5	2.82	5	2.49	7	2.62
Stealing (girls)	4	2.61	6	2.63	1.5	3.68	2	3.40
Stealing (boys)	5	2.59	12	2.41	1.5	3.68	3	3.35
Hitting, kicking, punching (girls)	6	2.52	8	2.54	8	2.32	5	2.84
E-mail/text messages (boys)	7	2.40	4.5	2.82	11	2.12	11	2.46
E-mail/text messages (girls)	8	2.37	3	2.92	9	2.16	6	2.76
Damaging property (girls)	10	2.19	9	2.51	6	2.42	8	2.53
Nasty name-calling (boys)	10	2.19	11	2.43	10	2.15	13	2.32
Nasty name-calling (girls)	10	2.19	7	2.55	13	2.08	9.5	2.51
Damaging property (boys)	12	2.18	13	2.39	7	2.40	12	2.41
Spreading rumours (girls)	13	2.00	10	2.45	12	2.11	9.5	2.51
Spreading rumours (boys)	14	1.95	14	2.30	14	1.99	15	2.09
Getting into trouble (girls)	15	1.83	17	2.05	15	1.80	17	1.93
Getting into trouble (boys)	16	1.81	16	2.11	18	1.67	16	1.99
Social exclusion (girls)	17	1.73	15	2.15	16	1.77	14	2.12
Social exclusion (boys)	18	1.67	18	1.93	17	1.69	18	1.89

Key findings

- Threats and hitting, kicking and punching were seen as the most serious by Year 8 pupils
- Year 11 pupils regarded stealing and threats as the most serious behaviours
- Spreading rumours (boys and girls), getting people into trouble (boys and girls) and social exclusion (girls and boys) were seen as the least serious

Staff

Behaviour	Male Teachers				Female Teachers			Male Support Staff			Female Support Staff		
	Rank Order		Mean Score		Rank Order		Mean Score	Rank Order		Mean Score	Rank Order		Mean Score
	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	
Threats (boys)	1.5	3.90	2	3.75	7.5	3.40	1	3.55					
Threats (girls)	1.5	3.90	1	3.80	7.5	3.40	2	3.45					
Hitting, kicking, punching (boys)	2.5	3.82	8	3.45	3.5	3.60	11	2.91					
Hitting, kicking, punching (girls)	2.5	3.82	5	3.60	3.5	3.60	11	2.91					
Stealing (boys)	5.5	3.68	12.5	3.35	1.5	3.80	5.5	3.09					
Stealing (girls)	5.5	3.68	10	3.40	1.5	3.80	5.5	3.09					
Nasty name-calling (boys)	7.5	3.59	8	3.45	5.5	3.52	3.5	3.25					
Nasty name-calling (girls)	7.5	3.59	8	3.45	5.5	3.52	3.5	3.25					
Damaging property (boys)	9.5	3.57	12.5	3.35	9.5	3.20	18	2.73					
Damaging property (girls)	9.5	3.57	6	3.55	9.5	3.20	16	2.82					
E-mail/text messages (girls)	11.5	3.38	3.5	3.70	12.5	2.60	7.5	3.00					
E-mail/text messages (boys)	11.5	3.38	3.5	3.70	12.5	2.60	7.5	3.00					
Spreading rumours (boys)	13.5	3.33	12.5	3.35	15.5	2.40	11	2.91					
Spreading rumours (girls)	13.5	3.33	12.5	3.35	15.5	2.40	11	2.91					
Getting into trouble (girls)	15.5	3.10	15	3.17	17	2.25	16	2.82					
Getting into trouble (boys)	15.5	3.10	16	3.17	18	2.00	16	2.82					
Social exclusion (boys)	17.5	2.67	17	2.74	12.5	2.60	11	2.91					
Social exclusion (girls)	17.5	2.67	18	2.63	12.5	2.60	11	2.91					

Key findings

- Overall, the mean seriousness scores for staff were much higher than for pupils
- Threats were seen as the most serious behaviours by all staff
- Male support staff regarded spreading rumours and getting people into trouble as the least serious behaviours
- Female support staff regarded damaging property and getting people into trouble as the least serious behaviours
- Teachers regarded social exclusion and getting people into trouble as the least serious

Self-reported Victims of Bullying

Experiences of being a victim of bullying were measured by one question in each scenario.

Only data from the bullying scenarios are outlined in this part of the report. If you would like to view the results from the ambiguous/non-bullying scenarios, please contact me.

Pupils were asked to rate how often they were in a similar situation as the people in the scenarios, rating their answers on the following scale:

Never	Once or twice a term	Once a week	Several times a week	Most days
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Responses are displayed in tables, showing the actual number of pupils who responded in a particular way, and also the percentage of pupils (out of those who actually answered the question) who responded in a particular way.

1) Stealing

A pupil keeps getting his/her belongings stolen by other young people in school

Year 8

How often do your belongings get stolen in school?

	Male		Female	
Never	50	(62.5%)	59	(66.3%)
Once or twice a term	20	(25%)	27	(30.3%)
Once a week	6	(7.5%)	3	(3.4%)
Several times a week	0	(0%)	0	(0%)
Most days	4	(5%)	0	(0%)

Key findings

- 12.5% of Year 8 boys reported having their belongings stolen at least once a week
- 3.4% of Year 8 girls reported having their belongings stolen at least once a week

Year 11

How often do your belongings get stolen in school?

	Male		Female	
Never	72	(72%)	48	(63.2%)
Once or twice a term	20	(20%)	23	(30.3%)
Once a week	4	(4%)	5	(6.6%)
Several times a week	2	(2%)	0	(0%)
Most days	2	(2%)	0	(0%)

Key findings

- 8% of Year 11 boys reported having their belongings stolen at least once a week
- 6.6% of Year 11 girls reported having their belongings stolen at least once a week

2) Nasty name-calling

A pupil keeps getting called nasty names and made fun of by his/her classmates

Year 8

How often do you get called nasty names and made fun of by your classmates?

	Male		Female	
Never	31	(39.2%)	40	(46%)
Once or twice a term	25	(31.6%)	25	(28.7%)
Once a week	7	(8.9%)	9	(10.3%)
Several times a week	6	(7.6%)	7	(8%)
Most days	10	(12.7%)	6	(6.9%)

Key findings

- 29.2% of Year 8 boys reported being called nasty names by their classmates at least once a week
- 25.2% of Year 8 girls reported being called nasty names by their classmates at least once a week

Year 11

How often do you get called nasty names and made fun of by your classmates?

	Male		Female	
Never	51	(51%)	26	(34.7%)
Once or twice a term	23	(23%)	18	(24%)
Once a week	7	(7%)	3	(17.3%)
Several times a week	8	(8%)	6	(8%)
Most days	11	(11%)	12	(16%)

Key findings

- 26% of Year 11 boys reported being called nasty names and made fun of by their classmates at least once a week
- 41.3% of Year 11 girls reported being called nasty names and made fun of by their classmates at least once a week

3) Hitting, kicking and punching

A pupil in school gets hit, kicked and punched by his/her classmates

Year 8

How often do you get hit, kicked or punched by your classmates?

	Male		Female	
Never	52	(64.2%)	75	(84.3%)
Once or twice a term	11	(13.6%)	10	(11.2%)
Once a week	4	(4.9%)	3	(3.4%)
Several times a week	5	(6.2%)	1	(1.1%)
Most days	9	(11.1%)	0	(0%)

Key findings

- 22.2% of Year 8 boys reported being hit, kicked or punched by their classmates at least once a week
- 4.5% of Year 8 girls reported being hit, kicked or punched by their classmates at least once a week

Year 11

How often do you get hit, kicked or punched by your classmates?

	Male		Female	
Never	76	(76.8%)	56	(73.7%)
Once or twice a term	11	(11.1%)	10	(13.2%)
Once a week	3	(3%)	4	(5.3%)
Several times a week	3	(3%)	3	(3.9%)
Most days	6	(6.1%)	3	(3.9%)

Key findings

- 12.1% of Year 11 boys reported being hit, kicked or punched by their classmates at least once a week
- 13.1% of Year 11 girls reported being hit, kicked or punched by their classmates at least once a week

4) Social exclusion

A pupil in school is deliberately left out and his/her classmates won't hang around with him/her

Year 8

How often do you get left out of things on purpose?

	Male		Female	
Never	50	(63.3%)	57	(66.3%)
Once or twice a term	16	(20.3%)	22	(25.6%)
Once a week	8	(10.1%)	6	(7%)
Several times a week	2	(2.5%)	0	(0%)
Most days	3	(3.8%)	1	(1.2%)

Key findings

- 16.4% of Year 8 boys reported being deliberately left out by their classmates at least once a week
- 8.2% of Year 8 girls reported being deliberately left out by their classmates at least once a week

Year 11

How often do you get left out of things on purpose?

	Male		Female	
Never	76	(77.6%)	53	(70.7%)
Once or twice a term	15	(15.3%)	18	(24%)
Once a week	4	(4.1%)	1	(1.3%)
Several times a week	1	(1%)	2	(2.7%)
Most days	2	(2%)	1	(1.3%)

Key findings

- 7.1% of Year 11 boys reported being deliberately left out by their classmates at least once a week
- 5.3% of Year 11 girls reported being deliberately left out by their classmates at least once a week

5) Damaging belongings

A pupil's belongings keep getting damaged deliberately by other young people in school

Year 8

How often do other young people in school damage your belongings deliberately?

	Male		Female	
Never	53	(67.9%)	65	(74.7%)
Once or twice a term	16	(20.5%)	20	(23%)
Once a week	3	(3.8%)	1	(1.1%)
Several times a week	3	(3.8%)	0	(0%)
Most days	3	(3.8%)	1	(1.1%)

Key findings

- 11.4% of Year 8 boys reported having their belongings damaged deliberately at least once a week
- 2.2% of Year 8 girls reported having their belongings damaged deliberately at least once a week

Year 11

How often do other young people in school damage your belongings deliberately?

	Male		Female	
Never	71	(71.4%)	56	(74.7%)
Once or twice a term	17	(17.7%)	18	(24%)
Once a week	3	(3.1%)	0	(0%)
Several times a week	0	(0%)	0	(0%)
Most days	5	(5.2%)	1	(1.3%)

Key findings

- 8.3% of Year 11 boys reported having their belongings damaged deliberately at least once a week
- 1.3% of Year 11 girls reported having their belongings damaged deliberately at least once a week

6) Sending nasty e-mails/text messages

A pupil keeps being sent nasty e-mail and text messages from someone in school

Year 8

How often are you sent nasty e-mail or text messages from someone in school?

	Male		Female	
Never	74	(93.7%)	77	(89.5%)
Once or twice a term	1	(1.3%)	8	(9.3%)
Once a week	0	(0%)	1	(1.3%)
Several times a week	1	(1.3%)	0	(0%)
Most days	3	(3.8%)	0	(0%)

Key findings

- 5.1% of Year 8 boys reported being sent nasty e-mails or text messages by someone in school at least once a week
- 1.3% of Year 8 girls reported being sent nasty e-mails or text messages by someone at school at least once a week

Year 11

How often are you sent nasty e-mail or text messages from someone in school?

	Male		Female	
Never	79	(83.2%)	68	(90.7%)
Once or twice a term	10	(10.5%)	5	(6.7%)
Once a week	2	(2.1%)	2	(2.7%)
Several times a week	0	(0%)	0	(0%)
Most days	4	(4.2%)	0	(0%)

Key findings

- 3.3% of Year 11 boys reported being sent nasty e-mails or text messages by someone in school at least once a week
- 2.7% of Year 11 girls reported being sent nasty e-mails or text messages by someone in school at least once a week

7) Spreading rumours

A pupil's classmates keep spreading rumours about him/her that are not true

Year 8

How often do your classmates spread rumours about you that are not true?

	Male		Female	
Never	44	(55.7%)	59	(68.6%)
Once or twice a term	22	(27.8%)	22	(25.6%)
Once a week	6	(7.6%)	4	(4.7%)
Several times a week	2	(2.5%)	0	(0%)
Most days	5	(6.3%)	1	(1.2%)

Key findings

- 16.4% of Year 8 boys reported having rumours spread about them at least once a week
- 5.9% of Year 8 girls reported having rumours spread about them at least once a week

Year 11

How often do your classmates spread rumours about you that are not true?

	Male		Female	
Never	54	(56.8%)	39	(52%)
Once or twice a term	28	(29.5%)	27	(36%)
Once a week	7	(7.4%)	2	(2.7%)
Several times a week	4	(4.2%)	4	(5.3%)
Most days	2	(2.1%)	3	(4%)

Key findings

- 13.7% of Year 11 boys reported having rumours spread about them at least once a week
- 12% of Year 11 girls reported having rumours spread about them at least once a week

8) Threats

A pupil keeps getting threatened by other people in school

Year 8

How often do other people in school threaten you?

	Male		Female	
Never	61	(77.2%)	68	(78.2%)
Once or twice a term	9	(11.4%)	15	(17.2%)
Once a week	3	(3.8%)	3	(3.4%)
Several times a week	4	(5.1%)	1	(1.1%)
Most days	2	(2.5%)	0	(0%)

Key findings

- 11.4% of Year 8 boys reported being threatened by others in school at least once a week
- 4.5% of Year 8 girls reported being threatened by others in school at least once a week

Year 11

How often do other people in school threaten you?

	Male		Female	
Never	69	(72.6%)	63	(85.1%)
Once or twice a term	14	(14.7%)	7	(9.5%)
Once a week	6	(6.3%)	2	(2.7%)
Several times a week	2	(2.1%)	1	(1.4%)
Most days	4	(4.2%)	1	(1.4%)

Key findings

- 12.6% of Year 11 boys reported being threatened by others in school at least once a week
- 5.5% of Year 11 girls reported being threatened by others in school at least once a week

9) Getting into trouble

A pupil keeps getting into trouble with the teacher because people in the class keep blaming him/her for things he/she hasn't done

Year 8

How often do people in school get you into trouble with the teacher for things you haven't done?

	Male		Female	
Never	35	(44.9%)	44	(50.6%)
Once or twice a term	27	(34.6%)	29	(33.3%)
Once a week	5	(6.4%)	9	(10.3%)
Several times a week	8	(10.3%)	3	(3.4%)
Most days	3	(3.8%)	2	(2.3%)

Key findings

- 20.5% of Year 8 boys reported others getting them into trouble at least once a week
- 16% of Year 8 girls reported others getting them into trouble at least once a week

Year 11

How often do people in school get you into trouble with the teacher for things you haven't done?

	Male		Female	
Never	51	(55.4%)	43	(58.1%)
Once or twice a term	25	(27.2%)	22	(29.7%)
Once a week	10	(10.9%)	7	(9.5%)
Several times a week	5	(5.4%)	1	(1.4%)
Most days	1	(1.1%)	1	(1.4%)

Key findings

- 17.4% of Year 11 boys reported others getting them into trouble at least once a week
- 12.3% of Year 11 girls reported others getting them into trouble at least once a week

Summary of Self-Reported Victims of Bullying

In order to provide a succinct summary of the reported bullying in the school, the responses on the following scale were scored accordingly:

Never	Once or twice a term	Once a week	Several times a week	Most days
0	1	2	3	4

It was then possible to calculate the behaviours reported with the highest frequency, and compare them directly to others.

NB: Only data from the bullying scenarios are outlined in this part of the report. If you would like to view the results from the ambiguous/non-bullying scenarios, please contact me.

BULLYING IN YEAR 8

BEHAVIOUR	BOYS		GIRLS	
	MEAN SCORE	RANK ORDER	MEAN SCORE	RANK ORDER
Nasty name-calling	1.23	1	1.01	1
Getting into trouble	0.94	2	0.74	2
Hitting/kicking/punching	0.86	3	0.21	8
Spreading rumours	0.76	4	0.40	4
Social exclusion	0.63	5	0.44	3
Stealing	0.60	6	0.37	5
Damaging belongings	0.55	7	0.30	6
Threats	0.44	8	0.28	7
Nasty e-mails/text	0.20	9	0.12	9

Most frequent behaviour: boys

Nasty name-calling
Getting into trouble
Hitting/kicking/punching

Most frequent behaviour: girls

Nasty name-calling
Getting into trouble
Social exclusion

BULLYING IN YEAR 11

BEHAVIOUR	BOYS		GIRLS	
	MEAN SCORE	RANK ORDER	MEAN SCORE	RANK ORDER
Nasty name-calling	1.05	1	1.47	1
Getting into trouble	0.70	2	0.58	3
Spreading rumours	0.62	3	0.73	2
Hitting/kicking/punching	0.51	4.5	0.51	4
Threats	0.51	4.5	0.24	8
Damaging belongings	0.45	6	0.29	7
Stealing	0.42	7	0.43	5
Social exclusion	0.35	8	0.40	6
Nasty e-mails/text	0.32	9	0.12	9

Most frequent behaviour: boys

Nasty name-calling
 Getting into trouble
 Spreading rumours

Most frequent behaviour: girls

Nasty name-calling
 Spreading rumours
 Getting into trouble

Reported Frequency of Hearing About Bullying Behaviours

The reported frequency that pupils and staff heard about particular behaviours occurring in the school were measured by 2 questions in each scenario – one for boys and one for girls:

How often do you hear about this happening to a **GIRL** in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
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How often do you hear about this happening to a **BOY** in your school?

Never	Once or twice a term	Once a week	Several times a week	Most days
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NB: Only data from the bullying scenarios are outlined in the report. If you would like to view the results from the ambiguous/non-bullying scenarios, please contact me.

1) Stealing

A pupil keeps getting his/her belongings stolen by other young people in school

How often do you hear about this happening to a GIRL in your school?

	Year 8		Year 11		Year 11		Male Teachers		Female Teachers		Male Support Staff		Female Support Staff	
	Boys	Girls	Boys	Girls	Boys	Girls	Teachers	Teachers	Teachers	Teachers	Support Staff	Support Staff	Support Staff	Support Staff
Never	40.7%	23.6%	37%	14.5%	22.7%	30%	22.7%	30%	20%	36.4%	20%	36.4%	20%	36.4%
Once or twice a term	39.5%	52.8%	40%	63.2%	68.2%	55%	68.2%	55%	80%	54.5%	80%	54.5%	80%	54.5%
Once a week	17.3%	18%	16%	11.8%	4.5%	15%	4.5%	15%	0%	9.1%	0%	9.1%	0%	9.1%
Several times a week	0%	5.6%	1%	9.2%	4.5%	0%	4.5%	0%	0%	0%	0%	0%	0%	0%
Most days	2.5%	0%	6%	1.3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

How often do you hear about this happening to a BOY in your school?

	Year 8		Year 11		Year 11		Male Teachers		Female Teachers		Male Support Staff		Female Support Staff	
	Boys	Girls	Boys	Girls	Boys	Girls	Teachers	Teachers	Teachers	Teachers	Support Staff	Support Staff	Support Staff	Support Staff
Never	29.6%	24.7%	24%	31.6%	18.2%	10%	18.2%	10%	20%	36.4%	20%	36.4%	20%	36.4%
Once or twice a term	40.7%	48.3%	39%	48.7%	72.7%	65%	72.7%	65%	80%	54.5%	80%	54.5%	80%	54.5%
Once a week	21%	19.1%	28%	14.7%	0%	25%	0%	25%	0%	9.1%	0%	9.1%	0%	9.1%
Several times a week	6.2%	4.6%	3%	5.3%	9.1%	0%	9.1%	0%	0%	0%	0%	0%	0%	0%
Most days	2.5%	2.2%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

2) Nasty name-calling

A pupil keeps getting nasty names and made fun of by his/her classmates

How often do you hear about this happening to a GIRL in your school?

	Year 8		Year 11		Year 11		Male Teachers		Female Teachers		Male Support Staff		Female Support Staff	
	Boys	Girls	Boys	Girls	Boys	Girls	Teachers	Teachers	Teachers	Teachers	Support Staff	Support Staff	Support Staff	Support Staff
Never	17.3%	9.1%	9%	1.3%	0%	0%	5%	5%	18.2%	18.2%	25%	25%	18.2%	18.2%
Once or twice a term	22.2%	33%	28%	17.3%	36.4%	17.3%	40%	40%	45.5%	45.5%	50%	50%	45.5%	45.5%
Once a week	28.4%	30.7%	26%	24%	45.5%	24%	50%	50%	27.3%	27.3%	25%	25%	27.3%	27.3%
Several times a week	19.8%	13.6%	11%	25.3%	18.2%	25.3%	5%	5%	9.1%	9.1%	0%	0%	9.1%	9.1%
Most days	12.3%	13.6%	26%	32%	0%	32%	0%	0%	0%	0%	0%	0%	0%	0%

How often do you hear about this happening to a BOY in your school?

	Year 8		Year 11		Year 11		Male Teachers		Female Teachers		Male Support Staff		Female Support Staff	
	Boys	Girls	Boys	Girls	Boys	Girls	Teachers	Teachers	Teachers	Teachers	Support Staff	Support Staff	Support Staff	Support Staff
Never	11.3%	11.4%	4%	2.7%	0%	2.7%	0%	0%	0%	0%	25%	25%	27.3%	27.3%
Once or twice a term	23.8%	29.8%	23%	24%	36.4%	24%	40%	40%	45.5%	45.5%	25%	25%	45.5%	45.5%
Once a week	26.3%	28.4%	23%	30.7%	40.9%	30.7%	45%	45%	18.2%	18.2%	50%	50%	18.2%	18.2%
Several times a week	16.3%	11.4%	18%	24%	22.7%	24%	15%	15%	9.1%	9.1%	0%	0%	9.1%	9.1%
Most days	22.5%	9.1%	32%	18.7%	0%	18.7%	0%	0%	0%	0%	0%	0%	0%	0%

3) Hitting/kicking/punching

A pupil in school gets hit, kicked and punched by his/her classmates

How often do you hear about this happening to a GIRL in your school?

	Year 8		Year 11		Male Teachers	Female Teachers	Male Support Staff	Female Support Staff
	Boys	Girls	Boys	Girls				
Never	27.5%	23.9%	29.3%	7.9%	13.5%	5%	20%	27.3%
Once or twice a term	56.3%	55.7%	49.5%	53.9%	77.3%	70%	80%	54.5%
Once a week	8.8%	14.8%	10.1%	23.7%	4.5%	20%	0%	0%
Several times a week	2.5%	2.3%	4%	2.6%	4.5%	5%	0%	18.2%
Most days	5%	3.4%	7.1%	11.8%	0%	0%	0%	0%

How often do you hear about this happening to a BOY in your school?

	Year 8		Year 11		Male Teachers	Female Teachers	Male Support Staff	Female Support Staff
	Boys	Girls	Boys	Girls				
Never	6.2%	12.4%	8.1%	6.6%	4.5%	0%	20%	27.3%
Once or twice a term	32.1%	39.3%	32.2%	39.5%	36.6%	50%	80%	54.5%
Once a week	35.8%	16.9%	24.2%	30.3%	22.7%	40%	0%	9.1%
Several times a week	13.6%	16.9%	18.2%	10.5%	4.5%	10%	0%	9.1%
Most days	12.3%	14.6%	17.2%	13.2%	4.5%	0%	0%	0%

4) Social exclusion

A pupil in school is deliberately left out and his/her classmates won't hang around with him/her

How often do you hear about this happening to a GIRL in your school?

	Year 8		Year 11		Year 11		Male Teachers		Female Teachers		Male Support Staff		Female Support Staff		
	Boys	Girls	Boys	Girls	Boys	Girls	Teachers	Teachers	Teachers	Teachers	Support Staff	Support Staff	Support Staff	Support Staff	
Never	28.8%	9.2%	24.5%	14.7%	4.5%	26.3%	80%	36.4%	41.3%	48.3%	38.8%	49.3%	72.7%	47.4%	45.5%
Once or twice a term	21.3%	19.5%	23.5%	18.7%	18.2%	26.3%	20%	18.2%	0%	0%	0%	0%	0%	0%	18.2%
Once a week	5%	13.8%	5.1%	9.3%	4.5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Several times a week	3.8%	9.2%	8.2%	8%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Most days															

How often do you hear about this happening to a BOY in your school?

	Year 8		Year 11		Year 11		Male Teachers		Female Teachers		Male Support Staff		Female Support Staff		
	Boys	Girls	Boys	Girls	Boys	Girls	Teachers	Teachers	Teachers	Teachers	Support Staff	Support Staff	Support Staff	Support Staff	
Never	27.8%	28.7%	20.6%	30.7%	4.8%	31.6%	80%	45.5%	39.2%	46%	34%	38.7%	71.4%	52.6%	54.5%
Once or twice a term	20.3%	16.1%	27.8%	13.3%	23.8%	15.8%	0%	0%	20.3%	7.6%	8.2%	14.7%	0%	0%	0%
Once a week	7.6%	3.4%	8.2%	14.7%	0%	0%	0%	0%	5.1%	5.7%	9.3%	2.7%	0%	0%	0%
Several times a week															
Most days															

5) Damaging belongings

A pupil's belongings keep getting damaged by other young people in school

How often do you hear about this happening to a GIRL in your school?

	Year 8		Year 11		Year 11		Year 11		Year 11		Year 11		Year 11	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Teachers	Female Teachers	Male Support Staff	Female Support Staff
Never	22.5%	33%	21.1%	18.7%	23.8%	55%	40%	63.6%						
Once or twice a term	52.5%	43.2%	40%	48%	66.7%	45%	60%	36.4%						
Once a week	15%	18.2%	21.1%	24%	9.5%	0%	0%	0%						
Several times a week	5%	3.4%	8.4%	5.3%	0%	0%	0%	0%						
Most days	5%	2.3%	9.5%	4%	0%	0%	0%	0%						

How often do you hear about this happening to a BOY in your school?

	Year 8		Year 11		Year 11		Year 11		Year 11		Year 11		Year 11	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Teachers	Female Teachers	Male Support Staff	Female Support Staff
Never	22.5%	35.2%	14.7%	23%	19%	35%	40%	63.6%						
Once or twice a term	37.5%	40.9%	42.1%	52.7%	66.7%	60%	60%	36.4%						
Once a week	26.3%	15.9%	26.3%	17.6%	14.3%	5%	0%	0%						
Several times a week	2.5%	4.5%	9.5%	4.1%	0%	0%	0%	0%						
Most days	11.3%	3.4%	7.4%	2.7%	0%	0%	0%	0%						

6) Sending nasty e-mails/text messages

A pupil keeps being sent nasty e-mail and text messages from someone in school

How often do you hear about this happening to a GIRL in your school?

	Year 8		Year 11		Male Teachers	Female Teachers	Male Support Staff	Female Support Staff
	Boys	Girls	Boys	Girls				
Never	66.3%	56.8%	46.3%	52%	71.4%	75%	80%	81.8%
Once or twice a term	21.3%	34.1%	29.5%	30.7%	28.6%	25%	20%	18.2%
Once a week	6.3%	3.4%	13.7%	14.7%	0%	0%	0%	0%
Several times a week	3.8%	0%	4.2%	1.3%	0%	0%	0%	0%
Most days	2.5%	5.7%	6.3%	1.3%	0%	0%	0%	0%

How often do you hear about this happening to a BOY in your school?

	Year 8		Year 11		Male Teachers	Female Teachers	Male Support Staff	Female Support Staff
	Boys	Girls	Boys	Girls				
Never	63.8%	68.2%	51.6%	72%	76.2%	90%	60%	81.8%
Once or twice a term	21.3%	25%	27.4%	22.7%	23.8%	10%	40%	18.2%
Once a week	10%	4.5%	9.5%	4%	0%	0%	0%	0%
Several times a week	1.3%	1.1%	5.3%	0%	0%	0%	0%	0%
Most days	3.8%	1.1%	6.3%	1.3%	0%	0%	0%	0%

7) Spreading rumours

A pupil's classmates keep spreading rumours about him/her that are not true

How often do you hear about this happening to a GIRL in your school?

	Year 8		Year 11		Year 11		Male Teachers		Female Teachers		Male Support Staff		Female Support Staff	
	Boys	Girls	Boys	Girls	Boys	Girls	Teachers	Teachers	Teachers	Teachers	Support Staff	Support Staff	Support Staff	Support Staff
Never	25.3%	16.1%	6.3%	4%	9.5%	4%	35%	35%	80%	45.5%	80%	45.5%	80%	45.5%
Once or twice a term	31.6%	43.7%	38.9%	20%	66.7%	20%	60%	60%	20%	54.5%	20%	54.5%	20%	54.5%
Once a week	22.8%	21.8%	28.4%	20%	14.3%	20%	0%	0%	0%	0%	0%	0%	0%	0%
Several times a week	12.7%	10.3%	11.6%	33.3%	9.5%	33.3%	5%	5%	0%	0%	0%	0%	0%	0%
Most days	7.6%	8%	14.7%	22.7%	0%	22.7%	0%	0%	0%	0%	0%	0%	0%	0%

How often do you hear about this happening to a BOY in your school?

	Year 8		Year 11		Year 11		Male Teachers		Female Teachers		Male Support Staff		Female Support Staff	
	Boys	Girls	Boys	Girls	Boys	Girls	Teachers	Teachers	Teachers	Teachers	Support Staff	Support Staff	Support Staff	Support Staff
Never	21.5%	27.6%	7.4%	17.3%	19%	17.3%	60%	60%	80%	54.5%	80%	54.5%	80%	54.5%
Once or twice a term	36.7%	48.3%	36.8%	44%	66.7%	44%	30%	30%	20%	45.5%	20%	45.5%	20%	45.5%
Once a week	21.5%	11.5%	29.5%	20%	9.5%	20%	5%	5%	0%	0%	0%	0%	0%	0%
Several times a week	12.7%	10.3%	12.6%	10.7%	4.8%	10.7%	5%	5%	0%	0%	0%	0%	0%	0%
Most days	7.6%	2.3%	13.7%	8%	0%	8%	0%	0%	0%	0%	0%	0%	0%	0%

8) Threats

A pupil keeps getting threatened by other people in school

How often do you hear about this happening to a GIRL in your school?

	Year 8		Year 11		Male Teachers	Female Teachers	Male Support Staff	Female Support Staff
	Boys	Girls	Boys	Girls				
Never	29.1%	25.3%	10.5%	12%	9.5%	15%	20%	36.4%
Once or twice a term	36.7%	40.2%	48.4%	46.7%	71.4%	75%	80%	63.6%
Once a week	25.3%	16.1%	23.2%	20%	19%	10%	0%	0%
Several times a week	5.1%	9.2%	8.4%	10.7%	0%	0%	0%	0%
Most days	3.8%	9.2%	9.5%	10.7%	0%	0%	0%	0%

How often do you hear about this happening to a BOY in your school?

	Year 8		Year 11		Male Teachers	Female Teachers	Male Support Staff	Female Support Staff
	Boys	Girls	Boys	Girls				
Never	30.4%	31%	9.6%	12%	4.8%	10%	20%	36.4%
Once or twice a term	26.6%	34.5%	37.2%	49.3%	71.4%	70%	80%	63.6%
Once a week	26.6%	19.5%	27.7%	20%	23.8%	15%	0%	0%
Several times a week	10.1%	6.9%	13.8%	12%	0%	5%	0%	0%
Most days	6.3%	8%	11.7%	6.7%	0%	0%	0%	0%

9) Getting into trouble

A pupil keeps getting into trouble with the teacher because people in the class keep blaming him/her for things he/she hasn't done

How often do you hear about this happening to a GIRL in your school?

	Year 8		Year 11		Male Teachers		Female Teachers		Male Support Staff		Female Support Staff	
	Boys	Girls	Boys	Girls	Teachers	Teachers	Teachers	Teachers	Support Staff	Support Staff	Support Staff	Support Staff
Never	37.2%	19.5%	24.2%	24%	25%	31.6%	50%	54.5%	50%	50%	50%	54.5%
Once or twice a term	28.2%	43.7%	33.7%	34.7%	55%	63.2%	50%	45.5%	50%	50%	50%	45.5%
Once a week	15.4%	23%	25.3%	29.3%	15%	5.3%	0%	0%	0%	0%	0%	0%
Several times a week	11.5%	5.7%	6.3%	8%	5%	0%	0%	0%	0%	0%	0%	0%
Most days	7.7%	8%	10.5%	4%	0%	0%	0%	0%	0%	0%	0%	0%

How often do you hear about this happening to a BOY in your school?

	Year 8		Year 11		Male Teachers		Female Teachers		Male Support Staff		Female Support Staff	
	Boys	Girls	Boys	Girls	Teachers	Teachers	Teachers	Teachers	Support Staff	Support Staff	Support Staff	Support Staff
Never	29.5%	24.1%	18.1%	20.3%	23.8%	26.3%	50%	45.5%	50%	50%	50%	45.5%
Once or twice a term	25.6%	41.4%	28.7%	33.8%	47.6%	63.2%	50%	45.5%	50%	50%	50%	45.5%
Once a week	21.8%	14.9%	27.7%	24.3%	23.8%	10.5%	0%	9.1%	0%	0%	0%	9.1%
Several times a week	12.8%	10.3%	12.8%	13.5%	4.8%	0%	0%	0%	0%	0%	0%	0%
Most days	10.3%	9.2%	12.8%	8.1%	0%	0%	0%	0%	0%	0%	0%	0%

Summary of Reported Frequency of Hearing About Bullying Behaviours

In order to provide a succinct summary of the perceived frequencies of different bullying behaviours in the school, the responses on the following scale were scored accordingly:

(How often do you hear about this happening to a BOY/GIRL in your school?)

Never	Once or twice a term	Once a week	Several times a week	Most days
0	1	2	3	4

It was then possible to calculate the bullying behaviours believed to occur in the highest frequency, and compare them directly to others.

Behaviour	Year 8 Boys			Year 8 Girls			Year 11 Boys			Year 11 Girls			Male Teachers			Female Teachers			Male Support Staff			Female Support Staff		
	Rank order	Mean score	Rank order	Rank order	Mean score	Rank order	Rank order	Mean score	Rank order	Mean score	Rank order	Rank order	Mean score	Rank order	Mean score	Rank order	Mean score	Rank order	Mean score	Rank order	Mean score	Rank order	Mean score	
	1	2.15	3	1.67	1	2.51	3	2.32	1	1.86	1	1.75	1	1.25	2.5	1.09								
Nasty Names (boys)	2	1.94	2	1.82	3	2.04	5	1.84	3	1.41	2	1.60	5	0.80	4	1.00								
Hit/kick/punch (boys)	3	1.88	1	1.90	2	2.17	1	2.69	2	1.82	3	1.55	2	1.00	1	1.27								
Nasty names (girls)	4	1.49	6.5	1.39	7	1.73	8	1.55	8.5	1.10	10.5	0.84	11.5	0.50	9	0.64								
Getting in trouble (boys)	5	1.48	11.5	1.11	5	1.88	10	1.48	11.5	1.00	15	0.55	16.5	0.20	13.5	0.45								
Spreading rumours (boys)	6	1.46	5	1.51	4	1.89	2	2.51	4	1.24	12	0.75	16.5	0.20	11.5	0.55								
Spreading rumours (girls)	7	1.42	15	1.00	9	1.53	15	1.11	14	0.95	14	0.70	9.5	0.60	15.5	0.36								
Damaging property (boys)	8	1.35	9	1.26	6	1.81	9	1.52	6.5	1.19	5.5	1.15	5	0.80	9	0.64								
Threats (boys)	9	1.24	6.5	1.39	11.5	1.45	12	1.33	11.5	1.00	13	0.74	11.5	0.50	13.5	0.45								
Getting in trouble (girls)	10	1.23	11.5	1.11	10	1.52	14	1.20	6.5	1.19	10.5	0.84	16.5	0.20	11.5	0.55								
Social exclusion (boys)	11.5	1.18	8	1.37	8	1.58	6	1.61	8.5	1.10	8	0.95	5	0.80	9	0.64								
Threats (girls)	11.5	1.18	16	0.99	11.5	1.45	13	1.28	16	0.86	16	0.45	9.5	0.60	15.5	0.36								
Damaging property (girls)	13	1.14	4	1.66	13	1.34	11	1.47	5	1.23	7	1.00	13.5	0.40	5	0.85								
Social exclusion (girls)	14	1.11	10	1.12	14	1.28	16	0.93	11.5	1.00	5.5	1.15	5	0.80	6.5	0.82								
Stealing (boys)	15	1.01	13.5	1.06	15	1.10	7	1.57	11.5	1.00	4	1.26	5	0.80	2.5	1.09								
Hit/kick/punch (girls)	16	0.84	13.5	1.06	16	0.99	4	1.90	15	0.91	9	0.85	5	0.80	6.5	0.82								
Stealing (girls)	17	0.60	18	0.42	18	0.87	18	0.36	18	0.24	18	0.10	13.5	0.40	17.5	0.18								
E-mails/texts (boys)	18	0.55	17	0.64	17	0.95	17	0.69	17	0.29	17	0.25	16.5	0.20	17.5	0.18								
E-mails/texts (girls)																								

Key findings:

- Overall, pupils report hearing about bullying behaviours more often than members of staff (as indicated by the higher mean scores)
- The behaviours that pupils reported to hear about the most were boys being called nasty names; boys being hit/kicked/punched and girls being called nasty names
- Boys or girls being sent nasty e-mails or text messages were reportedly heard about the least by both staff and pupils

Overall Summary of Findings

- Regarding defining bullying, the key behaviours that caused disagreement were social exclusion; spreading rumours and getting someone into trouble. Although most respondents did define these behaviours as bullying, there were more inconsistencies than those observed with other behaviours. As these behaviours both fall into the category of 'indirect bullying', a recommendation as a result of the project would be to re-address the issue of defining bullying with pupils and staff
- When there was disagreement about whether a scenario was bullying or not, the group most likely to demonstrate this were Year 8 pupils. This suggests that Year 8 pupils in particular would benefit from addressing the issues of what constitutes bullying or not.
- The bullying behaviours regarded as the most serious were more 'physical' forms of bullying such as hitting/kicking/punching and stealing. The least serious behaviours were the 'indirect' forms such as social exclusion and spreading rumours. It seems possible that behaviours regarded as less serious may receive less attention or be regarded as 'less important' than others. However, educational research has suggested that indirect forms of bullying can have the same effects on the victims as physical bullying, and can sometimes produce worse or longer lasting effects due to the psychological nature. This suggests again that indirect bullying should receive more attention in the school
- Within responses for perceived seriousness of behaviours, it was noted that in virtually all cases, all groups (pupils and staff) rated the behaviours as being more serious when the victim was a BOY than when the victim was a GIRL. This was despite the fact that the situations presented were exactly the same in both cases
- On average, the staff members rated the bullying behaviours as being more serious than the pupils
- For the self-reported experience of bullying, the most frequently reported behaviour experienced by pupils was being called nasty names and getting into trouble for things they haven't done. This trend was consistent across Year 8 and 11. It was interesting to note that one of these behaviours (i.e. getting into trouble) was also less likely to be defined as bullying and perceived as one of the least serious behaviours by all groups. An explanation for this could be that, because this behaviour happens a lot in the school, people are 'used' to seeing them and have become 'desensitized' to their effects/seriousness. This suggests that awareness needs to be raised in the school about this behaviour in particular

- A notable finding was the fact that the behaviours reported to occur the most frequently were those that would be more difficult for staff to be aware of (i.e. they were quite 'invisible' behaviours)
- Pupils and staff reportedly heard about nasty name-calling the most in the school. This appeared to match the self-reports of the pupils
- Pupils being sent nasty e-mails or text messages were heard about the least and this too appeared to match the self-reports of the pupils
- For ALL of the bullying behaviours, hardly any members of staff reported hearing about them occurring more than once or twice a term and NO staff member reported hearing about incidents occurring daily. Pupils however reported hearing about incidents more often – with several responses indicating hearing about certain incidents most days. This suggests that there is a large proportion of bullying behaviour that staff are not hearing about. This may seem a predictable result, but it highlights the need to address the channels of communication between staff and pupils and the system for reporting bullying incidents.
- It was interesting to note that there was almost an inverse relationship between the self-reported frequencies of bullying and the perceived seriousness of the behaviours. Behaviours that reportedly happened the most often tended to be rated as less serious and vice versa
- There also appeared to be an inverse relationship between ratings of seriousness and estimated frequencies of behaviours. Behaviours that were perceived to occur the most in the school tended to be regarded as less serious and vice versa

Summary of Recommended Action

- Re-address how bullying is defined in the school, with particular emphasis on indirect bullying behaviours. Target Year 8 in particular, although all pupils and all staff should be involved.
- Raise awareness about the effects of indirect bullying on the victims in the hope that this will change perceptions of seriousness
- Raise awareness about the fact that the bullying of girls is just as serious as the bullying of boys
- Re-address the system for pupils reporting bullying incidents to staff
- Target the behaviours reported to occur the most frequently (i.e. nasty name-calling and getting into trouble)
- Staff training could perhaps focus on identifying and dealing with more 'invisible' forms of bullying, as these were reported to occur the most often in the school

Appendix 18

Support data for statistical results

Supporting Material for Statistical Analysis of Questionnaires

Data Preparation and Screening

Alpha coefficients for item totals

The alpha coefficients for the categories are displayed in the table below (NB: the questions about defining bullying generated data of nominal status hence are not included in the item total).

Table A. Alpha coefficients for each of the item totals

CATEOGRY OF ITEMS	ALPHA
Frequency of hearing about the behaviours:	
Direct Bullying: How often they hear about it happening to girls (5 items)	0.74
Direct Bullying: How often they hear about it happening to boys (5 items)	0.74
Indirect Bullying: How often they hear about it happening to girls (4 items)	0.70
Indirect Bullying: How often they hear about it happening to boys (4 items)	0.71
Ambiguous Behaviours: How often they hear about it happening to girls (3 items)	0.49
Ambiguous Behaviours: How often they hear about it happening to boys (3 items)	0.48
Perceived seriousness of behaviours:	
Direct Bullying: How serious it is when it happens to girls (5 items)	0.82
Direct Bullying: How serious it is when it happens to boys (5 items)	0.81
Indirect Bullying: How serious it is when it happens to girls (4 items)	0.78
Indirect Bullying: How serious it is when it happens to boys (4 items)	0.77
Ambiguous Behaviours: How serious it is when it happens to girls (3 items)	0.66
Ambiguous Behaviours: How serious it is when it happens to boys (3 items)	0.65
Self-reported experience of behaviours (pupils only):	
Direct Bullying: How often it happens to the respondent (5 items)	0.73
Indirect Bullying: How often it happens to the respondent (4 items)	0.66
Ambiguous Behaviour: How often it happens to the respondent (3 items)	0.30

Normality tests

Table B. The skewness and kurtosis scores for the item totals that fell above 1 or -1.

CATEGORY (ITEM TOTALS)	SKEWNESS	KURTOSIS
Direct Bullying: How often it happens to the respondent	1.78	3.59
Indirect Bullying: How often it happens to the respondent	2.32	7.25
Indirect Bullying: How often they hear about it happening to boys (Teachers only)	1.00	1.49
Indirect Bullying: How serious it is when it happens to girls (Teachers Only)	-1.52	2.47
Direct Bullying: How serious it is when it happens to girls (Support Staff only)	-1.54	1.66
Direct Bullying: How serious it is when it happens to boys (Teachers only)	-1.61	2.87
Direct Bullying: How serious it is when it happens to boys (Support Staff only)	-1.46	1.28
Ambiguous Behaviours: How serious it is when it happens to boys (Year 11 pupils only)	0.90	1.10
Direct Bullying: How often it happens to respondents (Year 8 pupils only)	1.75	3.59
Direct Bullying: How often it happens to respondents (Year 11 pupils only)	1.63	2.07
Indirect Bullying: How often it happens to respondents (Year 8 pupils only)	1.99	5.09
Indirect Bullying: How often it happens to respondents (Year 11 pupils only)	2.78	10.53
Ambiguous Behaviours: How often it happens to respondents (Year 11 pupils only)	1.11	1.30

Perceived Seriousness of Behaviours

Effect of definition of bullying

Hitting, kicking and punching

Table C. Do you think this pupil is being bullied? (Mean seriousness ratings for direct bullying behaviours based on group and response to the question)

RESPONSE	MEAN	N	S.D.
No:			
Year 8	21.45	22	10.38
Year 11	20.80	15	7.32
Teachers	30.29	7	5.82
Support staff	27.00	3	7.00
Total	22.91	47	9.16
Unsure:			
Year 8	24.86	152	7.18
Year 11	24.70	60	8.23
Teachers	34.42	24	5.65
Support staff	32.18	11	8.65
Total	26.07	247	7.98
Yes:			
Year 8	27.34	479	7.20
Year 11	27.37	317	7.88
Teachers	36.73	105	4.53
Support staff	36.71	42	4.76
Total	28.81	943	7.87

The mean ratings for seriousness showed that respondents who answered 'yes' to the question about whether hitting, kicking or punching was bullying had higher mean ratings for perceived seriousness of the behaviour compared to those who were unsure or answered 'no'. In support of this, the ANOVA revealed a significant main effect between responses to whether hitting, kicking or punching could be regarded as bullying or not and ratings of seriousness for direct bullying behaviours ($F(2, 1225) = 17.72, p < 0.001$). Post-hoc analysis using Games-Howell procedure indicated that there was a significant difference on ratings for seriousness between respondents who did not think the behaviour was bullying and those who did think it was bullying (mean difference = 5.90, $p < 0.001$). There was also a significant difference between those who were unsure and those who thought the behaviour was

bullying (mean difference = -2.74, $p < 0.001$). No significant interaction was found for the combined effect of whether the behaviour was regarded as bullying, and the group participants belonged to ($F(6, 1225) = 0.209, p > 0.05$).

Stealing

Table D. Do you think this pupil is being bullied? (Mean seriousness ratings for direct bullying behaviours based on group and response to the question)

RESPONSE	MEAN	N	S.D.
No:			
Year 8	22.92	61	8.12
Year 11	21.92	25	6.86
Teachers	33.00	4	5.77
Support staff	26.00	1	0
Total	23.120	91	7.90
Unsure:			
Year 8	25.26	194	7.04
Year 11	23.69	74	9.65
Teachers	36.07	15	4.82
Support staff	32.82	11	8.04
Total	25.70	294	8.23
Yes:			
Year 8	27.75	398	7.25
Year 11	27.88	293	7.33
Teachers	35.98	118	5.15
Support staff	36.14	44	5.58
Total	29.37	853	7.65

A significant main effect was found between responses to whether stealing could be regarded as bullying or not and ratings of seriousness for direct bullying behaviours ($F(2, 1226) = 8.01, p < 0.001$). The mean ratings illustrated this with higher perceived seriousness ratings for respondents who defined stealing as bullying. Post-hoc analysis using Games-Howell procedure indicated that there was a significant difference on ratings for seriousness between all responses. (No/Unsure: mean difference = -2.58, $p < 0.05$; No/Yes: mean difference = -6.25, $p < 0.001$; Unsure/Yes: mean difference = -3.67, $p < 0.001$). No significant interaction was found for the combined effect of whether the behaviour was regarded as bullying, and the group participants belonged to ($F(6, 1226) = 0.92, p > 0.05$).

Nasty name-calling

Table E. Do you think this pupil is being bullied? (Mean seriousness ratings for direct bullying behaviours based on group and response to the question)

RESPONSE	MEAN	N	S.D.
No:			
Year 8	19.97	33	9.11
Year 11	19.11	28	8.26
Teachers	0	0	0
Support staff	0	0	0
Total	19.57	61	8.67
Unsure:			
Year 8	23.45	126	6.97
Year 11	22.87	68	8.42
Teachers	35.20	5	6.72
Support staff	28.60	5	8.82
Total	23.67	204	7.74
Yes:			
Year 8	27.80	492	6.98
Year 11	28.31	296	7.20
Teachers	35.93	132	5.08
Support staff	35.96	51	5.68
Total	29.49	971	7.44

A significant main effect was found between responses to whether nasty name-calling could be regarded as bullying or not and ratings of seriousness for direct bullying behaviours ($F(2, 1226) = 28.99, p < 0.001$). The mean ratings illustrated this with higher perceived seriousness ratings for respondents who defined nasty name-calling as bullying. Post-hoc analysis using Games-Howell procedure indicated that there was a significant difference on ratings for seriousness between all responses (No/Unsure: mean difference = -4.10, $p < 0.01$; No/Yes: mean difference = -9.92, $p < 0.001$; Unsure/Yes: mean difference = -5.82, $p < 0.001$). No significant interaction was found for the combined effect of whether the behaviour was regarded as bullying, and the group participants belonged to ($F(4, 1226) = 0.87, p > 0.05$).

Damaging belongings

Table F. Do you think this pupil is being bullied? (Mean seriousness ratings for direct bullying behaviours based on group and response to the question)

RESPONSE	MEAN	N	S.D.
No:			
Year 8	19.15	47	8.21
Year 11	18.82	17	7.80
Teachers	0	0	0
Support staff	0	0	0
Total	19.06	64	8.04
Unsure:			
Year 8	23.85	140	6.32
Year 11	22.59	63	7.63
Teachers	31.50	4	7.72
Support staff	29.00	5	8.94
Total	23.74	212	6.93
Yes:			
Year 8	28.13	465	6.99
Year 11	27.94	311	7.60
Teachers	36.04	133	5.00
Support staff	35.92	51	5.72
Total	29.58	960	7.57

A significant main effect was found between responses to whether damaging belongings could be regarded as bullying or not and ratings of seriousness for direct bullying behaviours ($F(2, 1226) = 31.22, p < 0.001$). Again, this was reflected in the mean ratings. Post-hoc analysis using Games-Howell procedure indicated that there was a significant difference on ratings for seriousness between all responses (No/Unsure: mean difference = -4.68, $p < 0.001$; No/Yes: mean difference = -10.51, $p < 0.001$; Unsure/Yes: mean difference = -5.84, $p < 0.001$). No significant interaction was found for the combined effect of whether the behaviour was regarded as bullying, and the group participants belonged to ($F(4, 1226) = 0.33, p > 0.05$).

Threats

Table G. Do you think this pupil is being bullied? (Mean seriousness ratings for direct bullying behaviours based on group and response to the question)

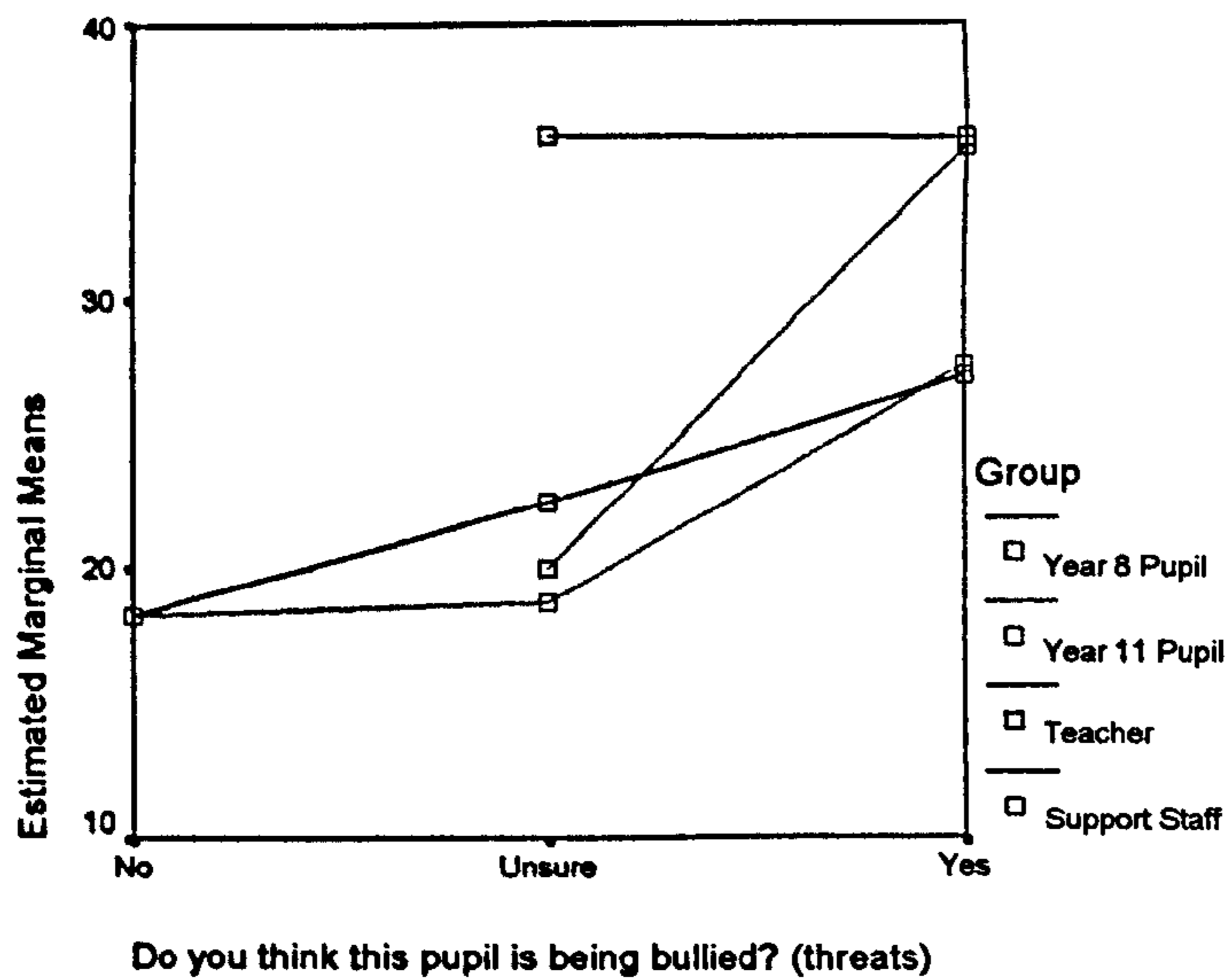
RESPONSE	MEAN	N	S.D.
No:			
Year 8	18.24	21	8.71
Year 11	18.29	7	5.65
Teachers	0	0	0
Support staff	0	0	0
Total	18.25	28	7.96
Unsure:			
Year 8	22.49	49	7.70
Year 11	18.71	31	8.26
Teachers	36.00	4	8.00
Support staff	20.00	1	0
Total	21.72	85	8.60
Yes:			
Year 8	27.22	582	7.08
Year 11	27.58	354	7.58
Teachers	35.90	133	5.05
Support staff	35.58	55	5.98
Total	28.77	1124	7.66

A significant main effect was found between responses to whether threats could be regarded as bullying or not and ratings of seriousness for direct bullying behaviours ($F(2, 1227) = 13.36, p < 0.001$). Post-hoc analysis using Games-Howell procedure indicated that there was a significant difference on ratings for seriousness between participants who thought that threats was not bullying and those that did think it was bullying (mean difference = $-10.52, p < 0.001$). There was also a significant difference between participants who were unsure and those who did think the behaviour was bullying (mean difference = $-7.05, p < 0.001$). A significant interaction was found for the combined effect of whether the behaviour was regarded as bullying, and the group participants belonged to ($F(4, 1227) = 2.70, p < 0.05$).

Fig.A demonstrates that with the exception of teachers, participants had higher mean ratings of seriousness for direct bullying behaviours when they defined threats as being bullying. The descriptive statistics support this. The rise in mean seriousness

rating is especially evident for support staff. It is interesting that teachers rated the behaviour as serious even if they were unsure whether it was bullying or not.

Fig A. Means plot describing the interaction between group and definition of threats for perceived seriousness of direct bullying



Social exclusion

Table H. Do you think this pupil is being bullied? (Mean seriousness ratings for indirect bullying behaviours based on group and response to the question)

RESPONSE	MEAN	N	S.D.
No:			
Year 8	14.78	185	7.14
Year 11	13.72	96	6.86
Teachers	19.60	10	6.31
Support staff	20.50	4	9.00
Total	14.68	295	7.13
Unsure:			
Year 8	17.76	257	5.88
Year 11	16.11	131	7.13
Teachers	23.59	34	5.59
Support staff	21.86	21	5.64
Total	17.91	443	6.56
Yes:			
Year 8	20.88	216	6.74
Year 11	19.30	169	6.84
Teachers	27.41	86	4.56
Support staff	28.13	30	4.49
Total	21.90	501	7.09

The differences in mean ratings of seriousness based on definitions of bullying did not appear as notable as for the direct bullying behaviours, although the tendency for higher mean ratings in participants who defined social exclusion as bullying was still evident. The ANOVA revealed a significant main effect between responses to whether social exclusion could be regarded as bullying or not and ratings of seriousness for indirect bullying behaviours ($F(2, 1227) = 35.10, p < 0.001$). Post-hoc analysis using Games-Howell procedure indicated that there was a significant difference in seriousness ratings between all responses (No/Unsure: mean difference = -3.24, $p < 0.001$; No/Yes: mean difference = -7.23, $p < 0.001$; Unsure/Yes: mean difference = -3.99, $p < 0.001$). No significant interaction was found for the combined effect of whether the behaviour was regarded as bullying, and the group participants belonged to ($F(6, 1227) = 0.63, p > 0.05$).

Nasty e-mails/text messages

Table 1. Do you think this pupil is being bullied? (Mean seriousness ratings for indirect bullying behaviours based on group and response to the question)

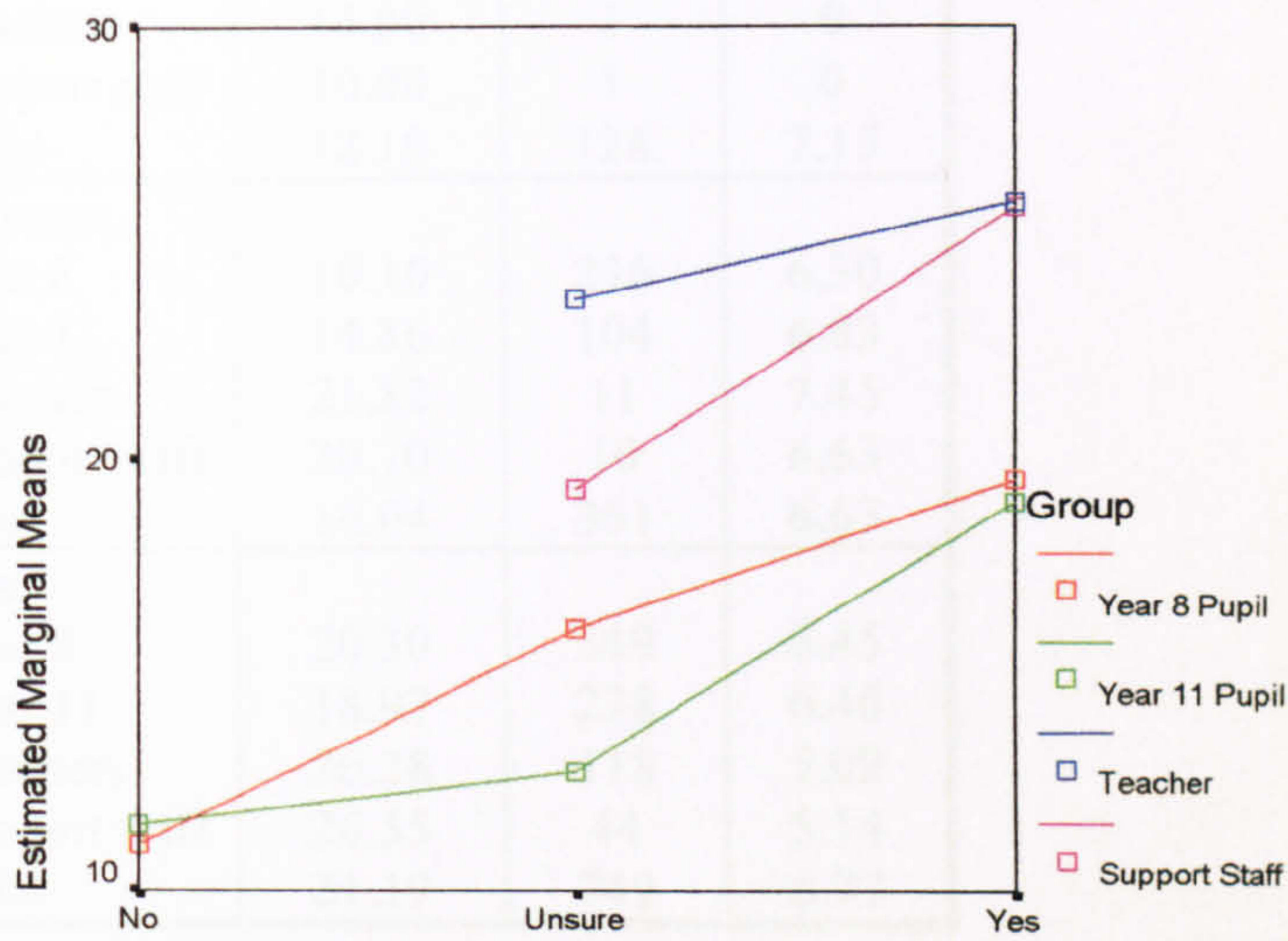
RESPONSE	MEAN	N	S.D.
No:			
Year 8	11.12	60	7.01
Year 11	11.55	42	7.25
Teachers	0	0	0
Support staff	0	0	0
Total	11.29	102	7.08
Unsure:			
Year 8	16.07	150	6.16
Year 11	12.82	83	6.63
Teachers	23.82	11	7.35
Support staff	19.33	6	6.28
Total	15.41	250	6.79
Yes:			
Year 8	19.51	447	6.48
Year 11	18.99	270	6.52
Teachers	26.01	118	5.34
Support staff	25.90	49	5.81
Total	20.57	884	6.83

A significant main effect was found between responses to whether nasty e-mails/text messages could be regarded as bullying or not and ratings of seriousness for indirect bullying behaviours ($F(2, 1226) = 47.48, p < 0.001$). Post-hoc analysis using Games-Howell procedure indicated that there was a significant difference on ratings for seriousness between all responses (No/Unsure: mean difference = $-4.12, p < 0.001$; No/Yes: mean difference = $-9.28, p < 0.001$; Unsure/Yes: mean difference = $-5.16, p < 0.001$). A significant interaction was found for the combined effect of whether the behaviour was regarded as bullying, and the group participants belonged to ($F(4, 1226) = 2.66, p < 0.05$).

Fig.B shows the overall main effect for higher mean seriousness ratings for respondents who thought the behaviour was bullying. This trend was evident in all groups as can be seen from the mean scores. The interaction is illustrated by the way the mean seriousness ratings are spread out between groups when respondents were

'unsure' whether the behaviour was bullying or not, but then move together into distinct 'pupil' and 'staff' groupings when respondents did think the behaviour was bullying.

Fig B. Means plot describing the interaction between group and definition of nasty-e-mails/text messages for perceived seriousness of direct bullying



Non-estimable means are not plotted

Spreading rumours

Table J. Do you think this pupil is being bullied? (Mean seriousness ratings for indirect bullying behaviours based on group and response to the question)

RESPONSE	MEAN	N	S.D.
No:			
Year 8	12.58	72	6.62
Year 11	11.67	54	7.95
Teachers	14.00	1	0
Support staff	10.00	1	0
Total	12.19	128	7.15
Unsure:			
Year 8	16.10	236	6.30
Year 11	14.86	104	6.83
Teachers	21.82	11	7.45
Support staff	20.70	10	6.63
Total	16.04	361	6.63
Yes:			
Year 8	20.30	349	6.45
Year 11	18.97	238	6.46
Teachers	26.28	118	5.09
Support staff	26.55	44	5.14
Total	21.19	749	6.77

A significant main effect was found between responses to whether spreading rumours could be regarded as bullying or not and ratings of seriousness for indirect bullying behaviours ($F(2, 1226) = 27.37, p < 0.001$). Post-hoc analysis using Games-Howell procedure indicated that there was a significant difference on ratings for seriousness between all responses (No/Unsure: mean difference = $-3.86, p < 0.001$; No/Yes: mean difference = $-9.00, p < 0.001$; Unsure/Yes: mean difference = $-5.14, p < 0.001$). No significant interaction was found for the combined effect of whether the behaviour was regarded as bullying, and the group participants belonged to ($F(6, 1226) = 0.50, p > 0.05$).

Getting others into trouble

Table K. Do you think this pupil is being bullied? (Mean seriousness ratings for indirect bullying behaviours based on group and response to the question)

RESPONSE	MEAN	N	S.D.
No:			
Year 8	12.02	103	6.22
Year 11	12.53	59	7.10
Teachers	16.50	4	3.00
Support staff	21.75	4	8.50
Total	12.53	170	6.68
Unsure:			
Year 8	17.30	262	6.01
Year 11	15.15	136	6.69
Teachers	22.15	27	5.25
Support staff	22.00	12	7.08
Total	17.06	437	6.47
Yes:			
Year 8	20.61	293	6.56
Year 11	19.40	200	6.79
Teachers	27.18	99	4.83
Support staff	26.51	39	5.23
Total	21.62	631	6.94

The mean scores illustrated how respondents who defined this behaviour as bullying had higher ratings of perceived seriousness. In support of this, a significant main effect was found between responses to whether getting others into trouble could be regarded as bullying or not and ratings of seriousness for indirect bullying behaviours ($F(2, 1226) = 36.73, p < 0.001$). Post-hoc analysis using Games-Howell procedure indicated that there was a significant difference on ratings for seriousness between all responses (No/Unsure: mean difference = -4.53, $p < 0.001$; No/Yes: mean difference = -9.09, $p < 0.001$; Unsure/Yes: mean difference = -4.56, $p < 0.001$). No significant interaction was found for the combined effect of whether the behaviour was regarded as bullying, and the group participants belonged to ($F(6, 1226) = 1.24, p > 0.05$).

Self-reported experience of bullying

Hitting, kicking and punching

Table L. How often do you get hit, kicked or punched by your classmates? (Percentage within group and actual number of respondents)

	Y8 MALE		Y8 FEMALE		Y11 MALE		Y11 FEMALE	
Never	214	62.8%	272	84.5%	161	76.7%	157	84.4%
Once or twice a term	62	18.2%	25	7.8%	25	11.9%	13	7%
Once a week	25	7.3%	16	5%	7	3.3%	6	3.2%
Several times a week	17	5%	2	0.6%	8	3.8%	4	2.2%
Most days	23	6.7%	7	2.2%	9	4.3%	6	3.2%

Stealing

Table M. How often do your belongings get stolen in school? (Percentage within group and actual number of respondents)

	Y8 MALE		Y8 FEMALE		Y11 MALE		Y11 FEMALE	
Never	237	70.1%	233	72.4%	171	81%	146	78.5%
Once or twice a term	70	20.7%	71	22%	29	13.7%	34	18.3%
Once a week	19	5.6%	7	2.2%	6	2.8%	6	3.2%
Several times a week	4	1.2%	4	1.2%	2	0.9%	0	0%
Most days	8	2.4%	7	2.2%	3	1.4%	0	0%

Nasty name-calling

Table N. How often do you get called nasty names and made fun of by your classmates? (Percentage within group and actual number of respondents)

	Y8 MALE		Y8 FEMALE		Y11 MALE		Y11 FEMALE	
Never	144	43.1%	155	48.3%	106	50.2%	98	52.7%
Once or twice a term	88	26.3%	78	24.3%	50	23.7%	40	21.5%
Once a week	45	13.5%	33	10.3%	20	9.5%	18	9.7%
Several times a week	23	6.9%	28	8.7%	14	6.6%	10	5.4%
Most days	34	10.2%	27	8.4%	21	10%	20	10.8%

Damaging belongings

Table O. How often do other young people in school damage your belongings deliberately? (Percentage within group and actual number of respondents)

	Y8 MALE		Y8 FEMALE		Y11 MALE		Y11 FEMALE	
Never	249	74.8%	259	80.9%	168	81.6%	154	83.7%
Once or twice a term	55	16.5%	48	15%	25	12.1%	26	14.1%
Once a week	13	3.9%	3	0.9%	5	2.4%	1	0.5%
Several times a week	7	2.1%	2	0.6%	0	0%	1	0.5%
Most days	9	2.7%	8	2.5%	8	3.9%	2	1.1%

Threats

Table P. How often do other people in school threaten you? (Percentage within group and actual number of respondents)

	Y8 MALE		Y8 FEMALE		Y11 MALE		Y11 FEMALE	
Never	241	72.6%	258	81.4%	160	79.2%	163	90.1%
Once or twice a term	56	16.9%	37	11.7%	22	10.9%	11	6.1%
Once a week	15	4.5%	12	3.8%	9	4.5%	3	1.7%
Several times a week	10	3%	6	1.9%	3	1.5%	3	1.7%
Most days	10	3%	4	1.3%	8	4%	1	0.6%

Social exclusion

Table Q. How often do you get left out of things on purpose? (Percentage within group and actual number of respondents)

	Y8 MALE		Y8 FEMALE		Y11 MALE		Y11 FEMALE	
Never	235	70.4%	231	72.2%	170	81.7%	150	81.1%
Once or twice a term	65	19.5%	56	17.5%	18	8.7%	28	15.1%
Once a week	17	5.1%	19	5.9%	9	4.3%	3	1.6%
Several times a week	5	1.5%	6	1.9%	3	1.4%	2	1.1%
Most days	12	3.6%	8	2.5%	8	3.8%	2	1.1%

Being sent nasty e-mails or text messages

Table R. How often are you sent nasty e-mail or text messages from someone in school? (Percentage within group and actual number of respondents)

	Y8 MALE		Y8 FEMALE		Y11 MALE		Y11 FEMALE	
Never	306	92.4%	297	93.7%	178	88.1%	167	91.3%
Once or twice a term	15	4.5%	13	4.1%	12	5.9%	11	6%
Once a week	3	0.9%	3	0.9%	5	2.5%	3	1.6%
Several times a week	3	0.9%	0	0%	0	0%	1	0.5%
Most days	4	1.2%	4	1.3%	7	3.5%	1	0.5%

NB: Only 5 pupils reported to either not have access to a computer at home or school or own a mobile phone.

Spreading rumours

Table S. How often do your classmates spread rumours about you that are not true? (Percentage within group and actual number of respondents)

	Y8 MALE		Y8 FEMALE		Y11 MALE		Y11 FEMALE	
Never	189	56.4%	208	65.4%	124	61.4%	125	68.3%
Once or twice a term	98	29.3%	72	22.6%	55	27.2%	45	24.6%
Once a week	24	7.2%	19	6%	7	3.5%	3	1.6%
Several times a week	9	2.7%	11	3.5%	6	3%	4	2.2%
Most days	15	4.5%	8	2.5%	10	5%	6	3.3%

Getting others into trouble

Table T. How often do people in school get you into trouble with the teacher for things you haven't done? (Percentage within group and actual number of respondents)

	Y8 MALE		Y8 FEMALE		Y11 MALE		Y11 FEMALE	
Never	188	56.5%	198	63.1%	116	58.6%	128	70.3%
Once or twice a term	85	25.5%	75	23.9%	48	24.2%	37	20.3%
Once a week	28	8.4%	17	5.4%	20	10.1%	12	6.6%
Several times a week	15	4.5%	7	2.2%	8	4%	1	0.5%
Most days	17	5.1%	17	5.4%	6	3%	4	2.2%

Effect of definition of bullying

Direct bullying

Hitting, kicking and punching

Table U. Do you think this pupil is being bullied? (Mean ratings for self-reported experience of direct bullying behaviours based on group and response to the question)

RESPONSE	MEAN	N	S.D.
No:			
Year 8	2.72	25	2.69
Year 11	4.80	15	3.82
Total	3.50	40	3.27
Unsure:			
Year 8	2.90	154	3.80
Year 11	2.36	61	2.88
Total	2.75	215	3.57
Yes:			
Year 8	2.75	478	3.37
Year 11	2.15	318	3.20
Total	2.51	796	3.31

Indirect bullying

Spreading rumours

Table V. Do you think this pupil is being bullied? (Mean ratings for self-reported experience of indirect bullying behaviours based on group and response to the question)

RESPONSE	MEAN	N	S.D.
No:			
Year 8	2.16	73	2.82
Year 11	2.11	54	2.36
Total	2.14	127	2.63
Unsure:			
Year 8	1.71	235	2.39
Year 11	1.24	103	2.45
Total	1.57	338	2.41
Yes:			
Year 8	2.02	343	2.46
Year 11	1.74	238	2.65
Total	1.91	581	2.54

Overall bullying experience

Social exclusion

Table W. Do you think this pupil is being bullied? (Mean ratings for overall experience of bullying based on group and response to the question)

RESPONSE	MEAN	N	S.D.
No:			
Year 8	4.73	179	5.79
Year 11	4.49	94	5.56
Total	4.64	273	5.70
Unsure:			
Year 8	4.41	253	5.22
Year 11	3.37	129	5.60
Total	4.06	382	5.37
Yes:			
Year 8	5.14	210	5.53
Year 11	3.98	166	4.79
Total	4.63	376	5.24

Spreading rumours

Table X. Do you think this pupil is being bullied? (Mean ratings for overall experience of bullying based on group and response to the question)

RESPONSE	MEAN	N	S.D.
No:			
Year 8	5.17	72	5.71
Year 11	4.17	54	4.86
Total	4.74	126	5.37
Unsure:			
Year 8	4.06	232	5.10
Year 11	3.03	102	5.43
Total	3.75	334	5.22
Yes:			
Year 8	5.12	337	5.66
Year 11	4.22	233	5.26
Total	4.75	570	5.51

Getting others into trouble

Table Y. Do you think this pupil is being bullied? (Mean ratings for overall experience of bullying based on group and response to the question)

RESPONSE	MEAN	N	S.D.
No:			
Year 8	4.58	99	6.08
Year 11	4.10	59	4.56
Total	4.40	158	5.55
Unsure:			
Year 8	4.04	258	4.72
Year 11	3.45	135	5.02
Total	3.84	393	4.83
Yes:			
Year 8	5.42	285	5.84
Year 11	4.13	194	5.63
Total	4.90	479	5.78