

The Nature and Extent of Bullying in Schools in the North of Ireland

by Dr Gillian Livesey, Professor Gerard McAleavy, Dr Tony Donegan, Joe Duffy, Celia O'Hagan, Gary Adamson and Ruth White

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THE NATURE AND EXTENT OF BULLYING IN SCHOOLS IN THE NORTH OF IRELAND

Commissioned by: **Department of Education**

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Executive Summary

The aim of the study is to identify the nature and extent of bullying in Primary and Post - primary schools in order to reduce marginalisation of bullies and victims.

Methodology

A quantitative approach was adopted for this large-scale project, which involves 2312 pupils from 60 Primary schools and 60 Post-primary schools across the North of Ireland. The scale of the study reflects the intention to achieve a representative research study. A widely used standardised survey instrument – The Revised Olweus Bully/Victim Questionnaire (Olweus, 1996), was employed to permit comparisons with other local and international studies. The research team constructed additional questions relevant to Section 75 of the Northern Ireland Act 1998 (TSO, 2003), relating to the need to promote equality of opportunity and good relations between people of different religious belief, political opinion or racial group within the North of Ireland. These questions were added to the standard instrument with Professor Olweus's permission.

A stratified sampling procedure, based on social disadvantage, school management type and geographic location was used to select 60 Primary schools and 60 Post-primary schools from the Department of Education's databases.

Trained researchers administered the questionnaire face to face with each Year 6 and Year 9 class selected for the study. All researchers had been vetted in line with Protection of Children and Vulnerable Adults (POCVA) requirements. The researchers adhered to an administrative procedure based on Olweus's (2001) 'Instructions for Administering the Revised Olweus Bully/Victim Questionnaire for Students'. This consistency ensured high return rates, confidentiality and uniformity of procedure. In addition, the presence of a trained researcher ensures that pupils, who may experience emotional problems during the administration, could be referred to the relevant source of support.

Positive consent was sought from parents for their child's participation in the study prior to the commencement of data collection. In line with good practice on promoting and respecting children's rights, the children themselves, as participants, were also given choice concerning their involvement. The children were also clearly informed about the purpose of the study and how the findings of the research would be used.

The Primary School Year 6 sample of 993 pupils comprises 483 girls and 510 boys and the Post-primary School Year 9 sample of 1319 pupils is made up of 733 girls and 586 boys.

Key Findings – Year 6 Pupils

- 56.7% of the 993 Year 6 pupils surveyed, stated that they had not been bullied during the past couple of months, 26.2% said that it had only happened once or twice and 17.1% responded that they had been bullied 'two or three times a month' or more often during the 'past couple of months'.
- Being 'called mean names, made fun of or teased in a hurtful way' was the most common type of bullying experienced by both boys and girls in Year 6. Overall, the second most frequently reported behaviour was bullying 'with mean names, comments or rude gestures' and the third most common type of bullying was 'Other pupils told lies or spread false rumours about me and tried to make others dislike me'.
- Girls recorded a tendency to be excluded more often than boys.
- Boys tended to be the victims of physical bullying more often than girls.
- Both boys and girls tended to be bullied by pupils in their own class.
- 23.9% of Year 6 pupils reported that they were subjected to bullying that lasted 'one or two weeks', 9.6% were subjected to bullying lasting 'about a month' and 3.8% of pupils were subjected to bullying that lasted 'about 6 months'. The frequencies increase to 4.7% of Year 6 pupils enduring bullying for 'about a year' and 4.8% for 'several years'.
- 45.2% of Year 6 pupils reported that they had been bullied in the 'playground or athletic field'. 'In the classroom (with teacher absent)' was the second most common location (21.0% of pupils); followed by the 'lunch room' (18.7% of pupils).
- 75% of bullied pupils have told someone of their experience.
- 77.9% of Year 6 respondents said that they had not taken part in bullying other pupils during the past couple of months, 17.1% said that they had been involved in bullying other pupils 'only ... once or twice' and 5.0% of Year 6 pupils stated that they had been involved in bullying other pupils 'two or three times a month' or more frequently.
- Boys tended to record their involvement in bullying other pupils more frequently than girls.
- Calling other pupils 'mean names, making fun or teasing him or her in a hurtful way' was the most common type of bullying carried out by Year 6 pupils followed by keeping him or her out of things on purpose, excluding him or her from my group of friends or completely ignoring him or her and bullying other pupils with 'mean names comments or rude gestures'.

- 69.6% of pupils who admitted taking part in bullying others said that their teachers had spoken with them regarding their bullying behaviour. 56.2% of the same group said that an adult at home had talked with them about their bullying other pupils.
- The majority of Year 6 pupils felt that teachers or other adults at school tried to put a stop to it when a pupil was being bullied. Most pupils felt that their teachers had done 'a good deal' (30.1%) or 'much' (30.9%) to stop bullying.
- Year 6 pupils tended to express a pro-victim attitude with 76.9% of respondents stating that when they see a pupil their age being bullied at school they feel sorry and want to help the victim.
- 46.4% of Year 6 pupils thought that a pupil's race or skin colour could make them 'more likely' to be bullied; while 44.1% of pupils felt that it 'doesn't make a difference'.
- 44.1% felt that a pupil's disability could make them 'more likely' to be bullied while 34.7% thought that a disability 'doesn't make a difference'.
- 48.3% of participants thought that a pupil's religion 'doesn't make a difference' and 33.0% of Year 6 felt that it could make them 'more likely' to be bullied.

Key Findings – Year 9 Pupils

- 71.2% of the 1319 Year 9 pupils surveyed, said that they had not been bullied during the past couple of months, 21.1% responded that it had only happened once or twice and 7.7% stated that they had been bullied 'two or three times a month' or more often during the 'past couple of months'.
- Being 'called mean names, made fun of or teased in a hurtful way' was the most common type of bullying experienced by both boys and girls in Year 9. The second most frequently reported behaviour was 'other pupils told lies or spread false rumours about me and tried to make others dislike me' and the third most common type of bullying recorded by Year 9 pupils was 'other pupils left me out of things on purpose, left me out from their group of friends or completely ignored me'.
- Year 9 girls recorded a tendency to be excluded more often than boys.
- Girls tended to report that 'other pupils told lies or spread rumours about me and tried to make others dislike me' more often boys.
- Year 9 boys tended to be the victims of physical bullying more often than girls.

- Boys tended to report that they had been 'bullied with mean names or comments about my race or colour' more often than girls.
- Boys also reported a tendency to be 'bullied with mean names or comments' regarding both ability and disability more frequently than girls.
- Girls tended to report that they had been 'bullied with the use of mobile phones' more often than boys.
- Both boys and girls tended to be bullied by pupils in their own class.
- 18.0% of Year 9 pupils stated that they were subjected to bullying that lasted 'one or two weeks', 6.2% were subjected to bullying lasting 'about a month', 2.5% of pupils were subjected to bullying that lasted 'about 6 months', 3.0% of Year 9 pupils reported that they had endured bullying for 'about a year' and 1.1% for 'several years'.
- 38.0% of pupils who had reported being bullied said that they had been bullied in the 'hallways/stairwell'. In the 'playground or athletic field' was the second most common location (35.8% of bullied pupils); followed by 'in the classroom (with teacher absent)' (35.2% of bullied pupils).
- 69% of bullied pupils have told someone of their experience.
- 78.1% of Year 9 respondents said that they had not taken part in bullying other pupils during the past couple of months, 19.1% stated that they had been involved in bullying other pupils 'only ... once or twice' and 2.8% of Year 9 pupils reported that they had been involved in bullying other pupils 'two or three times a month' or more frequently.
- Calling other pupils 'mean names, making fun or teasing him or her in a hurtful way' was the most common type of bullying carried out by Year 9 pupils followed by keeping him or her out of things on purpose, excluding him or her from my group of friends or completely ignoring him or her and 'I hit, kicked, pushed and shoved him or her around or locked him or her indoors'.
- 58.6% of pupils who had taken part in bullying others reported that their teachers had spoken with them regarding their bullying behaviour. 33.4% of the same group recorded that an adult at home had talked with them about their bullying other pupils.
- The majority of Year 9 pupils indicated that they felt that teachers or other adults at school tried to put a stop to it when a pupil was being bullied. Most pupils felt that their teachers had done 'a good deal' (31.7%) or 'much' (23.3%) to stop bullying.

- Overall, Year 9 pupils tended to express a pro-victim attitude with 63.8% of respondents stating that when they witnessed a bullying incident at school they feel sorry and want to help the victim.
- 61.1% of Year 9 pupils felt that a pupil's race or skin colour could make them 'more likely' to be bullied, while 34.0% of pupils thought that it 'doesn't make a difference'.
- 49.9% thought that a pupil's disability could make them 'more likely' to be bullied.
- 53.3% of participants thought that a pupil's religion could make them more likely to be bullied; while 36.7% felt that it 'doesn't make a difference'.

Discussion

Overall the findings are similar to the findings of the 2002 study suggesting, that there are still challenges facing schools in relation to developing an anti-bullying culture and positive behavioural strategies for the prevention of bullying and the protection of children who have been affected.

International comparisons of bullying behaviour are presented in this study and should be treated with caution as there are variations in the interpretations of both definitions and conceptions of bullying across the various cultures and comparison of statistics may not be appropriate in all cases.

Bullying behaviour in schools is, generally, carried out by a minority of children. The children who are experiencing the most persistent bullying over time are a relatively small group. Nevertheless exposure to any bullying behaviour can have serious consequences for children and their mental and physical health can be adversely affected on a long term basis.

It is, therefore, important that bullying, at all levels is deemed to be unacceptable by schools and appropriate steps are taken to deal with all incidences that are identified by staff or pupils. There is a high probability that bullies will progress to anti-social activities on progression from school and it important that bullies are identified at an early stage of their career in bullying.

Society in the North of Ireland is becoming more diverse both in terms of ethnicity and the full participation of persons with disabilities. The research has raised concerns about bullying on the grounds of disability, religion and ethnicity and has highlighted the need to change attitudes.

Recommendations

1. Legislation and Policies

- 1.1. The legislation should be reviewed to determine whether the issues of 'Child protection' and 'Bullying Prevention' need to be more closely aligned. In particular attention should be paid to the need for protection for victims of bullying as well as the need for prevention of bullying. Consideration should be given to the classification of bullying as a form of 'significant harm' in line with regulations and guidance associated with pastoral care.
- 1.2. Schools have policies in place as required by the Department of Education. Given the level of bullying, however, it is timely to review existing policies in order to determine whether Section 75 issues have been adequately addressed and whether policies have been effective in practice. This will entail both an examination of the content of policies and the modes of dissemination throughout the school and the ways in which such policies have been communicated to non-teaching staff and parents/guardians.

2. Monitoring

- 2.1. Consideration should be given to the monitoring of incidents of bullying that involve members of ethnic groups and pupils with disabilities.
- 2.2. Bullying through name calling with sexual meaning should be monitored as such bullying poses a threat to the healthy growth and development of children and their exploration of their sexual nature and sexual identity.
- 2.3. Parents of pupils from ethnic backgrounds should be consulted regarding the experiences of their children and should be able to provide an input into school policies and practices.
- 2.4. Parents of pupils with disabilities should be consulted regarding the experiences of their children and should be able to provide an input into school policies and practices.
- 2.5. The issue of religion based bullying should be considered both in terms of Protestant/Catholic bullying and also in relation to the potential for religion based bullying to be connected to ethnic bullying.

- 2.6. The issue of name calling should be closely monitored by schools to determine if homophobic bullying has been taking place and, if this is the case, action should be taken to ensure that children are protected.
- 2.7. For both boys and girls the bullying hotspots were the playground and the classroom without the teacher present. The hallways/stairwells also ranked highly with Year 9 pupils (highest with girls and 2nd highest with boys). The monitoring of these areas will require an understanding of the key role played by name calling. This suggests that CCTV coverage of particular zones might not be productive as bullying through name calling would be difficult to detect. This study has found that bullying occurs in virtually all aspects of school community life – in the classroom, in the playground and on the school bus.
- 2.8. There needs to be a greater understanding of the difference between direct bullying through physical threat or action and relational bullying. The latter form of bullying is more likely to go undetected.

3. Peer Organisation

- 3.1. Peer group attachments have the potential to become sources of bullying and attention should be paid to issues of inclusion and exclusion concerning the formation of peer groups.
- 3.2. In line with the above recommendation, children who appear to be without friends should be given support as they are vulnerable to bullying. This should apply, in particular, to children at the start of their school career as some children may be vulnerable and may risk being bullied from the beginning of their time at school.
- 3.3. Careful attention should be paid to bullying which entails name calling with a sexual meaning.
- 3.4. Pupils should receive training in ways to identify bullying and support victims and report to teachers where appropriate since the evidence suggests that many pupils are willing to assist victims.

4. Gender Specific Bullying

- 4.1. Girls and boys may bully in the same way. Boys, however, are more likely to be bullies and to be involved in physical bullying which is easier to identify while girls are more likely to bully in ways which are more difficult to detect. Schools should

be aware of these differences and the possibility that bullying by girls is under-reported.

5. In Service Training

- 5.1. Continuing Professional Development should be offered to teachers to enable them to deal effectively with both direct and relational bullying. Such CPD should include training on early identification of bullies, bully victims and victims and methods of preventing bullying and protecting victims.
- 5.2. Teachers require education in the monitoring and identification of friendship groups in classes to ensure that all children can feel themselves to be included and safe within the school and on the journey to and from the school. There are good practices within schools and these should be studied as possible models for assisting integration of children into the school.
- 5.3. Non-teaching staff should be afforded appropriate education and training to facilitate them to identify instances of bullying and ensure that they can liaise effectively with teachers and managers to address bullying problems.

6. Initial Teacher Education

- 6.1. Initial teacher education should sensitise trainee teachers to the issue of bullying and require that they study examples of good practice in schools.
- 6.2. Teachers should be supported through induction and early professional development to effectively utilise more positive behavioural strategies in the classroom.

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Above all, we wish to thank the 2312 children who willingly contributed to the research. It should be noted that many children welcomed the study and expressed to the researchers their support for the research and their expectation that it would make school life a safer and more pleasant experience.

“I think what you are doing is great. I am really happy to know that there is someone out there who cares.” Year 6 pupil

“I think that this project is brilliant.” Year 6 pupil

“I hope what you do will make a difference.” Year 6 pupil

“Bullying makes me sad; some say that it is just a joke!” Year 9 pupil

1. Introduction

This research project provides empirical evidence on:

- the nature and extent of bullying in Primary and Post-primary schools across the North of Ireland and
- the awareness of 'bullying' resulting from the range of strategies and support networks available to support young people, schools and parents.

The results provide evidence-based recommendations to facilitate policy-makers and practitioners in devising and developing further anti-bullying approaches so that bullies and victims are not excluded from normative educational and developmental experiences.

Bullying, both in schools and in the workplace, has received much recent publicity and it has become a key issue for schools and public policy over recent decades in terms of concerns from educational providers, parents and, not least, from pupils themselves (DfES, 2000). Awareness of issues around bullying will also contribute significantly to schools and colleges effectively discharging their responsibilities under national and local policy. The issue of bullying is given added significance by policy documents such as *Every Child Matters* (Dfes, 2003) and *Our Children and Young People-Our Pledge (The Ten Year Strategy for Children and Young People in Northern Ireland)* (OFMDFM, 2006), where emphasis is placed on children and young people having rights to a safe and respectful educational environment. The Department of Education (DE) has introduced legislation in the Education and Libraries (Northern Ireland) Order 2003, 'which requires all grant-aided schools to include within their discipline policy, measures to prevent all forms of bullying among pupils' (DE, 2003:1).

1.1 Background

Bullying has increasingly become identified as an aspect of school life, where the impact of bullying on pupils' social, emotional, psychological and educational development and the consequences of peer harassment have been recognised as pervasive actions, leading, in most cases, to detrimental problems in society (Collins et al., 2002). A number of studies have been reviewed by Hawker and Boulton, (2000) documenting how victims of bullying behaviour experience various kinds of internalising problems and are more likely to experience social isolation or loneliness, low self-esteem, and depressive tendencies. Other studies, including Haynie et al. (2001), Nansel, et al. (2001) and Solberg and Olweus (2003), report a relative excess of externalising problems such as antisocial behaviour and aggression among the perpetrators of bullying behaviour.

The impact of bullying on a child's emotional and social development has also been noted in previous research such as Williams et al. (1996) who cite consequences such as feeling

sad and sleep disturbance *inter alia*. Olweus (1994) also noted that bullied children were often prone to feelings of low self-esteem, and these findings were also validated by Duncan (1999a).

A recent study in Italy, conducted by Baldry (2003), found that 59% of respondents, aged between 8 and 15 years, reported that they experienced some degree of victimization and that girls were more likely than boys to suffer bullying. It was also noted that girls were more likely than boys to instigate indirect bullying (e.g. spreading rumours) than boys whilst boys were more prone to instigating direct bullying (physical).

Although a largely under-researched area, important links have also been made to bullying and home circumstances. In an American study, Duncan (1999a) noted that the victims of bullying also experienced high rates of emotional and physical maltreatment at home (cited in Mills, 2004).

Baldry's (ibid) study of school children in Rome also made some interesting observations about the characteristics of bullies. She found significant correlations between being exposed to domestic violence at home and being a bully, with bullies being "nearly twice as likely to be exposed to domestic violence as children who were not bullies" (Mills, 2004:34). Baldry also noted that this effect was stronger for girls.

The Government's Social Exclusion Unit has also found evidence that 60% of children in the care system (Looked After) report being bullied in comparison to 17% of all children (ODPM Social Exclusion Unit, 2003).

Studies have also shown that bullying is one of the common reasons for post-compulsory education pupils to drop out of courses (Kenwright, 2002). Studies in the United States, for example, have found that 160,000 pupils miss school each day because of intimidation by their peers (Coy, 2001; Lumsden, 2002). In addition, several studies, for example those by Fontaine (1991) and Mellor (1993), have reported that older children are less likely to report incidences of bullying; an attitude that has previously masked the true extent of bullying in post-compulsory education. In a recent survey of 819 sixteen year olds, the Northern Ireland Young Life and Times (YLT) survey (ARK, 2005) found that 30% of respondents 'were bullied by other students' and 7% of respondents 'had taken part in bullying other students'.

There have been numerous studies into bullying in schools. The research team previously carried out research into 'Bullying in Schools' (Collins et al., 2002), also funded by DE, which captured data from children, young people and teachers in order to highlight the needs of pupils in relation to bullying. Collins et al. found that 40% of Primary pupils and 30% of Post-primary pupils surveyed in the North of Ireland reported that they had been

victims of bullying by other pupils. As a result of this study, DE (2003:1) has made it clear that:

"Bullying behaviour in whatever form has no place in schools. It constitutes a breach of discipline and the Department has consistently advised all schools to have within their pastoral care and statutory discipline policies a clear anti-bullying statement setting out the measures the school will take to prevent and tackle bullying. In the Education and Libraries (Northern Ireland) Order 2003, which came into operation on 1 April 2003, legislation was introduced which required all grant-aided schools to include within their discipline policy, measures to prevent all forms of bullying among pupils".

Other empirical studies, including those funded by government bodies in Scandinavia (Olweus, 1991; Solberg and Olweus, 2003), England (Whitney and Smith, 1993 and Oliver and Candappa, 2003) and Ireland (O'Moore et al., 1997) show similar prevalence rates indicating that a large number of children are suffering harassment from their peers. For example, in Ireland, O'Moore et al. (ibid) found that 32% of eight to twelve year olds surveyed had been victimised and marginalized; while children who were bullying others constituted 26% of pupils in the same age group. In England, Oliver and Candappa (ibid) have recorded that over half of primary and secondary school respondents reported that bully-behaviour is still a 'big problem' or 'quite a problem' in schools. These studies have also shown that bullying takes place across all social classes and cultures and that bullying is present in all types of schools.

Studies have also shown that bullying is also prevalent in the community, the workplace, religious organisations and in sport, (e.g. Elliott, 1997); yet, in contrast to the various studies of bullying within schools, only one study investigating the prevalence of bullying in FHE within the UK has been published. McDougall (1999) surveyed 360 students within the 16 to 18 year old population on full-time courses at an English FE College and discovered that 9.6% of the students surveyed were bullied at college. This gives cause for concern at Sharpe and Smith's (1993) finding, which stated that by sixth form, bullying become insignificant enough to disregard as a problem.

The Youth Service Policy Review (DE, 1997) found that a number of groups of young people required additional consideration by youth service providers in relation to social inclusion. Gay and lesbian young people were two of the groups highlighted by the report. In a U.K. study, Douglas et al. (1997) reported that young lesbian, gay and bisexual people are a group of socially excluded and often socially isolated youth. This study examined homophobic bullying in schools among other issues, and found high incidences of homophobic related verbal bullying. Despite 82% of respondents being aware of this type of intimidation taking place in their schools, only 6% of participating schools made

reference to homophobia in their anti-bullying policies. The recent YLT survey (ARK, 2005) reported that 10.5% of female respondents and 6.3% of male respondents had been attracted to a person of the same sex at least once; and of these respondents, 47% had experienced bullying at school.

It should be noted that while gender identity and sexual orientation are different issues, bullying is often predicated on the basis of perceptions informed by stereotypical concepts relating to sexual identity. This type of bullying is, therefore, of concern both in relation to the oppression of lesbians and gays and the potential for restricting the options for personal growth and identity formation among young people generally. For example, pupils may restrict their choice of subject or may eliminate consideration of career options on the grounds that articulation of such options may not fit with the approved gender stereotypes being promoted by school bullies (Cejka and Eagly, 1999). The recent introduction of the Vocational Enhancement Program (VEP) [a response to the enhanced vocational offer envisaged by the Costello Report (2004)] provides pupils with access to greater choice. Moreover, it promotes new opportunities through a wider range of learning experiences and an improved profile for vocational education provided by partnerships formed between Post-primary schools and Further and Higher Education Colleges. It would, therefore, be unfortunate if bullying cultures, predicated on a stereotyped view of student potential, were to constrain students' choices of future vocations.

This study also examined equality issues concerning Section 75 of the Northern Ireland Act 1998 (TSO, 2003). The evidence to date, suggests that children in the North of Ireland have been affected by the conflict and division typifying many of their lives. For example, Connolly et al. (2002:50) note that "it is clear that by the time children reach the age of six, the conflict and community divisions that exist are having a significant impact upon their social worlds". This study also noted significant numbers of children, who not only perceived themselves as belonging to a particular community, but were also capable of making sectarian comments without prompting; and it suggested that children's awareness of their community affiliation tended to be quite distinct when they started Primary school. This finding is, therefore, quite significant in its implications for schools in the North of Ireland which are mostly segregated as either Protestant or Catholic. Connolly et al. (2002:51) sharpen the challenge by remarking that, "at the very least, schools need to ensure that they develop and foster an inclusive ethos".

Although the knowledge base around the relationship between bullying and students with disabilities is relatively sparse, there is some evidence to suggest that children with disabilities are more likely to be both victims of bullying and also involved in bullying behaviour. For example, Unnever and Cornell (2003) found that children with Attention Deficit Hyperactivity Disorder (ADHD) are more likely than other children to be bullied and are also more likely than others to bully their peers. Whitney, Smith and Thompson (1994) also concur that students with disabilities have a greater likelihood of being bullied than

non-disabled students. Cullinan (2002) also notes that the increased incidence of behavioural problems among some children with learning disabilities could result in their manifestation of bullying behaviour towards others. Other characteristics that could be deemed as differentiating children are also not to be overlooked in terms of vulnerability to bullying. Janssen et al. (2004) found that overweight and obese girls were more likely to be physically bullied and socially excluded. Storch et al. (2004) also noted that children with diabetes and insulin-dependent were also vulnerable to peer bullying.

The impact of bullying, in general, is extensively documented in a growing academic field, which examines the processes underlying bullying situations and the effects on psycho-social and psycho-emotional development. Stonewall (2003) reports that a higher than average proportion of young lesbians and gays attempt suicide, while self-harm among this particular group also appears to be a considerable problem. McColl's (1995) study of twenty gay and lesbian youth clubs estimates that 1 in 5 of the participants had inflicted serious self-harm more than once. Sexual bullying encompasses a range of behaviours and attitudes including girls being accused of alleged promiscuity (Duncan, 1999b) and the use of homophobic name calling as a general form of bully-behaviour. Duncan suggests that the sexual identities formed during adolescence play an important part in producing the kinds of behaviour which are involved in bullying in general.

New technologies of communication are now implicated in bullying behaviour. Liz Butterfield, Director of the Internet Safety Group, has stated that:

"Harassment or bullying on the Internet can be done in a chat environment or via email. Another growing medium for such behaviour is the mobile phone, usually through text messaging. This new electronic form of bullying may be more difficult for young people to endure because they cannot escape it when they go home. If the harasser indicates they know the victim but they themselves remain anonymous, the messages can be very disturbing. Sometimes the harassment can escalate to the point of threats; this is often referred to as 'cyberstalking'. Such situations should be taken very seriously and referred to the police" (Butterfield, 2005).

Butterfield noted that, in New Zealand, 20% of children surveyed felt unsafe or threatened on the Internet but 48% would not tell their parents. NCH (2005) reported that 20% of the children surveyed in the U.K. had experienced some form of digital bullying. Of those who were bullied, 28% did not tell anyone, 41% told a friend, 24% told a parent and 14% told a teacher. Owing to the recent development of this phenomenon, this form of bullying behaviour is currently under-researched, and is investigated as part of this study.

Developments such as government guidelines for countering bully-behaviours in schools and staff training programmes for schools implementing anti-bullying policies have been

introduced over the past few years. Organisations such as Childline UK and Save the Children have produced a range of anti-bullying resources, such as 'No Bullying!' (Childline, 2006) and 'Something to Say' (Save the Children, 2005), to address the common goal of combating bullying and improving the assertiveness skills of young people. The variety of approaches being supported by central government and local authorities demonstrates the recognition of the contingent nature of bullying and the need for teachers and managers to address the issue in the context of their own particular educational environments. It is, therefore, probable that improvements will depend on the overall commitment at the school or college level to establish a safe environment rather than adherence to any prescriptive model for improvement.

1.2 Definition of Bullying

It is claimed that bullying behaviour can be divided into five categories: gesture bullying, verbal bullying, physical bullying, extortion bullying and exclusion bullying (Tatum and Herbert, 1997). Olweus (2001:5) provided an overarching definition of bullying which attempts to explain how the preceding behaviours can be identified as bullying as opposed to occasional incidents.

"We say a pupil is being bullied when another pupil, or several other pupils

- say mean and hurtful things or make fun of him or her or call him or her mean and hurtful names;
- completely ignore or leave him or her out from their group of friends or leave him or her out of things on purpose;
- hit, kick, push, shove around, or lock him or her inside a room;
- tell lies or spread false rumours about him or her or send mean notes and try to make other pupils dislike him or her;
- and other hurtful things like that.

When we talk about bullying, these things happen repeatedly, and it is difficult for the pupil being bullied to defend himself or herself. We also call it bullying, when a pupil is teased repeatedly in a mean and hurtful way.

But we don't call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two pupils of about equal strength or power argue or fight."

From this definition it can be derived that bullying behaviour has three characteristics:

- it is malicious and intended to cause hurt or offence
- it is repeated on a consistent basis
- the participants are not of equal strength or do not have equal status.

Bullying tends to be a contingent behaviour (Collins et al., 2002), that is, it can occur in an unpredictable manner in any school and at any time. There are, however, groups that are likely to be targeted by bullies owing to the vulnerability of their members. These can include people with disabilities, ethnic minorities and persons who may not conform to particular stereotypes of gender behaviour.

1.3 Aim of this Investigation

To identify the nature and extent of bullying in Primary and Post-primary schools in order to reduce marginalisation of bullies and victims.

1.4 Objectives

- To establish the prevalence and types of bullying taking place at one point in an academic year.
- To assess the awareness of pupils of the sources of help with bullying problems.
- To examine the relevance of comparative research to bullying in the North of Ireland.
- To develop a further understanding of the perceptions of school pupils with regard to bullying.
- To provide empirical evidence for policy development.
- To provide recommendations designed to support greater inclusiveness in schools.
- To assess the implications of the strategic development of a North of Ireland based anti-bullying policy.
- To identify the nature and extent of bullying in the North of Ireland schools by updating the findings contained in the pupil behaviour section of the research 'Bullying in Schools: A Northern Ireland Study' published by DE in October 2002.
- To identify, in particular, the nature and extent of bullying behaviour ascribed to a pupil's age, gender, religion, ethnicity, sexuality or disability.
- To compare the findings with those from the October 2002 study and to identify any changes or trends, which the Department should consider in any future policy.

2. Methodology

A quantitative approach was adopted for this large-scale project, which involved pupils from sixty Primary schools and sixty Post-primary schools across the North of Ireland. The scale of the study also reflected the intention to achieve a representative research

study. A widely used standardised survey instrument – The Revised Olweus Bully/Victim Questionnaire (Olweus, 1996), was employed to permit comparisons with other local and international studies. The research team constructed additional questions relevant to Section 75 of the Northern Ireland Act 1998 (TSO, 2003), relating to the need to promote equality of opportunity and good relations between people of different religious belief, political opinion or racial group within the North of Ireland. These questions were added to the standard instrument with Professor Olweus's permission. The research proposal was approved by the University of Ulster Ethics Committee.

One Year 6 class was selected from each Primary school and one Year 9 class from each Post-primary school. The rationale for choosing these particular groups is twofold:

1. The view was taken that Year 6 pupils could cope with a written questionnaire and would have a sufficient experience of school that would enable them to express views regarding their lives in school and bullying in particular
2. Year 9 pupils were chosen because the research team took the view that the Year 8 group might still exhibit the effects of transition from Primary to Post-primary school. Also, the researchers did not want to interrupt older pupils' GCSE or A-level preparation.

Selecting these groups also enable direct comparisons with data collected during the previous DE study (Collins et al., 2002).

2.1 Sampling

A stratified sampling procedure was employed based on:

- social disadvantage (Free School Meals: FSM)
- school management type
- geographic location (rural/urban)

Sixty Primary schools and sixty Post-primary schools from the Department of Education's databases were selected using stratified random sampling, with FSM as the first stratifying variable.

2.1.1 Schools Sampled

The samples of 60 Primary and 60 Post-primary schools are summarised by FSM band and rural/urban location in table 1. Of the main samples, 10 Post-Primary schools and 12 Primary schools declined to take part in the study. These schools were replaced with reserve sample schools of equivalent FSM and Rural/Urban status.

Table 1: Summary of Primary and Post-primary Schools by FSM Band and Location

FSM Band	Primary			Post-primary		
	Rural	Urban	Total	Rural	Urban	Total
0-9%	15	7	22	1	14	15
10-19%	13	5	18	3	10	13
20-29%	5	4	9	4	9	13
30-39%	2	2	4	2	9	11
40%+	1	6	7	1	7	8
Total	36	24	60	11	49	60

The schools which make up the final samples are distributed across the 6 management types as shown in table 2. The proportion of Integrated Primary schools is lower than expected due to one Controlled Integrated Primary and one Grant Maintained Integrated Primary school declining to take part in the study. These schools were replaced by a Controlled Primary and a Grant Maintained Primary school.

Table 2: Summary of Primary and Post-primary Schools by Management Type

Management Type	PRIMARY		POST-PRIMARY	
	Freq.	%	Freq.	%
Controlled	29	48.3%	19	31.7%
Voluntary	1	1.7%	13	21.7%
Catholic Maintained	28	46.7%	23	38.3%
Other Maintained	1	1.7%		
Controlled Integrated			1	1.7%
Grant Maintained Integrated	1	1.7%	4	6.7%
Total	60	100.0%	60	100.0%

The sample schools are spread across the five Education and Library Board areas as shown in table 3.

Table 3: Summary of Primary and Post-primary Schools by Board Area

Education & Library Board Area	Primary - Sample		Primary - Board Area		Post-primary - Sample		Post-primary - Board Area	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Belfast	2	3.3%	97	10.7%	10	16.7%	39	17.0%
Western	12	20.0%	188	20.8%	14	23.3%	45	19.6%
North Eastern	18	30.0%	215	23.8%	17	28.3%	54	23.5%
South Eastern	12	20.0%	168	18.6%	5	8.3%	39	17.0%
Southern	16	26.7%	235	26.0%	14	23.3%	53	23.0%
Total	60	100.0%	903	100.0%	60	100.0%	230	100.0%

When compared with the distribution of all 912 Primary schools in the North of Ireland, see figure 1, it would appear that Primary schools in the Belfast Education and Library Board are somewhat under-represented in the sample. Only 3.3% of the samples Primary schools are situated within the Belfast Board area compared to the Board's generic figure of 10.7% for the North of Ireland. Conversely, Primary schools situated within the North Eastern Education and Library Board area seem to be over-represented in the Primary school sample with 30.0% of the sample schools situated within the North Eastern Board area compared to the Board's generic figure of 23.8% for the North of Ireland.

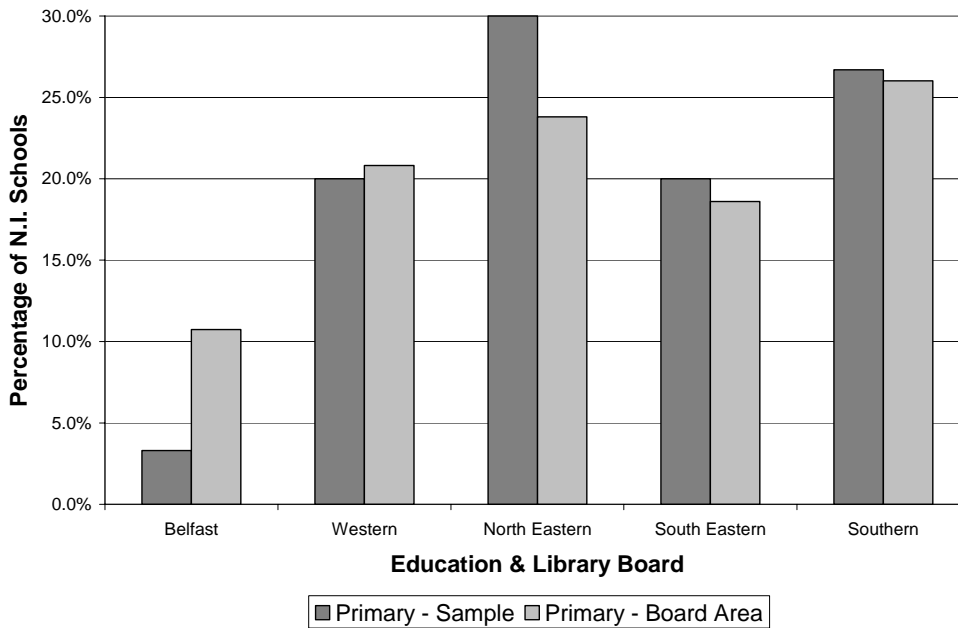


Figure 1: Comparison of Primary School Sample and Board Area Distributions

A comparison of the Post-primary sample with the distribution of all 232 Post-primary schools in the North of Ireland, in figure 2, shows that schools in the Western Education and Library Board appear to be over-represented with 23.3% of the sample compared to the Board's generic figure of 19.6% for the North of Ireland. Likewise, the North Eastern Education and Library Board is over represented with 28.3% of the sample compared to the Board's generic figure of 23.4% for the North of Ireland. On the other hand, only 8.3% of the sample's Post-primary schools are located in the South Eastern Education and Library Board area compared with the Board's generic figure of 17.0% in the North of Ireland.

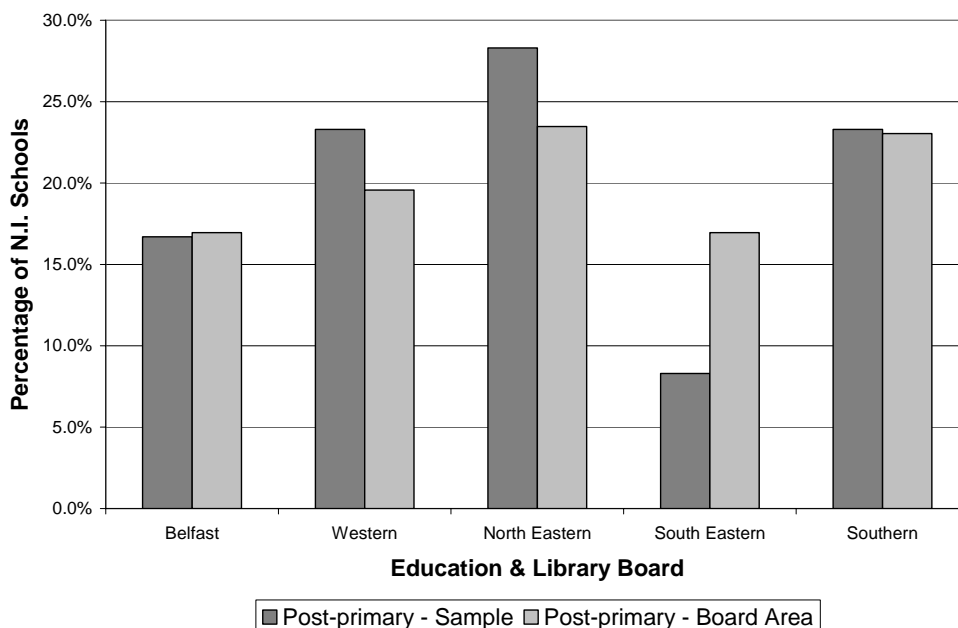


Figure 2: Comparison of Post-primary School Sample and Board Area Distributions

The size of sampled schools varied. Pupil enrolments ranged from 19 to 878 at the 60 sample Primary schools and between 151 and 1824 pupils at the 60 Post-primary schools. The total number of Year 6 pupils attending the sample Primary schools ranged from 2 to 128 and the total number of Year 9 pupils attending the sample Post-primary schools ranged from 17 to 244.

All 60 Primary schools and 50 (83.3%) of the Post-Primary schools included in the sample are Co-ed; 6 (10.0%) of the Post-primary sample are girls' schools and 5 (8.3%) are boys' schools.

Regarding the ethnicity of pupils, only 'white' pupils attended 35 Primary schools and 11 Post-primary schools taking part in the study. A summary of the number of schools, from both the Primary and Post-primary samples, with at least one pupil from the various minority ethnic groups is shown in table 4.

Table 4: Schools with one or more pupils from minority ethnic groups

Ethnicity	Primary Schools with 1 or more Minority Ethnic Pupils		Post-primary Schools with 1 or more Minority Ethnic Pupils	
	Schools	%	Schools	%
Chinese	10	16.7%	24	40.0%
Irish Traveller	0	0.0%	8	13.3%
Indian	8	13.3%	18	30.0%
Pakistani	4	6.7%	3	5.0%
Bangladeshi	3	5.0%	1	1.7%
Black Caribbean	1	1.7%	3	5.0%
Black African	3	5.0%	8	13.3%
Black Other	0	0.0%	6	10.0%
Korean	1	1.7%	1	1.7%
Other Ethnicity	6	10.0%	20	33.3%
Mixed Ethnicity	19	31.7%	27	45.0%

Source: Department of Education

2.1.2 Research Instrument

The research instrument comprised The Revised Olweus Bully/Victim Questionnaire (Olweus, 1996) together with additional questions, relating to Section 75 of the Northern Ireland Act 1998 (TSO, 2003). These additional questions, constructed by the research team and added to the standard instrument with permission from Professor Olweus, asked pupils for their opinions on equality issues including ethnicity, religion and disability. The questionnaire is available in Junior and Senior formats (see Appendix) which are suitable for Primary and Post-primary pupils respectively. The questionnaire is completed anonymously by the pupils and contains the detailed definition of bullying quoted in §1.2, which is read aloud to the participants by the questionnaire administrator. A clear time

frame 'in the past couple of months' was specified, approximately representing the time period from the beginning of the school term, to constitute a natural memory unit for students. Most questions include a spatial reference, enquiring about events having occurred 'at school'. Following the definition of bullying, pupils are asked the first 'global' question: '*How often have you been bullied at school in the past couple of months?*' The second 'global' question: '*How often have you taken part in bullying another pupil(s) at school in the past couple of months?*' is asked midway through the questionnaire. These two global measures provide the key variables used to make prevalence estimates as described by Solberg and Olweus (2003). Each global question is followed by several more specific questions relating to particular bullying behaviours, attitudes to bullying and about bullying others, perceptions of support, and life at school. Previous studies that have used the Olweus Bully/Victim Questionnaire include Solberg and Olweus (2003), Collins et al. (2002), Nansel et al. (2001), Pellegrini et al. (1999), Smith et al. (1999), O'Moore et al. (1997), Smith and Sharp (1994), Olweus (1993) and Whitney and Smith (1993).

2.1.3 Questionnaire Administration and Data Collection

Trained researchers administered the questionnaire face to face with each Year 6 and Year 9 class selected for the study. All researchers had been vetted in line with Protection of Children and Vulnerable Adults (POCVA) requirements. The researchers adhered to an administrative procedure based on Olweus's (2001) 'Instructions for Administering the Revised Olweus Bully/Victim Questionnaire for Students'. This consistency ensured high return rates, confidentiality and uniformity of procedure. In addition, the presence of a trained researcher ensured that students, who may experience emotional problems during the administration, can be referred to the relevant source of support. An important factor such as the recollection of events that may have been traumatic could adversely affect students. Subsequent to completing the questionnaire, all pupils taking part in the study, were issued with information on sources of assistance if they have been bullied in the form of an information sheet comprising a list of people, both within and outside of school, with whom pupils could discuss any worries or concerns about bullying, together with contact details of other organisations that pupils could contact if required.

Consent was also sought from parents for their child's participation in the study prior to the commencement of data collection. In line with good practice on promoting and respecting children's rights, the children themselves, as participants, were also given choice around their involvement. The children were also clearly told about the purpose of the study and how the findings of the research would be used.

Data collection took place over a 10-week period commencing 23rd January 2006. A total of 2312 pupils took part in the study with a response rate of 100%. Positive consent was obtained from 993 Year 6 Primary school pupils and 1319 Year 9 Post-primary pupils.

Parental consent was also sought. Year 6 pupils completed the junior version and Year 9 pupils completed the senior version of the Olweus Bully/Victim Questionnaire which was adapted, with Professor Olweus's permission, to include additional questions designed to elicit information specifically related to Section 75.

The Primary Year 6 sample comprised 483 girls and 510 boys, while the Post-primary Year 9 sample is made up of 733 girls and 586 boys.

Table 5: Number of pupils taking part in study

Gender	Primary		Post-primary	
	No. of Pupils	%	No. of Pupils	%
Male	510	51.4%	586	44.4%
Female	483	48.6%	733	55.6%
Total	993	100.0%	1319	100.0%

2.1.4 Data Analysis

The analysis is managed as separate interrogations of 2 independent data sets: one containing responses from the Year 6, Primary school pupils and the second comprising responses from the Year 9, Post-primary pupils who took part in the study.

Initial descriptive analysis of the global variables obtained from the pupil's responses to the global questions: '*How often have you been bullied at school in the past couple of months?*' and '*How often have you taken part in bullying others at school in the past couple of months?*' provides information on being bullied by other pupils and bullying other pupils.

Pupils' responses to the global questions fall into one of five categories

either:

- (i) I have not been bullied by/taken part in bullying another student at school in the past couple of months

or, it has only happened:

- (ii) once or twice
- (iii) two or three times a month
- (iv) about once a week
- (v) several times a week

Response (iii) has been shown in previous studies, such as Solberg and Olweus (2003) and Ahmed and Braithwaite (2004), to be a reasonable lower bound cut-off point where

there is a marked difference between 'involved' pupils, victims and bullies, and 'non-involved' pupils in conceptually related variables. This cut-off concurs with the Olweus (1999) definition (see §1.2) where "When we talk about bullying, these things happen repeatedly". This cut-off effectively dichotomises the responses to the global measures of both global questions, with pupils who had been bullied/bullied others 'two or three times a month' or more often in the 'past couple of months' being classified as victims/bullies.

The associations between key categorical variables derived from pupils' responses to the global questions, and the more specific questions relating to particular bullying behaviours, attitudes to bullying and about bullying others, perceptions of support, and life at school, have been explored using the Chi-square test of independence to investigate the difference in frequency when classified by one attribute after classification by a second attribute (Kanji, 1999).

The Kruskal-Wallis Test (non-parametric alternative to one way ANOVA) was used to test for significant differences between groups where the magnitude of the distribution's skewness and kurtosis are too large to assume that the data was normally distributed.

Factor analysis would appear to support the instrument format. It fails to be sufficiently discriminatory in terms of the available data, however, when used as an exploratory tool.

A third global categorical variable has been introduced from the dichotomised global variables derived from responses to the two global questions. Combining these two dichotomous indices creates four new response categories:

not bully or victim - pupils who had neither been bullied nor bullied others 'two or three times a month' or more often during the 'past couple of months';

victim - pupils who had been bullied 'two or three times a month' or more often during the 'past couple of months' but had not bullied others;

bully - pupils who had not been bullied but had bullied others 'two or three times a month' or more often during the 'past couple of months';

bully-victim - pupils who had been bullied and had bullied others 'two or three times a month' or more often during the 'past couple of months'.

3. Results

3.1 Primary Schools – Year 6 Pupils

The Year 6 sample of 993 pupils comprised 483 (48.6%) girls and 510 (51.4%) boys.

Using the lower bound cut-off point described in §2.1.4, 80.4% of Year 6 respondents (81.4% of girls and 79.4% of boys surveyed) had not been involved with bullying behaviour as defined in §1.2; 17.1% of Year 6 pupils (17.6% of girls and 16.6% of boys) had been victims of bullying and 5.0% (2.7% of girls and 7.2% of boys) had been involved in bullying others as illustrated in figure 3. Overall, 2.5% of pupils (1.7% of girls and 3.9% of boys) fall into both of the two latter categories having reported their involvement as both victims and perpetrators of bullying behaviour recorded as bully-victim.

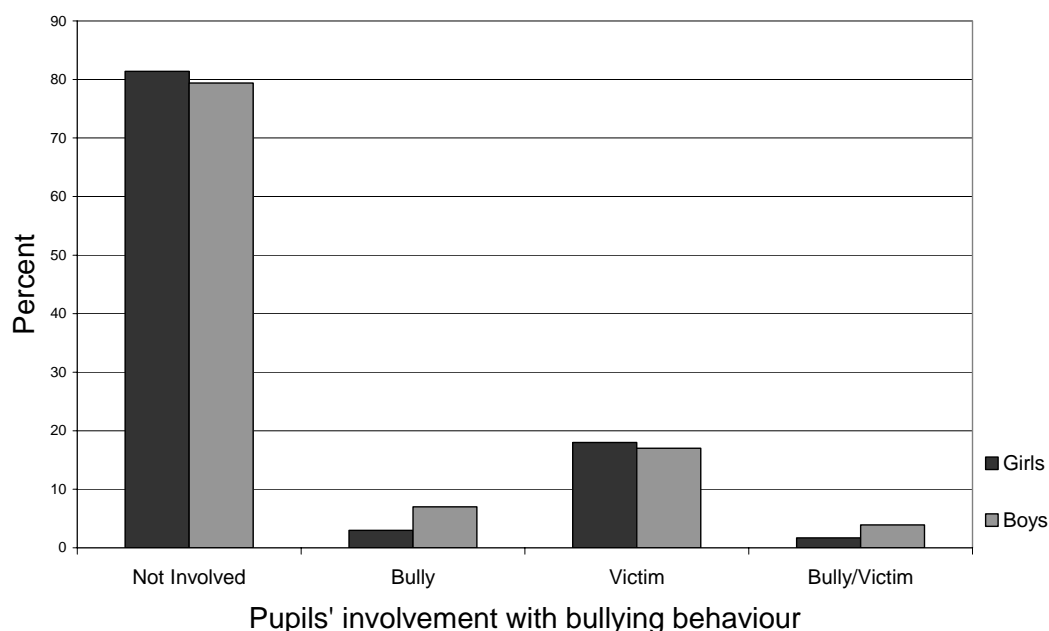


Figure 3: Year 6 Boys and Girls Involvement/Non-involvement with Bullying

When asked if they liked school, girls tend to like school more than boys ($\chi^2 (4, n = 992) = 67.667, p < 0.001$) with 48.3% of girls and 35.9% of boys responding 'I like school' and 24.5% girls and 13.3% of boys 'I like school very much'.

Overall, boys tend to have a greater number of good friends in their class ($\chi^2 (4, n = 993) = 22.021, p < 0.001$) with 69.2% of boys reporting that they 'have 6 or more good friends in my class' compared with 56.9% of girls. At the other end of the scale, however, 1.6% of boys responded that they didn't have any 'good friends in my class' compared with 0.4% of Year 6 girls surveyed.

3.1.1 Being Bullied By Other Pupils

Of the Year 6 pupils surveyed, 56.7% stated that they had not been bullied during the past couple of months; 43.3% indicated that they had been bullied to some degree; however, 26.2% said that it had only happened once or twice. The remaining 17.1% responded that they had been bullied 'two or three times a month' or more often during the 'past couple of

months'. Responses to the global question: 'How often have you been bullied at school in the past couple of months?' are summarised in table 6.

Table 6: The frequency of bullying experienced by Year 6 pupils

How often have you been bullied at school in the past couple of months?	Girls	Boys	Total
I haven't been bullied in school in the past couple of months	55.9%	57.5%	56.7%
It has only happened once or twice	26.5%	25.9%	26.2%
two or three times a month	8.7%	7.1%	7.9%
about once a week	4.3%	4.3%	4.3%
several times a week	4.6%	5.3%	4.9%

Specific types of bullying behaviour and their associated frequencies of occurrence 'in the last couple of months' are summarised in table 7. Being 'called mean names, made fun of or teased in a hurtful way' occurred most frequently among both boys and girls and was reported to have take place by 49.3% of respondents; this group comprised 26.2% of pupils who stated that it had happened 'once or twice' and 19.5% who recorded occurrences of at least '2 or 3 times' a month. Overall, the second most frequently reported behaviour was bullying 'with mean names, comments or rude gestures', which was recorded by 40.5% of Year 6 pupils taking part in the study; 26.0% said that it had happened 'once or twice' and 14.3% stated that it had happened '2 or 3 times a month' or more frequently. The third most common type of bullying, 'Other pupils told lies or spread false rumours about me and tried to make others dislike me', was reported by 38.1% of pupils; 25.7% of respondents recorded that it had occurred 'once or twice' and 12.3% reported that it had happened at least '2 or 3 times' a month. The least likely form of bullying among Year 6 pupils was 'with the use of computers', recorded by 7.4% as happening on one or more occasions. Bullying 'with the use of mobile phones', reported to have happened at least 'once or twice' by 12.9% of pupils, and bullied 'because of my religion' was stated by 13.8% of pupils as occurring on one or more occasions.

There was no significant association between pupils' gender and their responses to the global question 'How often have you been bullied at school in the past couple of months?' ($\chi^2(4, n = 991) = 1.263, p = 0.868$). Significant relationships do exist, however, between pupils' gender and their response to several of the more specific questions relating to particular bullying behaviours and attitudes to bullying.

Female respondents recorded a tendency to be excluded more often than males ($\chi^2(4, n = 992) = 16.746, p = 0.002$) with 29.3% of girls stating that another pupil(s) had 'left me out of things on purpose, left me out from their group of friends, or completely ignored me' 'once or twice' and 14.9% of girls reported that this had happened at least '2 or 3 times a month' compared with 21.4% ('once or twice'). Only 10.4% of boys reported that his had happened 'at least '2 or 3 times a month'.

Table 7: Specific types of bullying experienced by Year 6 pupils

About Being Bullied By Other Pupils		Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
I was called mean names, made fun of, or teased in a hurtful way	Girls	51.2%	28.4%	8.7%	6.0%	5.6%
	Boys	50.1%	30.5%	10.2%	4.1%	5.1%
	Total	50.7%	29.5%	9.5%	5.0%	5.3%
Other pupils left me out of things on purpose, left me out from their group of friends, or completely ignored me	Girls	55.8%	29.3%	6.4%	4.4%	4.1%
	Boys	68.2%	21.4%	4.7%	3.3%	2.4%
	Total	62.2%	25.2%	5.5%	3.8%	3.2%
I was hit, kicked, pushed, shoved around, or locked indoors	Girls	75.3%	18.3%	3.7%	0.8%	1.9%
	Boys	66.1%	21.8%	5.7%	2.9%	3.5%
	Total	70.6%	20.1%	4.7%	1.9%	2.7%
Other pupils told lies or spread false rumours about me and tried to make others dislike me	Girls	59.2%	26.9%	6.4%	2.9%	4.6%
	Boys	64.5%	24.5%	5.9%	2.5%	2.5%
	Total	61.9%	25.7%	6.1%	2.7%	3.5%
I had money or other things taken away from me or damaged	Girls	81.3%	14.3%	2.9%	0.8%	0.6%
	Boys	86.2%	10.8%	1.4%	0.4%	1.2%
	Total	83.9%	12.5%	2.1%	0.6%	0.9%
I was threatened or forced to do things I didn't want to do	Girls	73.7%	18.6%	3.3%	2.5%	1.9%
	Boys	75.4%	17.5%	3.1%	2.0%	2.0%
	Total	74.6%	18.1%	3.2%	2.2%	1.9%
I was bullied with mean names or comments about my race or colour	Girls	81.1%	12.2%	3.1%	2.1%	1.5%
	Boys	82.5%	11.4%	2.9%	1.4%	1.8%
	Total	81.9%	11.8%	3.0%	1.7%	1.6%
I was bullied with mean names or comments about my religion	Girls	85.3%	10.6%	1.9%	1.0%	1.2%
	Boys	87.0%	7.9%	2.6%	0.6%	2.0%
	Total	86.2%	9.2%	2.2%	0.8%	1.6%
I was bullied with mean names or comments about my disability	Girls	84.0%	11.6%	2.3%	1.2%	0.8%
	Boys	82.7%	11.2%	3.3%	1.8%	1.0%
	Total	83.4%	11.4%	2.8%	1.5%	0.9%
I was bullied with mean names, comments or rude gestures	Girls	59.8%	26.9%	6.0%	4.1%	3.1%
	Boys	59.3%	25.1%	6.3%	4.5%	4.7%
	Total	59.6%	26.0%	6.1%	4.3%	3.9%
I was bullied with mean names or comments about my ability	Girls	72.2%	19.1%	4.8%	2.5%	1.5%
	Boys	72.7%	18.4%	4.0%	2.8%	2.2%
	Total	72.4%	18.7%	4.4%	2.6%	1.8%
I was bullied with the use of mobile phones	Girls	87.4%	8.5%	2.1%	1.4%	0.6%
	Boys	86.8%	10.6%	1.2%	0.8%	0.6%
	Total	87.1%	9.6%	1.6%	1.1%	0.6%
I was bullied with the use of computers	Girls	92.3%	5.2%	1.2%	0.6%	0.6%
	Boys	92.9%	5.5%	0.8%	0.4%	0.4%
	Total	92.6%	5.3%	1.0%	0.5%	0.5%
I was bullied in another way	Girls	72.0%	15.9%	4.5%	3.7%	3.9%
	Boys	83.2%	9.4%	2.4%	1.8%	3.2%
	Total	77.8%	12.6%	3.4%	2.7%	3.5%

Male respondents tended to have been victims of physical bullying more often than girls ($\chi^2(4, n = 992) = 14.788, p = 0.005$). 12.1% of boys stated that 'I was hit, kicked, pushed,

shoved around, or locked indoors' '2 or 3 times a month' or more often, compared with 6.4% of Year 6 girls.

Girls were most likely to state that they had 'been bullied in another way' ($\chi^2(4, n = 963) = 18.571, p=0.001$). 15.9% of girls said that this had happened 'once or twice', compared with 9.4% of boys. 12.1% of girls stated that they had 'been bullied in another way' at least '2 or 3 times a month occasions compared with 7.4% of boys. Many of the 'other ways', however, fell into categories already stated - comment on hair colour, name calling etc.

An examination of the year groups of perpetrators of bullying behaviour, summarised in table 8, revealed that there is a significant difference between boy and girl victims and the year groups of the bullies ($\chi^2(5, n = 990) = 15.249, p=0.009$). Both girls and boys tended to be bullied by pupils in their class. Boys were more likely than girls, however, to be bullied by pupils in a higher year group.

Table 8: The year groups of perpetrators bullying Year 6 pupils

In which class(es) is the pupil(s) who bullied you?	Girls	Boys	Total
in my class	26.1%	17.0%	21.4%
in a different class but the same year	2.7%	2.0%	2.3%
in a higher year group	10.8%	14.0%	12.4%
in a lower year group	2.1%	1.8%	1.9%
a different year groups	5.6%	7.9%	6.8%

There was also a significant relationship between the victim's gender and that of the bully ($\chi^2(5, n = 992) = 174.432, p<0.001$). Analysis revealed that female victims tended to be bullied 'mainly by 1 girl' or by 'both boys and girls', while male victims tended to be bullied 'mainly by one boy' or by 'by several boys', as shown in table 9. The proportion of girl victims is not significantly different from the number of perpetrators ($\chi^2(5, n = 993) = 5.500, p=0.358$).

Table 9: Number and gender of bullies

Have you been bullied by boys or girls?	Girls	Boys	Total
mainly by 1 girl	19.7%	0.8%	10.0%
by several girls	6.6%	0.6%	3.5%
mainly one boy	9.8%	21.2%	15.6%
by several boys	4.8%	16.5%	10.8%
by both boys and girls	11.4%	6.9%	9.1%
How many pupils bullied you?	Girls	Boys	Total
mainly by 1 pupil	24.6%	18.8%	21.7%
by a group of 2-3 pupils	17.0%	18.2%	17.6%
by a group of 4-9 pupils	3.9%	4.9%	4.4%
by a group of more than 9 pupils	1.2%	1.8%	1.5%
by several different students or groups of pupils	2.5%	2.5%	2.5%

Overall, 23.9% of Year 6 pupils reported that they were subjected to bullying that lasted 'one or two weeks', 9.6% were subjected to bullying lasting 'about a month' and 3.8% of

pupils were subjected to bullying that lasted 'about 6 months'. The frequencies increase to 4.7% of pupils enduring bullying for 'about a year' and 4.8% for 'several years', as shown in figure 4.

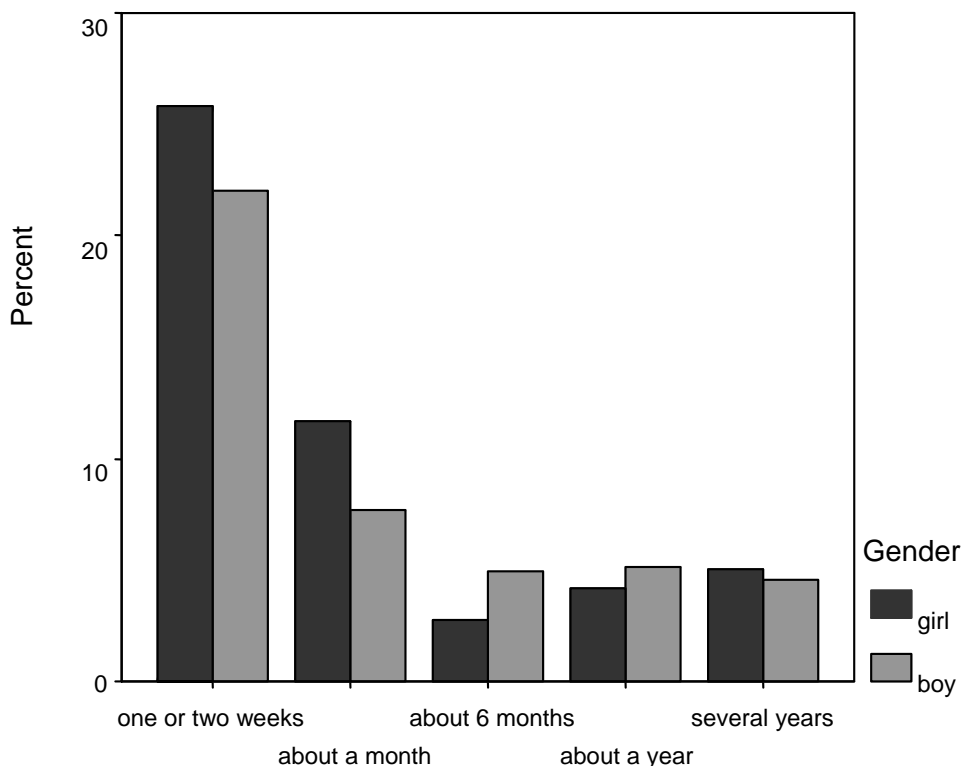


Figure 4: How long has the bullying lasted?

Exploring the relationship between 'How often have you been bullied at school in the past couple of months?' and 'How long has the bullying lasted' shows that the differences in frequency are significantly associated with duration ($\chi^2(20, n = 988) = 8.543, p < 0.001$). The data shows that there is a tendency for those pupils experiencing more frequent bullying to be subjected to it for longer periods of time.

Table 10: Locations where Year 6 pupils have been bullied

Where have you been bullied?	Girls	Boys	Total
on the playground/athletic field (during lunch or break times)?	47.5%	43.1%	45.2%
in the hallways/stairwells?	10.7%	8.5%	9.5%
in class (with teacher present)?	13.7%	12.6%	13.1%
in the classroom (with the teacher absent)?	24.9%	17.3%	21.0%
in the toilets?	11.8%	9.6%	10.7%
in the PE class or the changing rooms/shower?	9.4%	7.4%	8.3%
in the lunch room?	22.8%	15.0%	18.7%
on the way to and from school?	18.9%	16.9%	17.9%
at the school bus stop?	2.5%	2.2%	2.4%
on the school bus?	6.9%	11.0%	9.0%
somewhere else in school?	22.2%	15.1%	18.5%

When asked to record where bullying behaviour took place, 45.2% of Year 6 pupils responded that they had been bullied in the 'playground or athletic field'. 'In the classroom (with teacher absent)' was the second most common location (21.0% of pupils); followed by the 'lunch room' (18.7% of pupils). Girls were more likely than boys to be bullied 'in the classroom (with teacher absent)' ($\chi^2(1, n = 840) = 7.358, p = 0.007$) and 'in the lunch room' ($\chi^2(1, n = 855) = 8.543, p = 0.003$). While boys were more likely to be bullied 'on the school bus' ($\chi^2(1, n = 851) = 4.279, p = 0.039$) than girls. Girls also tended to report more often than boys that they had been bullied 'somewhere else in school' ($\chi^2(1, n = 858) = 7.156, p = 0.007$). When the pupils were asked to state where, they responded with many of the places already included in table 10.

The majority of Year 6 pupils who had been recipients of bullying behaviour at school (75% of bullied pupils) confirmed that they have told someone of their experience. Both boys and girls were most likely to have told a parent/guardian and/or a friend. There was a significant relationship between the gender of the victim and whether they reported having been bullied ($\chi^2(2, n = 987) = 7.666, p = 0.022$). The data shows that there is a tendency for girls more than boys to confide in someone. Girls were also more likely than boys to have told a friend (38.8% and 29.1% respectively, $p = 0.002$, Fisher's Exact Test) or 'somebody else' (17.3% and 12.0% respectively, $p = 0.019$, Fisher's Exact Test) that they had been bullied. Again, when asked to state who they had spoken to, many of the people mentioned were included in the other categories.

Table 11: Those to whom Year 6 pupils spoke to about having been bullied

Have you told:	Girls	Boys	Total
your class teacher?	19.5%	19.3%	19.4%
another adult at school?	16.5%	15.5%	16.0%
your parent(s)/guardian(s)?	41.5%	35.7%	38.5%
your brother(s) or sister(s)?	19.4%	18.6%	19.0%
your friend(s)?	38.8%	29.1%	33.8%
somebody else?	17.3%	12.0%	14.6%

A Kruskal-Wallis Test (non-parametric alternative to the one-way ANOVA) shows that the differences in frequency of girls being bullied are significantly associated with their like/dislike of school ($\chi^2(4, n = 482) = 13.573, p = 0.009$) with girls who disliked school tending to be bullied more frequently. Results were not significant when the test was repeated on the boys' responses ($\chi^2(4, n = 510) = 4.509, p = 0.342$) although there was a tendency for boys who 'disliked school very much' to be bullied more frequently than their peers.

Kruskal-Wallis Tests also revealed significant differences in the frequency of girls ($\chi^2(4, n = 482) = 14.517, p = 0.006$) and boys ($\chi^2(4, n = 510) = 21.261, p < 0.001$) being bullied and the number of good friends they had in their class. Girls with one or no good friends in their class tended to be the more likely victims of bullying with the frequency of being

bullied decreasing as their number of friends increased. Among the male respondents, boys who reported that they had '1 good friend in my class' tended to be bullied most often followed by boys who didn't have a good friend in their class and those with '2 or 3 good friends'. The occurrences of being bullied became less frequent for those with '4 or 5 good friends' in their class. Boys who recorded that they had '6 or more good friends in my class' were least likely to be victims of bullying behaviour.

A summary of the frequencies with which Year 6 pupils were bullied in relation to the Education and Library Board area in which their Primary schools were located is shown in table 12.

Table 12: The frequency of bullying experienced by Year 6 pupils in the 5 Education and Library Board areas

Education & Library Board Area	How often have you been bullied at school in the past couple of months?				
	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
Belfast	74.4%	12.8%	12.8%		
Western	62.7%	24.2%	5.9%	2.6%	4.6%
North Eastern	54.6%	27.2%	9.2%	5.7%	3.3%
South Eastern	53.1%	29.7%	7.3%	2.6%	7.3%
Southern	56.0%	25.3%	6.6%	5.4%	6.6%
Total	56.7%	26.2%	7.9%	4.3%	4.9%

Further analysis in terms of the frequency of Year 6 pupils having been bullied in relation to free school meal (FSM) bands, rural and urban location and school management type revealed no statistically significant findings.

3.1.2 Bullying Other Pupils

When asked about their involvement in bullying other pupils at school, 77.9% of Year 6 respondents said that they had not taken part in bullying other pupils during the past couple of months; 22.1% admitted that they had been involved in bullying other pupils during the past couple of months, but 17.1% said that this had 'only happened once or twice'. Only 5.0% of Year 6 pupils stated that they had been involved in bullying other pupils 'two or three times a month' or more frequently. Pupils' responses to the global question: 'How often have you taken part in bullying other pupil(s) at school in the past couple of months?' are summarised in table 13.

Table 13: Frequency of Year 6 pupils' involvement in bullying other pupils

How often have you taken part in bullying another pupil(s) at school in the past couple of months?	Girls	Boys	Total
I haven't bullied another student at school in the past couple of months	85.2%	70.9%	77.9%
it has only happened once or twice	12.1%	21.7%	17.1%
two or three times a month	1.7%	3.8%	2.7%
about once a week	0.6%	2.2%	1.4%
several times a week	0.4%	1.4%	0.9%

Specific types of bullying carried out by Year 6 pupils are summarised in table 14.

Table 14: Specific types of bullying carried out by Year 6 pupils

About Bullying Other Pupils		Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week	
Q30	I called another pupil(s) mean names, made fun of or teased him or her in a hurtful way	Girls	82.0%	16.6%	0.8%	0.2%	0.4%
		Boys	69.2%	24.8%	3.6%	2.0%	0.4%
		Total	75.5%	20.8%	2.2%	1.1%	0.4%
Q31	I kept him or her out of things on purpose, excluded him or her from my group of friends or completely ignored him or her	Girls	85.8%	12.9%	0.6%	0.4%	0.2%
		Boys	79.6%	16.3%	2.6%	0.8%	0.8%
		Total	82.6%	14.6%	1.6%	0.6%	0.5%
Q32	I hit, kicked, pushed and shoved him or her around or locked him or her indoors	Girls	95.8%	3.3%	0.4%	0.2%	0.2%
		Boys	85.0%	10.9%	2.2%	1.6%	0.4%
		Total	90.3%	7.2%	1.3%	0.9%	0.3%
Q33	I spread false rumours about him or her and tried to make others dislike him or her	Girls	92.5%	6.7%	0.2%		0.6%
		Boys	89.1%	9.1%	1.2%	0.4%	0.2%
		Total	90.8%	7.9%	0.7%	0.2%	0.4%
Q34	I took money or other things from him or her or damaged his or her possessions	Girls	97.3%	2.1%		0.4%	0.2%
		Boys	96.6%	2.8%	0.2%	0.2%	0.2%
		Total	97.0%	2.4%	0.1%	0.3%	0.2%
Q35	I threatened or forced him or her to do things he or she didn't want to do	Girls	96.5%	3.3%			0.2%
		Boys	94.1%	4.6%	0.8%	0.2%	0.4%
		Total	95.2%	4.0%	0.4%	0.1%	0.3%
Q36	I bullied him or her with mean names or comments about his or her race or colour	Girls	96.5%	2.7%	0.2%	0.4%	0.2%
		Boys	94.5%	3.8%	1.0%	0.6%	0.2%
		Total	95.4%	3.2%	0.6%	0.5%	0.2%
Q37	I bullied him or her with mean names or comments about his or her religion	Girls	96.9%	2.7%		0.2%	0.2%
		Boys	95.8%	3.6%		0.6%	
		Total	96.3%	3.1%		0.4%	0.1%
Q38	I bullied him or her with mean names or comments about his or her disability	Girls	96.0%	3.1%	0.2%	0.2%	0.4%
		Boys	92.7%	6.1%	0.8%	0.4%	
		Total	94.3%	4.7%	0.5%	0.3%	0.2%
Q39	I bullied him or her with mean names comments or rude gestures	Girls	90.6%	8.8%		0.2%	0.4%
		Boys	81.4%	14.2%	2.6%	1.4%	0.4%
		Total	85.9%	11.6%	1.3%	0.8%	0.4%
Q40	I bullied him or her with mean names or comments about his or her ability	Girls	95.6%	3.3%	0.4%	0.4%	0.2%
		Boys	92.3%	6.3%	0.8%	0.6%	
		Total	93.9%	4.9%	0.6%	0.5%	0.1%
Q41	I bullied him or her with the use of mobile phones	Girls	97.5%	2.3%			0.2%
		Boys	95.7%	3.0%	1.0%		0.4%
		Total	96.6%	2.6%	0.5%		0.3%
Q42	I bullied him or her with the use of computers	Girls	97.9%	1.9%			0.2%
		Boys	97.8%	2.2%			
		Total	97.9%	2.0%			0.1%
Q43	I bullied him or her in another way	Girls	94.7%	4.6%	0.2%		0.4%
		Boys	92.2%	7.0%	0.4%	0.4%	
		Total	93.4%	5.8%	0.3%	0.2%	0.2%

Calling other pupils 'mean names, making fun or teasing him or her in a hurtful way' was reported by 24.5% of pupils; 20.8% admitting that they had done this 'once or twice' and

3.7% recording occurrences of at least '2 or 3 times a month'. The second most common form of bullying behaviour, recorded by 17.4% of Year 6 pupils was keeping 'him or her out of things on purpose, excluded him or her from my group of friends or completely ignored him or her' 14.6% of pupils said they had excluded other pupils 'once or twice' and 2.7% stated that they had done this '2 or 3 times a month' or more often. This was followed by bullying other pupils with 'mean names comments or rude gestures' reported by 14.1% of pupils; 11.6% of pupils saying that this had happened 'once or twice' and 2.5% at least '2 or 3 times a month'. 2.5% of Year 6 pupils also reported that they had 'hit, kicked, pushed and shoved him or her around or locked him or her indoors' at least '2 or 3 times a month'. The least frequent form of bullying others was 'with the use of computers' recorded by 2.1% of pupils. Taking 'money or other things from him or her or damaged his or her possessions' was noted by 3.0% of pupils and bullying 'with the use of mobile phones' was reported by 3.4% of pupils.

Chi-square tests revealed that there was a significant relationship between pupils' gender and whether they reported that they had taken part in bullying other pupils ($\chi^2(4, n = 985) = 30.339, p < 0.001$). Twice as many boys as girls (29.1% boys, 14.8% girls) reported their involvement in bullying other pupils. Significant associations also exist between pupils' gender and their response to several of the more specific questions relating to particular bullying behaviours. Boys were more likely than girls to admit that they had 'called another pupil(s) mean names, made fun of or teased him or her in a hurtful way' ($\chi^2(4, n = 968) = 28.518, p < 0.001$). Boys also tended to report that they had 'kept him or her out of things on purpose, excluded him or her from my group of friends or completely ignored him or her' ($\chi^2(4, n = 483) = 11.064, p = 0.026$) more frequently than girls. In terms of physical bullying, boys were more likely than girls to 'hit, kicked, pushed and shoved him or her around or locked him or her indoors' ($\chi^2(4, n = 985) = 33.899, p < 0.001$). Also, boys more frequently than girls admitted to having 'bullied him or her with mean names comments, or rude gestures' ($\chi^2(4, n = 986) = 25.351, p < 0.001$).

Intervention from both teachers and other 'adults at home' is summarised in table 15. 69.6% of pupils, who admitted that they had taken part in bullying others, reported that their teachers had spoken with them regarding their bullying behaviour. 56.2% of the same group of pupils had been spoken to by an adult at home. Boys were more likely than girls to have recorded that their 'class teacher or any other teacher' had talked with them about their 'bullying other pupils at school in the past couple of months' ($\chi^2(3, n = 984) = 20.219, p < 0.001$).

After grouping male and female pupils according to the number of good friends they recorded, a Kruskal-Wallis Test revealed significant differences between the frequencies with which the groups of boys recorded having bullied other pupils $\chi^2(4, n = 506) = 10.317, p = 0.035$). Boys who bullied other pupils '2 or 3 times a month' or more often

tended to have 6 or more good friends in their class. No such effect was observed with girls $\chi^2(4, n = 479) = .853, p=0.931$).

Table 15: Percentage of Year 6 pupils, involved in bullying others, whose teachers and/or an 'adult at home' have spoken with them about their bullying

Has your teacher or any other teacher talked with you about your bullying other pupils at school in the past couple of months?	Girls	Boys	Total
no, they haven't talked with me about it	35.7%	27.1%	30.4%
yes, they have talked with me once	54.8%	63.2%	60.3%
yes, they have talked with me several times	9.6%	9.7%	9.3%
Has any adult at home talked with you about your bullying other pupils at school in the past couple of months?	Girls	Boys	Total
no, they haven't talked with me about it	40.0%	45.9%	43.8%
yes, they have talked with me once	38.6%	38.2%	38.3%
yes, they have talked with me several times	20.7%	16.2%	17.9%

Kruskal-Wallis Tests also showed that there is a statistically significant difference in the frequencies with which boys had reported bullying other pupils and their like/dislike for school $\chi^2(4, n = 506) = 11.542, p=0.021$). Their dislike for school tended to increase with their level of bullying others and 57% of the boys who stated that they bullied other pupils 'several times a week' also said that they disliked school very much compared with 8% of the entire survey group of Year 6 boys. No significant difference was recorded for girls ($\chi^2(4, n = 478) = 1.251, p=0.870$).

A Chi-square test revealed a significant association ($\chi^2(16, n = 985) = 30.936, p=0.014$) between how often Year 6 pupils had 'taken part in bullying another pupil(s) at school' and the FSM band of the school. The 40%+ FSM band contained the greatest proportion (31.2%) of pupils who recorded their involvement in bullying others, while the 30-39% FSM band contained the largest percentage of pupils who had reported that they had bullied others 'several times a week' (2.1%), see table 16.

Table 16: The frequency of bullying perpetrated by Year 6 pupils in the 5 FSM bands

FSM Band	How often have you taken part in bullying another pupil(s) at school in the past couple of months?				
	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
0-9%	76.5%	20.4%	1.1%	1.7%	0.3%
10-19%	79.6%	15.3%	2.7%	1.2%	1.2%
20-29%	81.5%	13.9%	2.0%	1.3%	1.3%
30-39%	83.3%	6.3%	8.3%		2.1%
40%+	68.1%	21.3%	7.4%	2.1%	1.1%
Total	77.9%	17.1%	2.7%	1.4%	0.9%

There is a significant difference in the frequencies of Year 6 pupils taking part in bullying other pupils and the rural/urban location of their Primary schools ($\chi^2(4, n = 985) = 13.575, p=0.009$). Pupils attending Primary schools in 'rural' areas tended to take 'part in bullying

other pupils' more than those pupils attending Primary schools in 'urban' areas as shown in table 17.

Table 17: The frequency of bullying perpetrated by Year 6 pupils in schools categorised as Rural and Urban

Rural/Urban Location	How often have you taken part in bullying another pupil(s) at school in the past couple of months?				
	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
Rural	73.3%	20.8%	3.6%	1.7%	0.6%
Urban	82.1%	13.6%	2.0%	1.2%	1.2%

There are no apparent statistical significant associations between taking part in bullying others and either the schools' Education and Library Board area or management type.

3.1.3 Bully-victim

The third global variable, bully-victim, uses the lower bound cut-off 'two or three times a month' to categorise each pupils involvement or non-involvement in bullying behaviour. Overall, half of the Year 6 pupils that bully other pupils are also victims of bullying, described in table 18 as bully-victims. A Chi-square test revealed a significant association between gender and the involvement of pupils in bullying behaviour χ^2 (3, n = 993) =12.254, p=0.007) with boys almost 4 times as likely to be in the bully-only category as girls (3.9% of boys as opposed to 1.0% of girls). Year 6 boys were also twice as likely to be bully-victims as girls (3.3% of boys compared with 1.7% of girls).

Table 18: Summary of Year 6 pupils' involvement/non-involvement in bullying behaviour

	Not involved	Victim-only	Bully-only	Bully-victim
Girls	81.4%	15.9%	1.0%	1.7%
Boys	79.4%	13.3%	3.9%	3.3%
Total	80.4%	14.6%	2.5%	2.5%

3.1.4 Pupils' Perceptions and Attitudes towards Bullying Behaviour

Pupils' perception of support is summarised in table 19. The majority of Year 6 pupils indicated that they felt that teachers would usually intervene and try to 'put a stop to' a bullying incident with 38.4% of pupils reporting that teachers would 'almost always' and 18.0% stating that teachers 'often' intervened. Similarly, the majority of pupils responded that their teachers had done 'much' (30.9%) or 'a good deal' (30.1%) 'to stop bullying in the past couple of months'. Pupil intervention was less common with 29.0% of pupils reporting that other pupils have intervened 'sometimes' and 20.5% saying that other pupils 'almost never' got involved in 'trying to put a stop to it when a pupil is being bullied'.

Table 19: Year 6 pupils' perception of support

How often do the teachers or other adults at school try to put a stop to it when a pupil is being bullied?	Girls	Boys	Total
almost never	12.7%	15.5%	14.1%
once in a while	12.7%	13.1%	12.9%
sometimes	15.2%	17.9%	16.6%
often	17.3%	18.7%	18.0%
almost always	42.1%	34.8%	38.4%
How often do other pupils try and put a stop to it when a pupil is being bullied?	Girls	Boys	Total
almost never	18.4%	22.6%	20.5%
once in a while	19.6%	16.9%	18.2%
sometimes	29.7%	28.3%	29.0%
often	18.4%	17.5%	17.9%
almost always	13.9%	14.7%	14.3%
Overall, how much do you think your class teacher has done to stop bullying in the past couple of months?	Girls	Boys	Total
little or nothing	11.6%	14.6%	13.1%
fairly little	13.4%	13.6%	13.5%
somewhat	13.2%	11.6%	12.4%
a good deal	32.1%	28.1%	30.1%
much	29.6%	32.1%	30.9%

Overall, Year 6 pupils expressed a pro-victim attitude, reporting that they supported or empathised with the victims of bullying behaviour with 79.6% stating that when they have witnessed a bullying incident, they 'feel sorry for him or her and want to help them'. Their responses to questions regarding their attitudes towards bullying behaviour are summarised in table 20.

Several significant associations were observed between gender and pupils' attitudes towards bullying. Girls were more likely to want to help the victim than boys $\chi^2(3, n = 979) = 17.821, p < 0.001$. When asked if they thought that they 'could join in bullying a pupil whom you didn't like' girls tended to say 'definitely no' or 'no' more often than boys (80.5% of girls compared with 63.4% of boys) $\chi^2(5, n = 988) = 51.030, p < 0.001$. Boys were more likely to respond that they 'could join in' (5.5% of boys compared with 0.6% of girls). Also, boys were more likely than girls (2.0% of boys compared with 0.2% of girls) to join in bullying another pupil $\chi^2(5, n = 988) = 18.944, p = 0.002$ and boys were also more likely just to watch (4.7% of boys, 1.5% of girls). Girls tended to be more 'afraid of being bullied by other pupils in school' than boys $\chi^2(5, n = 986) = 77.894, p < 0.001$.

Table 20: Year 6 pupils' attitudes to bullying

When you see a pupil your age being bullied at school, what do you feel or think?	Girls	Boys	Total
that it is probably what her or she deserves	1.3%	2.8%	2.0%
I don't feel much	1.3%	4.2%	2.8%
I feel a bit sorry for him or her	12.9%	18.2%	15.6%
I feel sorry for him or her and want to help them	84.6%	74.8%	79.6%
Do you think you could join in bullying a pupil whom you did not like?	Girls	Boys	Total
yes	0.6%	5.5%	3.1%
yes, maybe	3.7%	6.1%	5.0%
I don't know	6.2%	15.4%	10.9%
no, I don't think so	8.9%	9.5%	9.2%
no	17.8%	14.4%	16.1%
definitely no	62.7%	49.0%	55.7%
How do you usually react if you see or understand a pupil your age is being bullied by other students?	Girls	Boys	Total
I have never noticed pupils my age having been bullied	28.4%	30.4%	29.5%
I take part in the bullying	0.2%	2.0%	1.1%
I don't do anything, but I think bullying is OK	0.2%	0.6%	0.4%
I just watch what goes on	1.5%	4.7%	3.1%
don't do anything, but I think I ought to help the bullied pupil	16.2%	13.6%	14.9%
I try to help the bullied pupil in one way or another	53.5%	48.6%	51.0%
How often are you afraid of being bullied by other pupils in your school?	Girls	Boys	Total
never	29.9%	54.2%	42.4%
seldom	17.7%	16.8%	17.2%
sometimes	24.0%	15.0%	19.4%
fairly often	5.4%	5.1%	5.3%
often	10.0%	2.8%	6.3%
very often	12.9%	6.1%	9.4%

3.1.5 Issues relating to Section 75

In addition to the Olweus questionnaire, pupils were asked for their opinions on equality issues including ethnicity, religion and disability. The questions put to pupils and their summarised responses are shown in tables 21 and 22.

Table 21: Pupils' opinions on bullying due to race or skin colour, disability and religion

		more likely	less likely	doesn't make a difference
Does a pupil's race or skin colour make them more likely or less likely to be bullied?	Girls	44.9%	11.3%	43.8%
	Boys	47.8%	7.9%	44.3%
	Total	46.4%	9.5%	44.1%
Thinking about pupils with a disability, does their disability make them more likely or less likely to be bullied?	Girls	46.7%	19.6%	33.7%
	Boys	41.7%	22.7%	35.6%
	Total	44.1%	21.2%	34.7%
Does a pupil's religion make them more likely or less likely to be bullied?	Girls	34.1%	18.6%	47.3%
	Boys	32.0%	18.8%	49.2%
	Total	33.0%	18.7%	48.3%

When asked about a pupil's race or skin colour, 46.4% of Year 6 pupils thought that a pupil's race or skin colour could make them 'more likely' to be bullied, while 44.1% of pupils felt that it 'doesn't make a difference'.

The majority of pupils (44.1%) felt that a pupil's disability could make them more likely to be bullied.

Regarding a pupil's religion, 48.3% of participants thought that a pupil's religion 'doesn't make a difference' and one third of Year 6 felt that it could make them 'more likely' to be bullied.

Table 22: Pupils' thoughts on bullying due to race or skin colour, disability and religion

		always wrong	sometimes wrong	unsure	sometimes right	always right
What do you think about bullying other pupils because of their race or skin colour?	Girls	89.8%	3.5%	5.2%	0.4%	1.0%
	Boys	82.2%	4.5%	10.1%	1.8%	1.4%
	Total	85.9%	4.1%	7.7%	1.1%	1.2%
Thinking about pupils with a disability, what do you think about bullying other pupils because of their disability?	Girls	90.2%	3.1%	5.0%	0.6%	1.0%
	Boys	84.4%	4.3%	9.3%	1.4%	0.6%
	Total	87.2%	3.7%	7.2%	1.0%	0.8%
What do you think about bullying other pupils because of their religion?	Girls	87.1%	5.0%	5.8%	1.3%	0.8%
	Boys	81.7%	6.1%	9.3%	2.4%	0.6%
	Total	84.3%	5.6%	7.6%	1.8%	0.7%

When further enquiries were made about bullying in relation to pupils' ethnicity, disability and religion, some significant associations between the respondents' gender and their responses were apparent. In terms of 'bullying other pupils because of their race or skin colour' (χ^2 (4, n = 986) =14.173, p=0.007), twice as many Year 6 boys as girls (10.1% of boys and 5.2% of girls) said that they were 'unsure' whether this was right or wrong. Similarly, when asked about 'bullying other pupils because of their disability' (χ^2 (4, n = 988) =10.240, p=0.037), boys in the sample were almost twice as likely (9.3% of boys, 5.0% of girls) to say that they were 'unsure' whether this was right or wrong.

There are significant differences in the number of pupils from ethnic minorities attending a school and the frequency of bullying reported by pupils (χ^2 (44, n = 984) =60.240, p=0.052) with pupils at schools with more than 10 ethnic pupils taking part in bullying others no more than 'once or twice' as shown in table 23.

Table 23: The frequency of bullying perpetrated by Year 6 pupils and the number of ethnic minority pupils enrolled at school

No. of ethnic minority pupils in school	Not involved	Once or twice	2 or 3 times a month	once a week	several times a week
0	74.6%	19.3%	3.7%	1.5%	0.9%
1 - 10	80.0%	15.1%	2.2%	1.6%	1.1%
11 - 20	83.7%	16.3%			
21 - 30	87.5%	12.5%			

A significant association was also revealed between whether a pupil had a disability and the frequency of pupils taking part in bullying others (χ^2 (4, n = 969) =30.178, $p<0.000$) in table 24. Pupils who recorded that they had a disability tended to report that they had bullied other pupils more often than pupils who recorded that they did not have a disability.

Table 24: The frequency of bullying perpetrated by Year 6 pupils with and without a disability

Have you a disability?	How often have you taken part in bullying another pupil(s) at school in the past couple of months?				
	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
No	80.9%	14.8%	2.1%	1.2%	1.0%
Yes	62.3%	28.3%	6.3%	2.5%	0.6%
Total	77.8%	17.0%	2.8%	1.4%	0.9%

Pupils who recorded that they had a disability also tended to bully other pupils 'with mean names or comments about their disability more frequently than pupils who did not record that they had a disability (χ^2 (4, n = 970) =21.682, $p<0.000$), see table 25.

Table 25: The frequency of bullying 'with mean names or comments about his or her disability' perpetrated by Year 6 pupils with and without a disability

Have you a disability?	I bullied him or her with mean names or comments about his or her disability				
	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
No	95.7%	3.7%	0.2%	0.2%	0.1%
Yes	86.8%	10.1%	1.9%	0.6%	0.6%
Total	94.2%	4.7%	0.5%	0.3%	0.2%

A discriminant analysis was performed to classify cases using the values of a categorical dependent variable. If discriminant function analysis is effective, the classification will yield a high percentage of correct estimates. Pupil's responses to the global question 'How often have you taken part in bullying another pupil(s) at school in the past couple of months?' were used as the dependant variables and the responses summarised in table 21 and table 22 as predictor variables. A total of 969 cases were analysed and four discriminant functions were calculated. Overall the discriminant function successfully predicted outcomes for 68.8% of cases with accurate predictions for 85.4% of 'pupils that had not bullied another pupil in the past couple of months' and 62.5% of pupils who had taken part in bullying others 'several times a week'. Predictions were less accurate for pupils who had bullied others less frequently.

Table 26: Which religious community do you belong to?

Which religious community do you belong to?	Girls	Boys	Total
Protestant Community	51.2%	45.5%	48.2%
Roman Catholic Community	37.9%	40.6%	39.3%
Neither	6.6%	9.3%	8.0%
Other	4.3%	4.6%	4.5%

Pupils were also asked which religious community they belonged to and their responses are summarised in table 26. Although not quite significant (χ^2 (12, n = 962) =20.497, p=0.058), there appears to be a tendency for Year 6 pupils from 'Neither' Protestant or Roman Catholic Communities (53.2%) and 'Other' religious communities (51.2%) to report that they had 'been bullied at school in the past couple of months more often than pupils from the Roman Catholic (42.9%) and Protestant (41.2%) communities, see table 27.

Table 27: The frequency of bullying experienced by pupils from the various religious communities

Which religious community do you belong to?	How often have you been bullied at school in the past couple of months?				
	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
Protestant Community	58.8%	24.4%	9.1%	4.1%	3.7%
Roman Catholic Community	57.1%	26.5%	5.3%	4.0%	7.1%
Neither	46.8%	29.9%	13.0%	6.5%	3.9%
Other	48.8%	37.2%	9.3%	4.7%	
Total	56.8%	26.2%	7.9%	4.3%	4.9%

There are significant differences, however, in the frequencies of Year 6 pupils being 'bullied with mean names or comments about my religion' in relation to the religious communities they belong to (χ^2 (12, n = 960) =32.801, p=0.001), as shown in table 28. Larger proportions of pupils from 'neither' Protestant nor Roman Catholic communities (23.7%) and 'other' religious communities (25.6%) reported that they had been verbally bullied about their religion than pupils from either Roman Catholic (11.1%) or Protestant communities (12.3%).

Table 28: The frequency of bullying 'with mean names or comments about my religion' experienced by pupils from the various religious communities

Which religious community do you belong to?	I was bullied with mean names or comments about my religion				
	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
Protestant Community	87.7%	9.3%	1.1%	0.2%	1.7%
Roman Catholic Community	88.9%	7.2%	1.9%	1.3%	0.8%
Neither	76.3%	14.5%	3.9%	1.3%	3.9%
Other	74.4%	16.3%	9.3%		
Total	86.7%	9.2%	2.0%	0.7%	1.5%

There are also statistically significant differences in the frequencies of Year 6 pupils bullying other pupils 'with mean names or comments about his or her religion' in relation to the religious communities they belong to (χ^2 (12, n = 958) =23.864, p=0.005), as shown in table 29. Pupils from 'neither' the Protestant nor the Roman Catholic communities were not involved more than 'once or twice a week'. Pupils from Roman Catholic and Protestant communities were involved at most '2 or 3 times a month'. 2.3% of pupils from

'other' religious communities, however, admitted that they had been involved in verbally bullying other pupils about their religion 'once a week'.

Table 29: The frequency of bullying 'with mean names or comments about my religion' perpetrated by pupils from the various religious communities

Which religious community do you belong to?	I bullied him or her with mean names or comments about his or her religion			
	Not involved	Once or twice	2 or 3 times a month	Once a week
Protestant Community	96.7%	3.0%	0.2%	
Roman Catholic Community	95.8%	3.4%	0.8%	
Neither	96.1%	3.9%		
Other	95.3%	2.3%		2.3%
Total	96.2%	3.2%	0.4%	0.1%

Significant differences are also revealed when pupils' opinions regarding whether 'a pupil's religion makes them more likely or less likely to be bullied' were analysed in association with the various religious communities pupils belonged to (χ^2 (6, n = 958) =12.674, p=0.049), as shown in table 30. A greater proportion of pupils from the Protestant community (38.1%), than any other group, felt that a pupil's religion could make them 'more likely' to be bullied. A larger proportion of pupils from the 'neither' Protestant nor Roman group (23.7%), than any other group, thought that a pupil's religion would make them 'less likely' to be bullied.

Table 30: Opinions regarding whether 'a pupil's religion makes them more likely or less likely to be bullied' of Year 6 pupils from the various religious communities

Which religious community do you belong to?	Does a pupil's religion make them more likely or less likely to be bullied?		
	more likely	less likely	doesn't make a difference
Protestant Community	38.1%	16.2%	45.7%
Roman Catholic Community	27.3%	21.0%	51.7%
Neither	30.3%	23.7%	46.1%
Other	32.6%	18.6%	48.8%
Total	33.0%	18.8%	48.2%

Statistically significant differences are also apparent in the opinions of Year 6 pupils' from the various religious communities regarding whether 'a pupil's religion makes them more likely or less likely to be bullied' (χ^2 (12, n = 961) =22.458, p=0.033), as shown in table 31. A greater percentage of pupils from the 'neither' Protestant nor Roman Catholic group (16.9%), than any other group, said they were 'unsure' as to whether 'bullying other pupils because of their religion' was right or wrong. In addition, a larger proportion of pupils belonging to 'other' religious communities (2.3%), than any other group, thought that it was 'always right'. None of the Year 6 respondents from the Protestant community said that it was 'always right' to bully 'other pupils because of their religion'.

Table 31: Thoughts regarding ' bullying other pupils because of their religion' from pupils from the various religious communities

Which religious community do you belong to?	What do you think about bullying other pupils because of their religion?				
	always wrong	sometimes wrong	unsure	sometimes right	always right
Protestant Community	85.7%	6.3%	6.5%	1.5%	
Roman Catholic Community	85.2%	4.8%	6.6%	2.1%	1.3%
Neither	74.0%	6.5%	16.9%	1.3%	1.3%
Other	86.0%		9.3%	2.3%	2.3%
Total	84.6%	5.4%	7.5%	1.8%	0.7%

Pupils were also asked if they had a disability and the results are recorded in table 32. Year 6 pupils were almost 3 times as likely as Year 9 pupils to respond positively to this question with 15.9% of Year 6 school pupils stating that they had a disability compared with 5.8% of Year 9 respondents.

Table 32: Have you a disability?

Have you a disability?	Girls	Boys	Total
No	86.9%	80.7%	83.7%
Yes	13.1%	19.3%	16.3%

Pupils' perception of disability appeared to vary widely. Although pupils were not asked to disclose their disability, many noted that they had eczema, asthma and wore glasses, while others referred to learning difficulties such as dyslexia. A Chi-square test revealed a significant association between pupils' disability and gender $\chi^2 (1, n = 975) = 6.892$, $p=0.009$ with more boys than girls stating that they had a disability (19.3% and 13.1% respectively, $p=0.005$, Fisher's Exact Test).

There is a statistically significant difference in the frequencies of bullying experienced by Year 6 pupils and whether they recorded having a disability ($\chi^2 (4, n = 975) = 24.153$, $p<0.001$), see table 33. A greater proportion of pupils (58.5%) who reported that they had a disability also reported that they had been recipients of bullying behaviour at least 'once or twice'.

Table 33: The frequency of bullying experienced by pupils with and without disabilities

Have you a disability?	How often have you been bullied at school in the past couple of months?				
	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
No	59.6%	25.1%	6.6%	4.4%	4.3%
Yes	41.5%	31.4%	14.5%	4.4%	8.2%
Total	56.6%	26.2%	7.9%	4.4%	4.9%

There is also a significant difference in the frequencies of bullying 'with mean names or comments about my disability' experienced by Year 6 pupils and whether they recorded

having a disability ($\chi^2 (4, n = 973) = 70.491, p < 0.001$) as shown in table 34. Pupils who recorded that they had a disability tended to record that they had also been bullied verbally regarding their disability (39.0% at least 'once or twice') more often than those who recorded that they did not have a disability (12.2% at least 'once or twice'). More than three times as many pupils with a disability, than those without, recorded that this had happened to them at least 'once or twice' (27.7% and 8.4% respectively).

Table 34: The frequency of bullying 'with mean names or comments about my disability' experienced by pupils with and without disabilities

Have you a disability?	I was bullied with mean names or comments about my disability				
	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
No	87.8%	8.4%	2.0%	1.1%	0.7%
Yes	61.0%	27.7%	6.3%	3.8%	1.3%
Total	83.5%	11.5%	2.7%	1.5%	0.8%

3.1.6 Comparison of Year 6 Findings with the 2002 Report

This research will contribute to the evidence base established by the previous DE research study, published in October 2002, entitled 'Bullying in Schools: A Northern Ireland Study' (Collins et al. 2002). Collins et al. identified the nature and extent of bullying in Primary and Post-primary schools within the North of Ireland from the pupils' perspective and explored the attitudes and perceptions of school staff on a number of issues regarding bullying in schools. The findings of the 2002 report have informed policy developments aimed towards countering the problem. This current study differs from the 2002 report in that it concentrates on the nature and extent of bullying in schools from the pupils' perspective with particular reference to bullying behaviour ascribed to a pupil's age, gender, religion, ethnicity and disability.

The Year 6 findings recorded in the 2002 report were based on data collected in 2000 from a cohort of 1079 Year 6 pupils enrolled at 60 Primary schools across the North of Ireland. The Year 6 findings in this current report are based on data collected earlier this year (2006) from a cohort of 993 Year 6 pupils also enrolled at 60 Primary schools across the North of Ireland. Findings from both the 2002 and 2006 studies are summarised in table 35.

In 2002, 40% of pupils reported that they were bullied at school in the last couple of months to some degree. 26% of pupils experienced bullying 'once or twice in the last couple of months', 6% 'two or three times a month', 5% 'about once a week' and 4% 'several times a week'. Similar prevalence rates have been recorded in this current study: 43.3% of Year 6 pupils indicated that they had been bullied to some degree 'In the past couple of months'. 26.2% said that it had only happened 'once or twice, 7.9% responded that they had been bullied 'two or three times a month' 4.3% said 'about once a week' and

4.9% stated that they had been bullied 'several times a week' during the 'past couple of months'.

Both the 2002 report and the current findings concur that Year 6 pupils with more friends tended to be bullied less often than the Year 6 pupils who reported having fewer friends.

Both studies also record that being 'called mean names, made fun of or teased in a hurtful way' was the type of bullying that occurred most frequently among Year 6 pupils. Collins et al. (2002) recorded that 46% of the Year 6 pupils surveyed had experienced this form of bullying. In the current study, 49.8% of Year 6 respondents reported that they have been victims of this type of bullying at least 'once or twice' during 'the past couple of months'.

In 2002, it was reported that girls were more likely than boys to be bullied by someone in their own class, while boys had a greater likelihood of the bully being from an older year group or from different year groups. The current study found that both girls and boys tended to be bullied most frequently by pupils in their class.

Both studies found that female victims tended to be bullied 'mainly by one girl' and male victims tended to be bullied 'mainly by one boy'.

In 2002, the 'playground/athletic field' emerged as the most common location for bullying (42%). This was followed by the 'lunchroom' (18%), 'in class with the teacher absent' (17%) and 'on the way to and from school' (17%). The current research also found the playground/athletic field to be the most common location (45.2%), but this was followed by 'in the classroom with the teacher absent' (21.0%) and then the lunchroom (18.7%) and on the way to and from school (17.9%).

Both studies found an increase in the frequency of bullying as the duration of bullying experiences lengthened beyond 'about a month'.

The current study agrees with the 2002 findings in that pupils were more inclined to speak to a parent/guardian or a friend about the bullying that had taken place and that girls were more likely than boys to report their bullying experiences to a friend or parent/guardian.

The 2002 report recorded that a total of 25% of pupils reported involvement in bullying situations, which took place mainly at an 'occasional' rather than a 'frequent' level. The current study has found that 22.1% of Year 6 respondents admitted that they had been involved in bullying other pupils. 17.1% of pupils surveyed stated that this had only happened 'once or twice in the past couple of months', 2.7% recorded their involvement as 'two or three times a month', 1.4% said they had been involved 'about once a week' and 0.9% reported that they had bullied others 'several times a week'. Both studies found that boys tended to report their involvement in bullying other pupils more often than girls.

Table 35: Comparison of 2002 and 2006 Year 6 findings

How often have you been bullied at school in the past couple of months?	2002	2006
I haven't been bullied in school in the past couple of months	59.1%	56.7%
It has only happened once or twice	25.9%	26.2%
two or three times a month	5.9%	7.9%
about once a week	5.3%	4.3%
several times a week	3.9%	4.9%
In which class(es) is the pupil(s) who bullied you?		
in my class	20.8%	21.4%
in a different class but the same year	6.8%	2.3%
in a higher year group	11.5%	12.4%
in a lower year group	2.0%	1.9%
a different year groups	7.5%	6.8%
Have you been bullied by boys or girls?		
mainly 1 girl	11.2%	10.0%
by several girls	5.6%	3.5%
mainly one boy	7.5%	15.6%
by several boys	9.8%	10.8%
by both boys and girls	8.2%	9.1%
How often do the teachers or other adults at school try to put a stop to it when a pupil is being bullied?		
almost never	12.2%	14.1%
once in a while	12.1%	12.9%
sometimes	15.5%	16.6%
often	17.9%	18.0%
almost always	42.3%	38.4%
How often do other pupils try and put a stop to it when a pupil is being bullied?		
almost never	23.7%	20.5%
once in a while	17.2%	18.2%
sometimes	30.6%	29.0%
often	15.5%	17.9%
almost always	13.0%	14.3%
Overall, how much do you think your class teacher has done to stop bullying in the past couple of months?		
little or nothing	14.3%	13.1%
fairly little	11.6%	13.5%
somewhat	14.5%	12.4%
a good deal	27.3%	30.1%
much	32.2%	30.9%
When you see a pupil your age being bullied at school, what do you feel or think?		
that it is probably what her or she deserves	3.1%	2.0%
I don't feel much	3.5%	2.8%
I feel a bit sorry for him or her	23.3%	15.6%
I feel sorry for him or her and want to help them	70.1%	79.6%
How do you usually react if you see or understand a pupil your age is being bullied by other students?		
I have never noticed pupils my age having been bullied	28.5%	29.5%
I take part in the bullying	1.5%	1.1%
I don't do anything, but I think bullying is OK	0.6%	0.4%
I just watch what goes on	6.2%	3.1%
don't do anything, but I think I ought to help the bullied pupil	16.8%	14.9%
I try to help the bullied pupil in one way or another	46.5%	51.0%

Both studies state that the most common form of bullying others was calling other pupils 'mean names, making fun or teasing him or her in a hurtful way' .

In terms of the Year 6 respondents' perception of support, both studies found that pupils tended to believe that teachers 'almost always' or 'often' intervened in a bullying situation and that their class teachers had done 'much' or 'a good deal' to 'stop bullying in the past couple of months'. Findings from both studies concurred that pupil intervention was less common.

A pro-victim attitude was expressed by Year 6 pupils participating in both studies with 70.1% and 79.6% of all respondents, in 2002 and 2006 respectively, stating that when they have witnessed a bullying incident, they 'feel sorry for him or her [the victim] and want to help them'. In addition, 46.5% (in 2002) and 51.0% (in 2006) of pupils said that they 'would try to help the bullied pupil in one way or another'.

3.1.7 Discussion of Year 6 Findings

The results confirm the existence of bullying as an integral aspect of Primary school life. Nevertheless, the number bullied most often constitutes a minority of schoolchildren, even though it is a substantial minority. It is important to note, also, that those pupils who have been bullied 'once or twice' constitute a body of students who require protection in order that they do not become subjected to more severe bullying. This may entail a review of the two separate policies of child protection and bullying prevention. The structuring of the legislation may suggest that the duty on schools is to prevent but may not emphasise the duty to protect sufficiently. Protection is required when bullying has taken place and appropriate protection measures can address the injury and distress inflicted.

As with previous research, the findings indicate the different patterns of bullying experienced by boys and girls. Boys tend to be involved in physical bullying while girls are bullied in other ways such as exclusion. For this reason bullying of girls may more difficult for teachers to identify and it is important to note that different locations around the school, out of sight of teachers, are places where girls are likely to be bullied. Boys and girls tend to be bullied in different locations with boys more likely to be at risk 'on the school bus'. Bullying through mobile phones appeared to be a relatively rare form of bullying and this may be related to the fact that many schools prohibit the use of mobile phones during school hours.

Patterns of friendship are important in determining whether pupils are likely to be bullied and whether they are likely to become bullies. Both boys and girls were likely to be bullied if they are bereft of friends in class. In the case of boys, however, those who bullied other pupils tended to have 6 or more good friends. This finding did not apply to girls and suggests that gender patterns of bullying are different, not only in respect of the kinds of bullying, but in terms of the relationship patterns. The finding regarding boys suggests that male bullies are socially competent to the extent of managing relationships with other

pupils but are not necessarily competent in other areas. This may suggest that male bullies have acquired a range of social and interpersonal skills that enable them to become involved in bullying while evading detection owing to their apparent popularity with pupils. In this case it is important that the identification of bullying behaviour is informed by a knowledge of the need to monitor patterns of association to determine if such bullying behaviour is masked by the positive self presentation that may characterise some male bullies.

This is emphasised by a U.S. study (Rodkin et al., 2000) which found that highly aggressive boys may be among the most popular and socially connected children in elementary classrooms, as viewed by their fellow students and even their teachers. This reinforces the view that teachers may require further training to enable them to identify these pupils. Olweus (1993) also found, using a number of methods which included predictive tests and investigation into stress hormones that most bullies had average or higher than average self esteem.

There is a serious risk, however, that bullies will become dysfunctional adults and are likely to engage in criminal behaviour. It was found by Olweus (1993), in a Norwegian study, that 60% of boys who were identified as bullies in middle school had at least one conviction by the age of 24, and 35-40% had three or more convictions. Children who bullied were three to four times as likely as their peers to have multiple convictions by their early 20s. In relation to the victims of bullying, research by the Secret Service and the U.S. Department of Education, in relation to 37 school shootings involving 42 perpetrators, found that about two-thirds of the students responsible felt bullied, harassed, threatened or injured by others at school (Vossekuil et al., 2002).

There are long term effects on pupils who have been bullied. Recent research has focused on health consequences of bullying. In recent study of Dutch school children (ages 9-12) researchers (Fekkes et al., 2004) found that bullied children (i.e., children who were bullied a few times a month or more), were more likely than their non-bullied peers to experience a wide range of physical ailments. Bullied children experienced depression (49% as opposed to 16% of peers), sleep problems (42% as opposed to 23% of peers) and headache (16% as opposed to 6% of peers).

From the perspective of male victims of bullying, the finding that both boys and girls were less likely to be bullied if they had more friends suggests that monitoring of friendship patterns may benefit both boys and girls. Since girls are likely to be bullied by both boys and girls, there is a need, however, to consider how girls can be protected since victimisation from both sexes may be particularly difficult if not traumatic for girls.

Girls were more likely than boys to have confided in someone, suggesting that it is important that boys are monitored to ensure that they can be encouraged to disclose

bullying. This will entail sensitivity to the norms of young males who may be socialised by peers into a culture of silence. Equally, there are opportunities through peer education to support girls who may have disclosed to their friends. Significantly, boys are much more likely than girls to admit to bullying and this may be an indication that the male culture places fewer inhibitions in relation to bullying. It may be that the anti-bullying message being delivered in schools needs to take account of cultural differences in relation to gender. The fact that boys were more likely to have reported that a teacher had talked to them about their bullying reinforces the finding that boys are more likely to bully but may also indicate that boys feel less shame in admitting that they have been approached.

Since twice as many boys stated that were unsure that bullying, including bullying of pupils because of ethnicity or disability, was wrong, it is suggestive of the need to focus on the values of particular groups of boys. It should be noted, however, that this finding only applied to around 10% of boys indicating that the boys who hold these values are a minority and may have become embedded in a sub-culture that needs to be challenged. Clearly this tendency could have implications for the later behaviour of these boys, with the potential to contribute to harassment of ethnic groups or persons with a disability.

Connolly and Keenan's (2001) findings bear resonance to this point in concluding that young males between the ages of 10 and 17 are more likely to be involved in the perpetration of racial harassment. This study found that boys in this age category were more likely to be involved in the harassment of minority ethnic people in public. These authors also suggest that such racist behaviour is a manifestation of the sub-culture of boys and as such provides a context for intimidating and harassing behaviour towards others.

The position of bully-victims also requires consideration. It has been asserted (Nansel et al., 2003) that bully-victims display the social-emotional problems of victimized children and the behavioural problems of children who bully. Consequently research (ibid) has found that they may experience poor relationships with classmates, loneliness, poorer academic achievement, higher rates of smoking and alcohol use and be more frequently involved in fighting. Another study (Juvonen et al. 2003) found that children surveyed gave names of children who were classified by researchers as bully-victims as those they most wished to avoid; when teachers asked about conduct problems, bully-victims were cited as the those having the most problems and were the least engaged students; in terms of unpopularity bully-victims headed the list followed by victims. This suggests that identification of bully-victims is important for schools as these children may experience serious problems of self esteem.

Boys were nearly twice as likely to be bully-victims as girls but both groups constitute a small minority of pupils. Given, however, the challenges these children are likely to face,

according to research, there is a need to address their behaviour which, it would appear is damaging to themselves as well as children they may have bullied.

Nearly a quarter of all bullying involves name-calling and 'teasing'. This form of bullying may not be easy for teachers to become aware of but is likely to lead to or reinforce patterns of exclusion for children resulting in loneliness, loss of self esteem and creating possible health problems. Name calling is an activity which children may indulge in without considering that they are involved in bullying and without fully realising the damage they may be inflicting on other children. Equally name calling can encourage the isolation of persons with a disability, or members of ethnic minorities of children who are gay/lesbian.

In concluding this section, it is also worth noting that the research team did encounter examples of good practice in the Primary school sample where strong pastoral care policies around bullying undoubtedly contributed to children feeling safe and protected in their educational and wider school environment.

3.2 Post Primary Schools – Year 9 Pupils

The Post-primary Year 9 sample of 1319 pupils comprised 733 (55.6%) girls and 586 (44.4%) boys.

Using the lower bound cut-off point described in §2.1.4, 90.3% of Year 9 respondents (92.0% of girls and 88.2% of boys surveyed) had not been involved with bullying behaviour as defined in §1.2; 7.6% of Year 9 pupils (6.8% of girls and 8.6% of boys) had been victims of bullying and 2.8% (1.7% of girls and 4.1% of boys) had been involved in bullying others as illustrated in figure 5. Overall, 0.7% of pupils (0.5% of girls and 0.9% of boys) fall into both of the two latter categories having reported their involvement as both victims and perpetrators of bullying behaviour recorded as bully-victim.

When asked if they liked school, girls tend to like school more than boys (χ^2 (4, n = 1312) = 44.760, $p < 0.001$) with 40.1% of girls and 32.0% of boys responding 'I like school' and 12.3% girls and 6.0% of boys 'I like school very much'.

Overall, boys tend to have a greater number of good friends in their class (χ^2 (4, n = 1314) = 11.863, $p = 0.018$) with 65.3% of boys reporting that they 'have 6 or more good friends in my class' compared with 57.7% of girls. At the other end of the scale, 1.1% of girls responded that they didn't have any 'good friends in my class' compared with 0.2% of Year 9 boys surveyed.

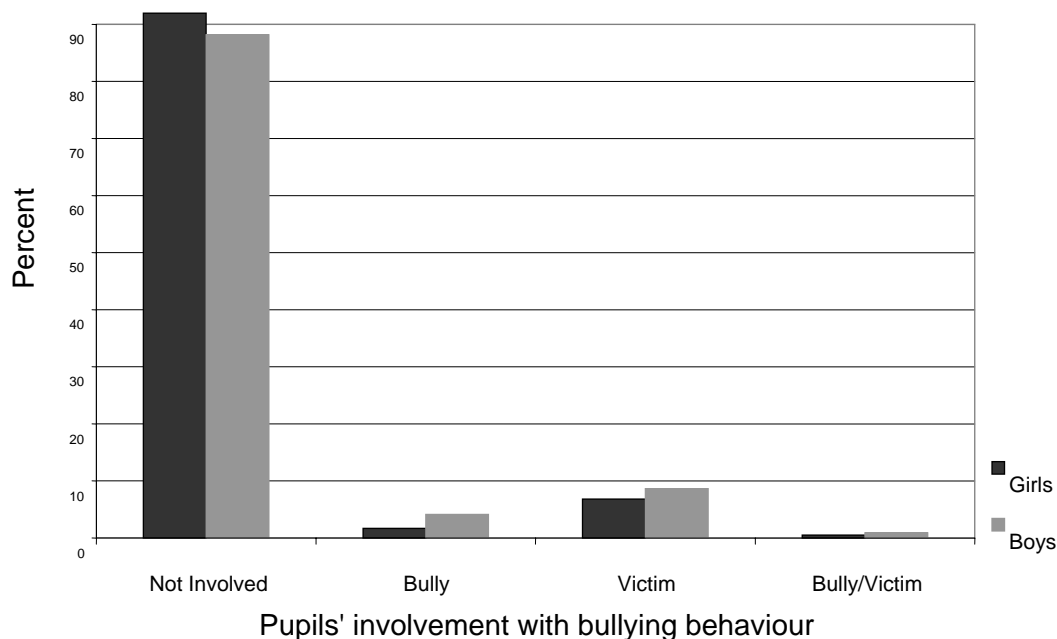


Figure 5: Year 9 Boys and Girls Involvement/Non-involvement with Bullying

3.2.1 Being Bullied By Other Pupils

Of the Year 9 pupils surveyed, 71.2% stated that they had not been bullied during the past couple of months; 28.8% indicated that they had been bullied to some degree; however, 21.1% said that it had only happened once or twice. The remaining 7.7% responded that they had been bullied 'two or three times a month' or more often during the 'past couple of months'. Responses to the global question: 'How often have you been bullied at school in the past couple of months?' are summarised in table 36.

Table 36: The frequency of bullying experienced by Year 9 pupils

How often have you been bullied at school in the past couple of months?	Girls	Boys	Total
I haven't been bullied in school in the past couple of months	73.0%	69.1%	71.2%
It has only happened once or twice	20.2%	22.3%	21.1%
two or three times a month	2.1%	3.3%	2.6%
about once a week	2.6%	1.9%	2.3%
several times a week	2.2%	3.4%	2.7%

Specific types of bullying behaviour and their associated frequencies of occurrence 'in the last couple of months' are summarised in table 37. Being 'called mean names, made fun of or teased in a hurtful way' occurred most frequently among both boys and girls and was reported to have take place by 36.4% of respondents; 25.6% of respondents stated that it had happened 'once or twice' and 10.8% reported occurrences of at least '2 or 3 times' a

month. Overall, the second most frequently reported behaviour was 'Other pupils told lies or spread false rumours about me and tried to make others dislike me', which was recorded by 27.8% of Year 9 pupils; 21.9% said that it had happened 'once or twice' and 5.9% stated that it had happened '2 or 3 times a month' or more frequently. The third most common type of bullying, 'Other pupils left me out of things on purpose, left me out from their group of friends or completely ignored me', was reported by 20.9% of pupils; 15.9% of respondents recorded that it had occurred 'once or twice' and 5.0% reported that it had happened at least '2 or 3 times' a month. Overall, the least likely form of bullying among Year 9 pupils was 'with the use of computers', recorded by 4.4% of Year 9 pupils as happening on one or more occasions; followed by 'I was bullied with mean names or comments about my disability', reported to have happened at least 'once or twice' by 5.0% of pupils, and having 'had money or other things taken away from me or damaged' stated by 6.5% of pupils as occurring on one or more occasions.

There was no significant association between pupils' gender and their responses to the global question 'How often have you been bullied at school in the past couple of months?' ($\chi^2(4, n = 1311) = 5.776, p = 0.217$). Significant relationships do exist, however, between pupils' gender and their responses to several of the more specific questions relating to particular bullying behaviours and attitudes to bullying.

There was a tendency for Year 9 girls to report that they had been excluded more often than males ($\chi^2(4, n = 1304) = 18.403, p = 0.001$) with 19.7% of girls stating that they had been 'left me out of things on purpose, left me out from their group of friends, or completely ignored me' 'once or twice' compared with 11.2% of boys surveyed.

Boys tended to report that they had been victims of physical bullying more often than girls ($\chi^2(4, n = 1303) = 44.981, p < 0.001$) with 18.8% of boys stating that 'I was hit, kicked, pushed, shoved around, or locked indoors' on one or more occasions, compared with 6.8% of Year 9 girls.

Girls tended to report that 'other pupils told lies or spread false rumours about me and tried to make others dislike me' more often than boys ($\chi^2(4, n = 1310) = 10.517, p = 0.033$).

Boys tended to record instances of being 'bullied with mean names, or comments about my race or colour' more often than girls ($\chi^2(4, n = 1303) = 15.455, p = 0.004$).

Boys also tended to state that they had been 'bullied with mean names or comments about my disability' more often than girls ($\chi^2(4, n = 1302) = 10.827, p = 0.029$) with over 5 times as many boys (2.6%) as girls (0.5%) reporting that they had experienced this form of bullying in the 'past couple of months'.

Boys also reported that they had been 'bullied with mean names or comments about my ability' more frequently than girls $\chi^2(4, n = 1301) = 10.417, p = 0.034$.

Table 37: Specific types of bullying experienced by Year 9 pupils

About Being Bullied By Other Pupils		Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
I was called mean names, made fun of, or teased in a hurtful way	Girls	64.5%	25.5%	3.8%	2.3%	3.8%
	Boys	62.5%	25.6%	3.8%	3.6%	4.5%
	Total	63.6%	25.6%	3.8%	2.9%	4.1%
Other pupils left me out of things on purpose, left me out from their group of friends, or completely ignored me	Girls	75.4%	19.7%	2.2%	1.1%	1.7%
	Boys	83.8%	11.2%	1.7%	1.5%	1.7%
	Total	79.1%	15.9%	2.0%	1.3%	1.7%
I was hit, kicked, pushed, shoved around, or locked indoors	Girls	93.2%	5.1%	0.6%	0.4%	0.7%
	Boys	81.2%	12.4%	2.6%	1.4%	2.4%
	Total	87.9%	8.4%	1.5%	0.8%	1.5%
Other pupils told lies or spread false rumours about me and tried to make others dislike me	Girls	69.0%	24.0%	4.1%	1.2%	1.6%
	Boys	76.2%	19.3%	2.2%	1.4%	0.9%
	Total	72.2%	21.9%	3.3%	1.3%	1.3%
I had money or other things taken away from me or damaged	Girls	95.0%	4.5%	0.1%	0.1%	0.1%
	Boys	91.6%	6.9%	0.9%	0.3%	0.3%
	Total	93.5%	5.6%	0.5%	0.2%	0.2%
I was threatened or forced to do things I didn't want to do	Girls	90.8%	7.4%	0.7%	0.7%	0.4%
	Boys	90.7%	7.1%	1.2%	0.5%	0.5%
	Total	90.7%	7.3%	0.9%	0.6%	0.5%
I was bullied with mean names or comments about my race or colour	Girls	93.4%	4.5%	1.4%	0.1%	0.6%
	Boys	90.3%	4.3%	1.7%	1.7%	1.9%
	Total	92.0%	4.5%	1.5%	0.8%	1.2%
I was bullied with mean names or comments about my religion	Girls	93.0%	5.2%	0.8%	0.4%	0.6%
	Boys	90.7%	6.4%	1.6%	0.3%	1.0%
	Total	91.9%	5.8%	1.2%	0.4%	0.8%
I was bullied with mean names or comments about my disability	Girls	96.3%	3.2%	0.4%		0.1%
	Boys	93.4%	4.0%	1.4%	0.5%	0.7%
	Total	95.0%	3.5%	0.8%	0.2%	0.4%
I was bullied with mean names, comments or gestures with a sexual meaning	Girls	89.7%	7.7%	1.2%	0.6%	0.8%
	Boys	86.5%	8.3%	2.6%	1.0%	1.6%
	Total	88.3%	8.0%	1.8%	0.8%	1.1%
I was bullied with mean names or comments about my ability	Girls	86.2%	11.2%	1.2%	1.0%	0.4%
	Boys	80.1%	16.1%	2.4%	0.7%	0.7%
	Total	83.5%	13.4%	1.8%	0.8%	0.5%
I was bullied with the use of mobile phones	Girls	91.0%	7.3%	1.1%	0.3%	0.3%
	Boys	95.5%	3.1%	0.9%	0.2%	0.3%
	Total	93.0%	5.4%	1.0%	0.2%	0.3%
I was bullied with the use of computers	Girls	94.2%	4.4%	1.0%	0.3%	0.1%
	Boys	97.2%	2.1%	0.5%		0.2%
	Total	95.6%	3.4%	0.8%	0.2%	0.2%
I was bullied in another way	Girls	88.8%	7.4%	1.5%	0.8%	1.4%
	Boys	90.0%	6.1%	0.7%	1.6%	1.6%
	Total	89.3%	6.9%	1.2%	1.2%	1.5%

There was also an association between pupils' gender and their recording instances of 'being bullied with the use of mobile phones $\chi^2(4, n = 1304) = 11.423, p = 0.022$) with more

than twice as many girls (7.3%) as boys (3.1%) reporting that this had occurred 'once or twice'.

The relative year groups of perpetrators of bullying behaviour are summarised in table 38. Unlike the Year 6 pupils, there was no significant association between the gender of victims and the year groups of the bullies (χ^2 (5, n = 1310) =6.054, p=0.301).

Table 38: The year groups of perpetrators bullying Year 9 pupils

In which class(es) is the pupil(s) who bullied you?	Girls	Boys	Total
in my class	15.2%	12.9%	14.2%
in a different class but the same year	6.6%	5.2%	6.0%
in a higher year group	5.5%	7.7%	6.5%
in a lower year group	0.5%	0.7%	0.6%
a different year groups	2.6%	3.6%	3.1%

There was also a significant relationship between the victim's gender and that of the bully (χ^2 (5, n = 1312) =180.747, p<0.001). Analysis revealed that female victims tended to be bullied by 'mainly by 1 girl', 'by several girls' or by 'both boys and girls', while male victims tended to be bullied by 'mainly by one boy' or by 'by several boys', as shown in table 39. No significant association was found between the gender of victims of bullying and the number of perpetrators (χ^2 (5, n = 1310) =5.832, p=0.322).

Table 39: Number and gender of bullies

Have you been bullied by boys or girls?	Girls	Boys	Total
mainly 1 girl	10.8%	0.3%	6.2%
by several girls	8.4%	0.7%	5.0%
mainly one boy	5.6%	15.8%	10.1%
by several boys	3.6%	13.9%	8.2%
by both boys and girls	4.8%	1.7%	3.4%
How many pupils bullied you?	Girls	Boys	Total
mainly 1 student	13.6%	15.0%	14.2%
by a group of 2-3 students	13.8%	11.2%	12.7%
by a group of 4-9 students	2.9%	4.3%	3.5%
by a group of more than 9 students	0.5%	1.2%	0.8%
by several different students or groups of students	1.8%	1.7%	1.8%

Overall, 18.0% of Year 9 pupils reported that they were subjected to bullying that lasted 'one or two weeks', 6.2% were subjected to bullying lasting 'about a month' and 2.5% of pupils were subjected to bullying that lasted 'about 6 months'. The frequency increases slightly to 3.0% of pupils enduring bullying for 'about a year' and then drops to 1.1% for 'several years' as shown in figure 6.

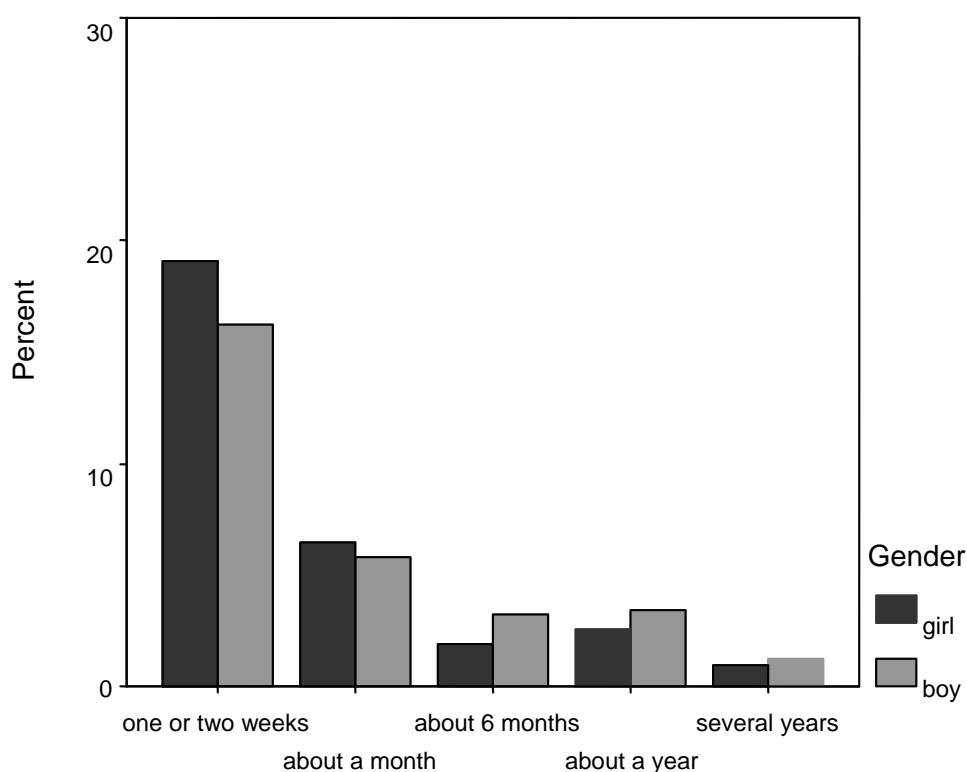


Figure 6: How long has the bullying lasted?

Exploring the relationship between the frequency and duration of being bullied revealed a significant association of responses to the global question: 'How often have you been bullied at school in the past couple of months?' and 'How long has the bullying lasted' (n=988, $\chi^2=896.336$, df=20, p<0.001) with a tendency for those pupils experiencing more frequent bullying to be subjected to it for longer periods of time.

When asked to record where bullying behaviour took place, 38.0% of Year 9 pupils, who had reported being bullied, responded that they had been bullied 'in the hallways/stairwells'. 'On the playground/athletic field (during lunch or break times)' was the second most common location (35.8% of 'bullied' pupils); followed by 'in the classroom (with teacher absent)' (32.2% of pupils) as shown in table 40.

There was a tendency, albeit not quite significant, for girls, more so than boys, to record that they had been bullied 'in the classroom (with teacher present)' ($\chi^2(1, n = 493) = 3.761$, p=0.052). Girls were more likely than boys to report that they had been bullied 'in the lunch room', while boys were more likely than girls to state that they had been bullied 'in the PE class or the changing rooms/shower' (16.7% and 9.9% respectively, p=0.014, Fisher's Exact Test).

Table 40: Locations where Year 9 pupils have been bullied

Where have you been bullied?	Girls	Boys	Total
on the playground/athletic field (during lunch or break times)?	32.3%	39.4%	35.8%
in the hallways/stairwells?	37.5%	38.6%	38.0%
in class (with teacher present)?	27.7%	20.3%	24.1%
in the classroom (with the teacher absent)?	35.2%	29.2%	32.3%
in the toilets?	8.0%	6.7%	7.4%
in the PE class or the changing rooms/shower?	9.9%	16.7%	13.1%
in the lunch room?	24.4%	10.8%	17.9%
on the way to and from school?	17.8%	19.0%	18.4%
at the school bus stop?	5.1%	8.3%	6.7%
on the school bus?	15.7%	15.6%	15.7%
somewhere else in school?	17.6%	15.7%	16.7%

The majority of Year 9 pupils who had been recipients of bullying behaviour at school (69% of bullied pupils; 75% girls, 60%boys) confirmed that they have told someone of their experience. Both boys and girls were most likely to have told a parent/guardian and/or a friend. There was a significant relationship between the gender of the victim and whether they reported having been bullied ($\chi^2(2, n = 1276) = 10.797, p=0.005$) with girls tending to have confided in someone more often than boys. Girls, who had recorded that they had been the victims of bullying, tended more so than boys to have told a parent or guardian ($\chi^2(1, n = 382) = 11.267, p=0.001$), or a friend ($\chi^2(1, n = 384) = 31.085, p<0.001$), that they had been bullied.

Table 41: Who Year 9 pupils spoke to about having been bullied

Have you told:	Girls	Boys	Total
your class teacher?	25.9%	22.2%	24.3%
another adult at school?	25.1%	22.0%	23.7%
your parent(s)/guardian(s)?	59.0%	41.8%	51.0%
your brother(s) or sister(s)?	29.8%	21.8%	26.1%
your friend(s)?	61.9%	33.3%	49.0%
somebody else?	14.4%	11.4%	13.0%

A Kruskal-Wallis Test (non-parametric alternative to one way ANOVA) revealed a significant difference in the frequency of girls being bullied in relation to their like/dislike of school ($\chi^2(4, n = 726) = 12.707, p=0.013$) with girls who said that they disliked school 'very much' tending to be bullied most frequently. Results were not significant when the test was repeated on the boys responses ($\chi^2(4, n = 578) = 4.619, p=0.329$) although there appeared to be a trend for boys who 'disliked school very much' to be bullied more frequently than their peers.

Kruskal-Wallis Tests also revealed significant differences in the frequency of girls ($\chi^2(4, n = 728) = 33.907, p<0.001$) and boys ($\chi^2(4, n = 578) = 21.647, p<0.001$) being bullied and the number of good friends they had in their class. Girls with no good friends in their class tended to be the more frequent victims of bullying with the frequency of being bullied decreasing as their number of friends increased. Boys who reported that they had '1 good

friend in my class' tended to be bullied more often and their tendency to be a victim of bullying dropped as their number of friends increased.

A Chi-square test revealed significant association ($\chi^2(16, n = 1311) = 27.394, p = .037$) between the frequency of bullying experienced by Year 9 pupils and the management type of the schools attended, as recorded in table 42. Caution is required, however, in the interpretation of these results as only 1 Controlled Integrated Post-primary school and 4 Grant Maintained Integrated Post-primary schools took part in this study and these findings may not be typical of other schools under these types of management.

Table 42: The frequency of bullying experienced by Year 9 pupils in schools categorised by management type

How often have you been bullied at school in the past couple of months?	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
Controlled	67.8%	22.3%	2.7%	3.6%	3.6%
Voluntary	72.8%	21.1%	2.3%	1.3%	2.3%
Roman Catholic Maintained	74.4%	20.0%	1.8%	1.4%	2.5%
Controlled Integrated	80.0%	13.3%	6.7%		
Grant Maintained Integrated	60.8%	24.3%	8.1%	5.4%	1.4%
Total	71.2%	21.1%	2.6%	2.3%	2.7%

There was no apparent statistical significant associations between pupils being bullied by others and the school management type, the schools' Education and Library Board area, the school's FSM banding, its rural/urban location, or the school gender type.

3.2.2 Bullying Other Pupils

When asked about their involvement in bullying other pupils at school, 78.1% of Year 9 respondents said that they had not taken part in bullying other pupils during the past couple of months; 21.9% admitted that they had been involved in bullying other pupils during the past couple of months, but 19.1% said that this had 'only happened once or twice'. Only 2.8% of Year 9 pupils stated that they had been involved in bullying other pupils 'two or three times a month' or more frequently. Pupils' responses to the global question: 'How often have you taken part in bullying other pupil(s) at school in the past couple of months?' are summarised in table 43.

Table 43: Frequency of Year 9 pupils' involvement in bullying other pupils

How often have you taken part in bullying another pupil(s) at school in the past couple of months?	Girls	Boys	Total
I haven't bullied another student at school in the past couple of months	83.0%	71.9%	78.1%
it has only happened once or twice	15.2%	23.9%	19.1%
two or three times a month	0.5%	1.7%	1.1%
about once a week	0.4%	1.6%	0.9%
several times a week	0.8%	0.9%	0.8%

A significant association between pupils' responses and their gender was observed (χ^2 (4, n = 13066) =26.653, p<0.001) with boys, more so than girls, tending to admit that they had taken part in bullying another pupil at least once or twice (28.1% boys, 17.0% girls).

Specific types of bullying carried out by Year 9 pupils and associated frequencies are summarised in table 44. Calling other pupils 'mean names, making fun or teasing him or her in a hurtful way' was reported by 26.2% of pupils; 21.6% admitting that they had done this 'once or twice' and 4.5% recording occurrences of at least '2 or 3 times a month'. The second most common form of bullying behaviour was keeping 'him or her out of things on purpose, excluded him or her from my group of friends or completely ignored him or her' recorded by 13.7% of Year 9 pupils; 11.0% of pupils said they had excluded other pupils 'once or twice' and 2.7% stated that they had done this '2 or 3 times a month' or more often. This was followed by 'I hit, kicked, pushed and shoved him or her around or locked him or her indoors' reported by 7.2% of pupils; 5.8% of pupils saying that this had happened 'once or twice' and 1.5% at least '2 or 3 times a month'. The least frequent form of bullying others was taking 'money or other things from him or her or damaged his or her possessions' recorded by 1.2% of pupils; followed by bullying 'him or her with mean names or comments about his or her disability' noted by 1.7% of pupils and bullying 'with the use of computers' reported by 2.1% of pupils and 'I threatened or forced him or her to do things he or she didn't want to do' also reported by 2.1% of pupils.

Chi-square tests revealed significant associations between pupils' gender and their responses to several of the more specific questions relating to particular bullying behaviours. Boys tended to admit that they had 'called another pupil(s) mean names, made fun of or teased him or her in a hurtful way' (χ^2 (4, n = 1311) =22.082, p<0.001) than girls. Boys tended to be involved in physical bullying, more so than girls, where they 'hit, kicked, pushed and shoved him or her around or locked him or her indoors' (χ^2 (4 n = 1307) =33.956, p<0.001). Boys also admitted to having 'bullied him or her with mean names comments or gestures with a sexual meaning' (χ^2 (4, n = 1306) =22.881, p<0.001) more frequently than girls. In addition, boys tended to state that they had 'bullied him or her in another way' more often than girls (χ^2 (4 n = 12907) =10.153, p=0.038). When asked to state 'in which way' however, most responses had already been included in the aforementioned categories.

Table 44: Specific types of bullying carried out by Year 9 pupils

About Bullying Other Pupils		Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
I called another pupil(s) mean names, made fun of or teased him or her in a hurtful way	Girls	78.8%	17.8%	1.8%	0.7%	1.0%
	Boys	67.6%	26.3%	2.6%	1.9%	1.5%
	Total	73.8%	21.6%	2.1%	1.2%	1.2%
I kept him or her out of things on purpose, excluded him or her from my group of friends or completely ignored him or her	Girls	85.3%	11.9%	1.2%	0.5%	1.0%
	Boys	87.6%	9.8%	1.9%	0.2%	0.5%
	Total	86.3%	11.0%	1.5%	0.4%	0.8%
I hit, kicked, pushed and shoved him or her around or locked him or her indoors	Girls	96.3%	2.5%	0.4%	0.4%	0.4%
	Boys	88.4%	10.0%	0.5%	0.5%	0.5%
	Total	92.8%	5.8%	0.5%	0.5%	0.5%
I spread false rumours about him or her and tried to make others dislike him or her	Girls	93.7%	4.9%	0.5%	0.3%	0.5%
	Boys	93.6%	5.7%	0.7%		
	Total	93.6%	5.3%	0.6%	0.2%	0.3%
I took money or other things from him or her or damaged his or her possessions	Girls	99.3%	0.4%			0.3%
	Boys	98.1%	1.2%	0.5%		0.2%
	Total	98.8%	0.8%	0.2%		0.2%
I threatened or forced him or her to do things he or she didn't want to do	Girls	98.2%	1.4%			0.4%
	Boys	97.6%	1.9%	0.3%	0.2%	
	Total	97.9%	1.6%	0.2%	0.1%	0.2%
I bullied him or her with mean names or comments about his or her race or colour	Girls	97.0%	2.3%		0.1%	0.5%
	Boys	95.5%	3.1%	0.7%	0.3%	0.3%
	Total	96.3%	2.7%	0.3%	0.2%	0.5%
I bullied him or her with mean names or comments about his or her religion	Girls	97.3%	2.1%	0.3%		0.4%
	Boys	94.8%	3.3%	1.0%	0.2%	0.7%
	Total	96.2%	2.6%	0.6%	0.1%	0.5%
I bullied him or her with mean names or comments about his or her disability	Girls	98.4%	1.2%			0.4%
	Boys	98.3%	1.2%			0.5%
	Total	98.3%	1.2%			0.5%
I bullied him or her with mean names comments or gestures with a sexual meaning	Girls	97.1%	1.8%			1.1%
	Boys	93.8%	4.9%	1.0%	0.2%	0.2%
	Total	95.6%	3.1%	0.5%	0.1%	0.7%
I bullied him or her with mean names or comments about his or her ability	Girls	96.4%	3.0%		0.3%	0.3%
	Boys	94.3%	4.7%	0.3%		0.7%
	Total	95.5%	3.8%	0.2%	0.2%	0.5%
I bullied him or her with the use of mobile phones	Girls	97.1%	2.3%	0.4%		0.1%
	Boys	97.7%	1.6%	0.3%		0.3%
	Total	97.4%	2.0%	0.4%		0.2%
I bullied him or her with the use of computers	Girls	97.9%	1.8%	0.1%		0.1%
	Boys	97.9%	0.9%	0.5%	0.2%	0.5%
	Total	97.9%	1.4%	0.3%	0.1%	0.3%
I bullied him or her in another way	Girls	97.0%	2.5%	0.1%		0.4%
	Boys	94.9%	3.3%	1.4%	0.2%	0.2%
	Total	96.0%	2.9%	0.7%	0.1%	0.3%

Intervention from both teachers and other 'adults at home' is summarised in table 45.

Teachers had spoken with 58.6% of pupils, who had admitted that they had taken part in bullying others, about their bullying. An 'adult at home' had spoken with 33.4% of pupils

who admitted to having taken part in bullying others. Boys were more likely than girls to have recorded both that their 'class teacher or any other teacher' ($\chi^2(3, n = 1310) = 22.415, p < 0.001$) and an 'adult at home' ($\chi^2(3, n = 1305) = 12.164, p = 0.007$) had talked with them about their 'bullying other pupils at school in the past couple of months'

Table 45: Percentage of 'bully' pupils whose teachers and/or parents have spoken with them about their bullying

Has your teacher or any other teacher talked with you about your bullying other pupils at school in the past couple of months?	Girls	Boys	Total
no, they haven't talked with me about it	41.1%	41.5%	41.4%
yes, they have talked with me once	37.3%	50.0%	44.3%
yes, they have talked with me several times	21.5%	8.5%	14.3%
Has any adult at home talked with you about your bullying other pupils at school in the past couple of months?	Girls	Boys	Total
no, they haven't talked with me about it	58.8%	67.8%	63.6%
yes, they have talked with me once	27.5%	26.0%	26.7%
yes, they have talked with me several times	13.7%	6.1%	9.7%

A Kruskal-Wallis Test revealed significant differences between the levels of having bullied others reported by girls and the number of 'good friends' they recorded $\chi^2(4, n = 728) = 9.764, p = 0.045$) with girls who bullied other pupils '2 or 3 times a month' or more often tending to have 4 or more good friends in their class. No such effect was observed with boys ($\chi^2(4, n = 573) = 2.406, p = 0.662$).

A Chi-square test revealed significant association $\chi^2(16, n = 1306) = 39.959, p = 0.001$) between the frequency of bullying carried out by Year 9 pupils and the management type of the schools attended, see table 46. Once again, however, as only 1 Controlled Integrated Post-primary school and 4 Grant Maintained Post-primary schools took part in this study these findings may not be typical of other schools under these types of management.

Table 46: The frequency of bullying carried out by Year 9 pupils in schools categorised by management type

How often have you taken part in bullying another pupil(s) at school in the past couple of months?	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
Controlled	78.4%	18.4%	1.7%	0.7%	0.7%
Voluntary	73.3%	24.3%	1.0%	1.0%	0.3%
Roman Catholic Maintained	82.4%	15.4%	0.6%	1.0%	0.6%
Controlled Integrated	92.9%	7.1%			
Grant Maintained Integrated	63.5%	28.4%	1.4%	1.4%	5.4%
Total	78.1%	19.1%	1.1%	0.9%	0.8%

There was a significant association $\chi^2(16, n = 1306) = 31.756, p = 0.011$) between the frequency of bullying carried out by Year 9 pupils and the Education and Library Board of the schools attended. There were no recorded instances of pupils attending Post-primary schools in the Belfast Education and Library Board and Western Education and Library Board areas having taken part in bullying other pupils '2 or 3 times a month', see table 47,

although a number pupils enrolled at schools in these areas reported that they had bullied others more frequently. Pupils attending schools in the South Eastern Education and Library Board area did not report bullying other pupils more than '2 or 3 times a month'.

Table 47: The frequency of bullying carried out by Year 9 pupils in schools categorised by Education and Library Board area

How often have you taken part in bullying another pupil(s) at school in the past couple of months?	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
Belfast	73.2%	25.3%		1.1%	0.5%
Western	77.4%	20.7%		0.6%	1.3%
North Eastern	75.0%	19.6%	2.7%	1.6%	1.1%
South Eastern	84.0%	15.0%	1.0%		
Southern	83.4%	14.5%	0.9%	0.6%	0.6%
Total	78.1%	19.1%	1.1%	0.9%	0.8%

A significant association also exists ($\chi^2(8, n = 1306) = 31.112, p < 0.001$) between the frequency with which pupils reported that they had taken part in bullying others and the gender makeup of the schools. Caution is required in the interpretation of these results as the Post-primary sample included only 6 all girls schools and 5 all boys schools. Girls attending single-sex schools reported that they had taken part in bullying others less frequently than pupils at co-ed schools and boys' schools (12.6% compared with 21.5% and 42.4% respectively). All 12.6% of pupils attending girls' schools reported that they had 'taken part in bullying another pupil' admitted to only having taken part 'only once or twice', as shown in table 48. In contrast, 38.8% of boys attending boys' schools reported that they had bullied others 'only once or twice' while 18.3% of co-ed pupils admitted that they had participated in bullying other pupils 'only once or twice'.

Table 48: The frequency of bullying carried out by Year 9 pupils in schools categorised by the gender makeup of school

How often have you taken part in bullying another pupil(s) at school in the past couple of months?	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
Co-Educational	78.5%	18.3%	1.2%	1.0%	0.9%
Girls Only	87.4%	12.6%			
Boys Only	57.6%	38.8%	1.2%	1.2%	1.2%
Total	78.1%	19.1%	1.1%	0.9%	0.8%

No statistical significant associations were found between taking part in bullying others and either the school's FSM banding or its rural/urban location.

3.2.3 Bully-victim

The third global variable, bully-victim, uses the lower bound cut-off 'two or three times a month' to categorise each pupil's involvement or non-involvement in bullying behaviour. Overall, one third of the Year 9 pupils that bully other pupils are also victims of bullying,

described in table 49 as bully-victims. A Chi-square test revealed an association between gender and the involvement of pupils in bullying behaviour ($\chi^2(3, n = 1319) = 8.107$, $p = 0.044$) with more boys than girls appearing in the bully-only category (3.2% of boys as opposed to 1.2% of girls). Year 9 boys also tended to be categorised as bully-victims more frequently than girls (0.9% of boys compared with 0.5% of girls).

Table 49: Summary of pupils' involvement/non-involvement in bullying behaviour

	Not involved	Victim-only	Bully-only	Bully-victim
Girls	92.0%	6.3%	1.2%	0.5%
Boys	88.2%	7.7%	3.2%	0.9%
Total	90.3%	6.9%	2.1%	0.7%

3.2.4 Pupils' Perceptions and Attitudes towards Bullying Behaviour

Pupils' perception of support is summarised in table 50. The majority of Year 9 pupils indicated that they felt that teachers would usually intervene and try to 'put a stop to' a bullying incident with 48.5% of pupils reporting that teachers would 'almost always' and 22.0% stating that teachers 'often' intervened. Similarly, the majority of pupils responded that their teachers had done 'much' (23.3%) or 'a good deal' (31.7%) 'to stop bullying in the past couple of months'. Girls tended to express a pro-teacher attitude more so than boys ($\chi^2(4, n = 1290) = 16.107$, $p = 0.003$). Pupil intervention was less common with the majority (35.5%) of pupils reporting that other pupils have intervened 'sometimes'. Girls, more than boys, ($\chi^2(4, n = 1302) = 13.355$, $p = 0.010$) tended to report that 'other pupils try and put a stop to it' 'often' and 'almost always'.

Table 50: Pupils' perception of support

How often do the teachers or other adults at school try to put a stop to it when a pupil is being bullied?	Girls	Boys	Total
almost never	5.5%	10.4%	7.7%
once in a while	7.8%	9.8%	8.7%
sometimes	12.5%	13.9%	13.1%
often	22.1%	22.0%	22.0%
almost always	52.1%	43.9%	48.5%
How often do other pupils try and put a stop to it when a pupil is being bullied?	Girls	Boys	Total
almost never	16.3%	21.4%	18.5%
once in a while	16.9%	19.4%	18.0%
sometimes	35.5%	35.4%	35.5%
often	21.5%	17.7%	19.8%
almost always	9.8%	6.1%	8.1%
Overall, how much do you think your class teacher has done to stop bullying in the past couple of months?	Girls	Boys	Total
little or nothing	9.3%	17.8%	13.0%
fairly little	13.5%	14.1%	13.8%
somewhat	19.5%	16.1%	18.2%
a good deal	32.4%	30.9%	31.7%
much	25.3%	20.8%	23.3%

Overall, Year 9 pupils expressed a pro-victim attitude, reporting that they supported or empathised with the victims of bullying behaviour with 63.8% stating that when they have witnessed a bullying incident, they 'feel sorry for him or her and want to help them. Their responses to questions regarding their attitudes towards bullying behaviour are summarised in table 51.

Table 51: Pupils' attitudes to bullying

When you see a pupil your age being bullied at school, what do you feel or think?	Girls	Boys	Total
that it is probably what her or she deserves	1.0%	5.3%	2.9%
I don't feel much	1.1%	6.5%	3.5%
I feel a bit sorry for him or her	25.8%	35.1%	29.9%
I feel sorry for him or her and want to help them	72.2%	53.2%	63.8%
Do you think you could join in bullying a pupil whom you did not like?	Girls	Boys	Total
yes	3.6%	7.2%	5.2%
yes, maybe	5.1%	11.5%	7.9%
I don't know	15.2%	21.1%	17.8%
no, I don't think so	12.4%	15.5%	13.8%
no	23.8%	21.1%	22.6%
definitely no	40.0%	23.5%	32.7%
How do you usually react if you see or understand a pupil your age is being bullied by other students?	Girls	Boys	Total
I have never noticed pupils my age having been bullied	19.8%	22.0%	20.8%
I take part in the bullying	0.5%	0.5%	0.5%
I don't do anything, but I think bullying is OK	0.4%	0.5%	0.5%
I just watch what goes on	3.6%	6.9%	5.0%
don't do anything, but I think I ought to help the bullied pupil	36.1%	36.3%	36.2%
I try to help the bullied pupil in one way or another	39.5%	33.7%	37.0%
How often are you afraid of being bullied by other pupils in your school?	Girls	Boys	Total
never	35.1%	49.2%	41.4%
seldom	23.0%	25.0%	23.8%
sometimes	24.9%	16.7%	21.2%
fairly often	4.8%	3.4%	4.2%
often	5.2%	2.2%	3.9%
very often	7.1%	3.4%	5.5%

Several significant associations were observed between gender and pupils' attitudes towards bullying. Girls tended to want to help the victim more often than boys $\chi^2(3, n = 1292) = 74.315, p < 0.001$. When asked if they thought that they 'could join in bullying a pupil whom you didn't like' girls tended to say 'definitely no' more often than boys (40.0% of girls compared with 23.5% of boys) $\chi^2(5, n = 1314) = 62.078, p < 0.001$, while boys responded that they 'could join in bullying a pupil' more often than girls (7.2% of boys compared with 3.6% of girls). Girls tended to report that they would 'try to help the bullied pupil' more often than boys $\chi^2(5, n = 1309) = 10.979, p = 0.052$ while boys tended to respond that they would 'just watch what goes on' more so than girls. Girls tended to be more 'afraid of being bullied by other pupils in school' than boys $\chi^2(5, n = 1313) = 42.905, p < 0.001$.

3.2.5 Issues relating to Section 75

In addition to the Olweus questionnaire, pupils were asked for their opinions on equality issues including ethnicity, religion and disability. The questions put to pupils and their summarised responses are shown in tables 52 and 53.

Table 52: Pupils' opinions on bullying due to race or skin colour, disability and religion

		more likely	less likely	doesn't make a difference
Does a pupil's race or skin colour make them more likely or less likely to be bullied?	Girls	61.3%	4.4%	34.3%
	Boys	60.8%	5.5%	33.7%
	Total	61.1%	4.9%	34.0%
Thinking about pupils with a disability, does their disability make them more likely or less likely to be bullied?	Girls	52.2%	18.4%	29.4%
	Boys	47.1%	27.3%	25.6%
	Total	49.9%	22.4%	27.7%
Does a pupil's religion make them more likely or less likely to be bullied?	Girls	50.6%	10.3%	39.1%
	Boys	56.6%	9.8%	33.6%
	Total	53.3%	10.1%	36.7%

When asked about a pupil's race or skin colour, 61.1% of Year 9 pupils thought that a pupil's race or skin colour could make them 'more likely' to be bullied, while 34.0% of pupils felt that it 'doesn't make a difference'.

The majority of pupils (49.9%) felt that a pupil's disability could make them 'more likely' to be bullied. Boys tended to respond that a pupil's disability would make them 'less likely' to be bullied more often than girls $\chi^2(2, n = 1314) = 14.776, p = 0.001$.

Regarding a pupil's religion, 53.3% of Year 9 participants thought that a pupil's religion could make them 'more likely' to be bullied.

Table 53: Pupils' thoughts on bullying due to race or skin colour, disability and religion

		always wrong	sometimes wrong	unsure	sometimes right	always right
What do you think about bullying other pupils because of their race or skin colour?	Girls	91.6%	3.7%	4.2%	0.3%	0.1%
	Boys	84.5%	6.5%	6.9%	1.2%	0.9%
	Total	88.5%	5.0%	5.4%	0.7%	0.5%
Thinking about pupils with a disability, what do you think about bullying other pupils because of their disability?	Girls	95.1%	2.1%	2.3%	0.4%	0.1%
	Boys	91.9%	2.1%	5.0%	0.5%	0.5%
	Total	93.7%	2.1%	3.5%	0.5%	0.3%
What do you think about bullying other pupils because of their religion?	Girls	84.3%	6.8%	6.6%	2.0%	0.3%
	Boys	72.8%	13.3%	8.8%	4.1%	1.0%
	Total	79.2%	9.7%	7.5%	3.0%	0.6%

When further enquiries were made about bullying in relation to pupils' ethnicity, disability and religion, some significant associations between the respondents' gender and their responses were apparent. In terms of 'bullying other pupils because of their race or skin colour' boys, more so than girls, $\chi^2(4, n = 1311) = 19.073, p = 0.001$ tended to respond that

they were 'unsure', that it was 'sometimes right' or 'always right'. When asked about 'bullying other pupils because of their religion' χ^2 (4, n = 1312) =29.286, p<0.001), boys tended to say that this was 'sometimes right' or 'always right' more often than girls.

There were no significant differences in the number of pupils from minority ethnic groups attending schools and the responses to the global question 'How often have you been bullied at school in the past couple of months?' Significant differences do exist between the number of pupils from ethnic minorities attending a school and the reported frequencies of bullying 'with mean names or comments about his or her race or colour' χ^2 (8, n = 1308) =147.838, p<0.001) as summarised in table 54. Year 9 pupils attending schools with between 3 and 25 ethnic minority pupils reported that they had participated in this form of bullying behaviour 'two or three times a month' at most.

Table 54: The frequency of bullying 'with mean names or comments about his or her race or colour' in relation to the number of ethnic minority pupils enrolled at school

No. of ethnic minority pupils in school	Not involved	Once or twice	2 or 3 times a month	once a week	several times a week
0	93.9%	4.2%		.9%	.9%
1 - 10	97.3%	2.2%	.3%		.1%
11 - 20	98.9%	1.1%			
21 - 30	95.7%	2.9%	1.4%		
31 - 40	84.0%			4.0%	12.0%
41+	85.0%	15.0%			

Significant differences in the reported frequencies of bullying 'with mean names or comments about his or her race or colour' were also evident across the five school management types χ^2 (16, n = 1303) =27.575, p=0.036). Table 55 shows a greater proportion of pupils attending Integrated schools reported that they had been 'bullied with mean names or comments about my race or colour' compared with pupils attending non-integrated schools. Once again, as only 1 Controlled Integrated Post-primary school and 4 Grant Maintained Post-primary schools took part in this study these findings may not be typical of other schools under these types of management.

Table 55: Pupil's thoughts on whether a pupil's race or skin colour made them more likely or less likely to be bullied grouped by school management type

	I was bullied with mean names or comments about my race or colour				
	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
Controlled	91.9%	5.6%	0.2%	0.7%	1.5%
Voluntary	95.3%	2.7%	1.0%	0.3%	0.7%
Roman Catholic Maintained	91.3%	4.5%	2.2%	1.0%	1.0%
Controlled Integrated	86.7%	6.7%	6.7%		
Grant Maintained Integrated	85.1%	4.1%	5.4%	2.7%	2.7%
Total	92.0%	4.5%	1.5%	0.8%	1.2%

There was a significant association (χ^2 (8, n = 1313) =29.613, p<0.001) between pupils' opinions regarding whether 'a pupil's race or colour made them more or less likely to be bullied' and the management type of their school. The majority of Controlled Integrated pupils (53.3%) responded that it 'doesn't make a difference' while the majority of pupils attending all other schools replied that a pupil's race or colour made them more likely to be bullied, see table 56.

Table 56: Pupil's opinions on whether a pupil's race or skin colour made them more likely or less likely to be bullied grouped by school management type

Management type	Does a pupil's race or skin colour make them more likely or less likely to be bullied?		
	more likely	less likely	doesn't make a difference
Controlled	68.8%	3.6%	27.6%
Voluntary	58.3%	2.3%	39.3%
Roman Catholic Maintained	56.6%	7.4%	36.0%
Controlled Integrated	40.0%	6.7%	53.3%
Grant Maintained Integrated	64.9%	4.1%	31.1%
Total	49.9%	22.4%	27.7%

A discriminant analysis was performed to classify cases using the values of a categorical dependent variable. If discriminant function analysis is effective, the classification will yield a high percentage of correct estimates. Pupil's responses to the global question 'How often have you taken part in bullying another pupil(s) at school in the past couple of months?' were used as the dependant variables and the responses in table 55 and table 56 were used as predictor variables. A total of 1289 cases were analysed and four discriminant functions were calculated. Overall the discriminant function successfully predicted outcomes for 64.5% of cases.

Pupils were also asked which religious community they belonged to and their responses are summarised in table 57.

Table 57: Which religious community do you belong to?

Which religious community do you belong to?	Girls	Boys	Total
Protestant Community	39.2%	32.9%	36.4%
Roman Catholic Community	54.8%	60.9%	57.5%
Neither	2.9%	3.0%	3.0%
Other	3.1%	3.2%	3.1%

There are statistically significant differences in the frequencies of Year 9 pupils reporting that they had been bullied and the religious communities they belong to (χ^2 (8, n = 1278) =52.647, p<0.001). Year 9 pupils from 'Other' religious communities (55.0%) report that they had 'been bullied at school in the past couple of months' more often than pupils from Roman Catholic (25.2%), Protestant (30.6%) communities and 'Neither' Protestant or Roman Catholic Communities (34.2%) as shown in table 58.

Table 58: The frequency of bullying experienced by pupils from the various religious communities

Which religious community do you belong to?	How often have you been bullied in the past couple of months?				
	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
Protestant Community	69.4%	20.6%	3.2%	3.2%	3.6%
Roman Catholic Community	74.8%	20.2%	1.5%	1.6%	1.9%
Neither	65.8%	21.1%	13.2%		
Other	45.0%	35.0%	5.0%	2.5%	12.5%
Total	71.6%	20.8%	2.6%	2.2%	2.8%

There are also statistically significant differences in the frequencies of Year 9 pupils reporting that they had been 'bullied with mean names or comments about my religion' and the religious communities they belong to (χ^2 (8, n = 1270) = 32.172, p=0.001). Pupils belonging to 'Neither' the Protestant or Roman Catholic Communities tended, more so than pupils from the other groups, to report that they had been 'bullied with mean names or comments about my religion' 'only once or twice' (13.2%) or '2 or 3 times a month' (7.5%). The percentage of pupils from 'Other' religious communities (5.0%) that reported being 'bullied with mean names or comments about my religion' 'several times a week' was more than seven times that of any other group (Roman Catholic Community 0.7%, Protestant Community 0.6%, Neither 0.0%).

Table 59: The frequency of bullying 'with mean names or comments about my religion' experienced by pupils from the various religious communities

Which religious community do you belong to?	I was bullied with mean names or comments about my religion				
	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
Protestant Community	90.9%	7.1%	0.9%	0.4%	0.6%
Roman Catholic Community	94.0%	4.1%	0.8%	0.4%	0.7%
Neither	81.6%	13.2%	5.3%		
Other	82.5%	7.5%	5.0%		5.0%
Total	92.1%	5.6%	1.1%	0.4%	0.8%

There are also statistically differences in the opinions regarding 'whether a pupil's religion makes them more or less likely to be bullied' and the management types of the schools attended (χ^2 (8, n = 1312) = 25.513, p=0.001). Table 60 shows that the majority of pupils attending Controlled (58.1%), Voluntary (55.0%) and Roman Catholic Maintained (50.0%) Post-primary schools stated that they thought that a pupil's religion made them more likely to be bullied.

Table 60: Pupils' opinions on whether 'a pupil's religion makes them more likely or less likely to be bullied' grouped by school management type

Management type	Does a pupil's religion make them more likely or less likely to be bullied?		
	more likely	less likely	doesn't make a difference
Controlled	58.1%	8.5%	33.4%
Voluntary	55.0%	5.0%	39.9%
Roman Catholic Maintained	50.0%	14.1%	35.9%
Controlled Integrated	46.7%	6.7%	46.7%
Grant Maintained Integrated	43.2%	12.2%	44.6%
Total	53.3%	10.1%	36.7%

Pupils were also asked if they had a disability and the results are recorded in table 61. Pupils' perception of disability appeared to vary widely. Although pupils were not asked to disclose their disability, as with Year 6 pupils, many noted that they had eczema, asthma and wore glasses, while others referred to learning difficulties such as dyslexia. A Chi-square test revealed a significant association between pupils' disability and gender (χ^2 (1, n = 1303) = 4.494, p=0.034) with boys more likely than girls to state that they had a disability (7.5%, 4.7% respectively, p=0.023, Fisher's Exact Test).

Table 61: Have you a disability?

Have you a disability?	Girls	Boys	Total
No	95.3%	92.5%	94.1%
Yes	4.7%	7.5%	5.9%

There is a significant difference in the frequencies of bullying experienced by Year 9 pupils and whether they recorded having a disability (χ^2 (4, n = 1296) = 19.492, p=0.001). A greater proportion of pupils (40.3%) who reported that they had a disability also reported that they had been bullied at least 'once or twice'.

Table 62: The frequency of bullying experienced by pupils with and without disabilities

Have you a disability?	How often have you been bullied at school in the past couple of months?				
	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
No	72.2%	20.8%	2.1%	2.3%	2.5%
Yes	59.7%	22.1%	9.1%	2.6%	6.5%
Total	71.5%	20.9%	2.5%	2.3%	2.8%

There is also a significant difference in the frequencies of bullying 'with mean names or comments about my disability' experienced by Year 6 pupils and whether they recorded having a disability (χ^2 (4, n = 1287) = 129.188, p<0.001) as shown in table 63. More than nine times as many pupils with a disability, than those without, recorded that this had happened to them at least 'once or twice' (31.2% and 3.3% respectively).

Table 63: The frequency of bullying 'with mean names or comments about my disability' experienced by pupils with and without disabilities

Have you a disability?	I was bullied with mean names or comments about my disability				
	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
No	96.7%	2.3%	0.7%	0.1%	0.2%
Yes	68.8%	23.4%	2.6%	2.6%	2.6%
Total	95.0%	3.6%	0.8%	0.2%	0.4%

There is a statistically significant difference ($\chi^2 (8, n = 1291) = 28.383, p < 0.001$) in the frequencies of bullying carried out by pupils with and without disabilities. Table 64 shows that more than five times as many pupils with a disability (11.7%) than those without a disability (2.2%) reported that they had 'taken part in bullying another pupil' at least '2 or 3 times a month'.

Table 64: The frequency of pupils with and without disabilities taking part in bullying another pupil(s) at school in the past couple of months

Have you a disability?	How often have you taken part in bullying another pupil(s) at school in the past couple of months?				
	Not involved	Once or twice	2 or 3 times a month	Once a week	Several times a week
No	78.8%	19.0%	0.9%	0.7%	0.6%
Yes	64.5%	23.7%	3.9%	3.9%	3.9%
Total	78.0%	19.3%	1.1%	0.9%	0.8%

In addition, there is a statistically significant difference ($\chi^2 (8, n = 1292) = 22.176, p < 0.001$) in the frequencies of bullying 'with mean names or comments about his or her disability' carried out by pupils with and without disabilities. More than twice the percentage of pupils with a disability (2.6%) than those without a disability (1.2%) reported that they had taken part in bullying another pupil regarding his or her disability 'only once or twice', see table 65.

Table 65: The frequency of pupils with and without disabilities taking part in bullying others 'with mean names or comments about his or her disability'

Have you a disability?	I bullied him or her with mean names or comments about his or her disability		
	not involved	only once or twice	several times a week
No	98.6%	1.2%	0.2%
Yes	93.5%	2.6%	3.9%
Total	98.3%	1.2%	0.5%

A significant difference is also apparent in the groups of Year 9 pupils with and without disabilities and what they thought 'about bullying other pupils because of their race or skin colour' ($\chi^2 (4, n = 1297) = 25.426, p < 0.001$) as shown in table 66.

Table 66: The thoughts of pupils with and without disabilities regarding 'bullying other pupils because of their race or skin colour'

Have you a disability?	What do you think about bullying other pupils because of their race or skin colour?				
	always wrong	sometimes wrong	unsure	sometimes right	always right
No	89.1%	4.6%	5.4%	0.7%	0.2%
Yes	80.3%	9.2%	5.3%	1.3%	3.9%
Total	88.6%	4.9%	5.4%	0.7%	0.5%

3.2.6 Comparison of Year 9 Findings with the 2002 Report

This research will contribute to the evidence base established by the previous DE research study, published in October 2002, entitled 'Bullying in Schools: A Northern Ireland Study' (Collins et al. 2002). Collins et al. identified the nature and extent of bullying in Primary and Post-primary schools within the North of Ireland from the pupils' perspective and explored the attitudes and perceptions of school staff on a number of issues regarding bullying in schools. The findings of the 2002 report have informed policy developments aimed towards countering the problem. This current study differs from the 2002 report in that it concentrates on the nature and extent of bullying in schools from the pupils' perspective with particular reference to bullying behaviour ascribed to a pupil's age, gender, religion, ethnicity and disability.

The Year 9 findings recorded in the 2002 report were based on data collected in 2000 from a cohort of 1353 Year 9 pupils enrolled at 60 Post-primary schools across the North of Ireland. The Year 9 findings in this current report are based on data collected earlier this year (2006) from a cohort of 1319 Year 9 pupils also enrolled at 60 Post-primary schools across the North of Ireland. Findings from both the 2002 and 2006 studies are summarised in table 67.

In 2002, 30% of pupils reported that they were bullied at school in the last couple of months to some degree. 20% of pupils experienced bullying 'once or twice in the last couple of months', 3% 'two or three times a month', 3% 'about once a week' and 4% 'several times a week'. Similar prevalence rates have been recorded in this current study: 28.8% of Year 9 pupils indicated that they had been bullied to some degree 'In the past couple of months'. 21.1% said that it had only happened 'once or twice, 2.6% responded that they had been bullied 'two or three times a month' 2.3% said 'about once a week' and 2.7% stated that they had been bullied 'several times a week' during the 'past couple of months'.

Table 67: Comparison of 2002 and 2006 Year 9 findings

How often have you been bullied at school in the past couple of months?	2002	2006
I haven't been bullied in school in the past couple of months	69.8%	71.2%
It has only happened once or twice	20.3%	21.1%
two or three times a month	3.4%	2.6%
about once a week	3.0%	2.3%
several times a week	3.5%	2.7%
In which class(es) is the pupil(s) who bullied you?		
in my class	17.0%	14.2%
in a different class but the same year	7.9%	6.0%
in a higher year group	5.9%	6.5%
in a lower year group	0.5%	0.6%
a different year groups	2.4%	3.1%
Have you been bullied by boys or girls?		
mainly 1 girl	7.0%	6.2%
by several girls	4.5%	5.0%
mainly one boy	9.4%	10.1%
by several boys	9.0%	8.2%
by both boys and girls	4.2%	3.4%
How often do the teachers or other adults at school try to put a stop to it when a pupil is being bullied?		
almost never	9.2%	7.7%
once in a while	11.9%	8.7%
sometimes	16.3%	13.1%
often	21.0%	22.0%
almost always	41.6%	48.5%
How often do other pupils try and put a stop to it when a pupil is being bullied?		
almost never	22.1%	18.5%
once in a while	21.6%	18.0%
sometimes	36.6%	35.5%
often	14.6%	19.8%
almost always	5.1%	8.1%
Overall, how much do you think your class teacher has done to stop bullying in the past couple of months?		
little or nothing	15.4%	13.0%
fairly little	17.5%	13.8%
somewhat	21.6%	18.2%
a good deal	29.0%	31.7%
much	16.4%	23.3%
When you see a pupil your age being bullied at school, what do you feel or think?		
that it is probably what her or she deserves	3.4%	2.9%
I don't feel much	6.2%	3.5%
I feel a bit sorry for him or her	33.0%	29.9%
I feel sorry for him or her and want to help them	57.4%	63.8%
How do you usually react if you see or understand a pupil your age is being bullied by other students?		
I have never noticed pupils my age having been bullied	21.3%	20.8%
I take part in the bullying	1.1%	0.5%
I don't do anything, but I think bullying is OK	0.5%	0.5%
I just watch what goes on	9.1%	5.0%
don't do anything, but I think I ought to help the bullied pupil	43.1%	36.2%
I try to help the bullied pupil in one way or another	25.0%	37.0%

Both the 2002 report and the current findings concur that the Year 9 pupils with '6 or more friends in their class' tended not to be bullied and the frequency of being bullied tends to increase as the number of 'friends in their class' decreases.

Both studies also record that being 'called mean names, made fun of or teased in a hurtful way' was the type of bullying that occurred most frequently among Year 9 pupils. Collins et al. (2002) recorded that 42% of the Year 9 pupils surveyed had experienced this form of bullying. In the current study, 35.5% of Year 9 respondents reported that they have been victims of this type of bullying at least 'once or twice' during 'the past couple of months'. In 2002, 'other pupils left me out on purpose, left me out from their group of friends or completely ignored me' was the second most frequent form of bullying experienced by 20.5% of Year 9 pupils whereas the current research found 'other pupils told lies or spread false rumours about me and tried to make others dislike me' to be the second most frequent type of bullying experienced by 27.8% of Year 9 pupils.

Collins et al. (2002:30) reported that "girls were more likely than boys to be bullied using social exclusion methods". The current study also found a significant difference in the frequency of girls and boys recording that 'other pupils left me out on purpose, left me out from their group of friends or completely ignored me'.

Both the 2002 report and the current research have found that both girls and boys tended to be bullied most frequently by pupils in their class and that female victims tended to be bullied by girls and male victims by boys.

In 2002, the 'playground/athletic field' emerged as the most common location for bullying. This was followed by 'in the classroom (with the teacher absent)' and 'in the hallways/stairwells'. The current research found these still to be the top three hotspots but 'in the hallways/stairwells' was the most common location followed by the playground/athletic field, and then 'in the classroom (with the teacher absent)'.

Both studies have found a statistically significant association between the duration and frequency of bullying experienced by Year 9 pupils with a tendency for those pupils who have been the victims of more frequent bullying to have also endured it for prolonged periods of time.

Both studies have found that girl victims, more than boys, tend to tell a friend or parent/guardian that they have been bullied. There appears to be an overall increase in number of boys and girls speaking to others about having been bullied since the 2002 report.

The 2002 report recorded that 28% of pupils reported their involvement in bullying situations. The current study has found that 21.9% of Year 9 respondents admitted that they had been involved in bullying other pupils. Both studies observed that boys tended to

report their involvement in bullying other pupils more often than girls and that the most common form of bullying others to be calling other pupils 'mean names, making fun or teasing him or her in a hurtful way' followed by keeping the victim 'out of things on purpose, excluding him or her from my group of friends or completely ignoring him or her'. 28% of Post-primary pupils reported being involved in bullying others at school, with boys significantly more likely to report this involvement than girls.

In terms of the Year 9 respondents' perception of support, both studies found that pupils tended to believe that teachers 'almost always' or 'often' intervened in a bullying situation and that their class teachers had done 'much' or 'a good deal' to 'stop bullying in the past couple of months'. Findings from both studies concurred that girls, more so than boys, tending towards a pro-teacher attitude and that pupil intervention was less common.

A pro-victim attitude was expressed by Year 9 pupils participating in both studies with 57.4% and 63.8% of all respondents, in 2002 and 2006 respectively, stating that when they have witnessed a bullying incident, they 'feel sorry for him or her [the victim] and want to help them'. Both studies found that girls tended to want to help the victim more often than boys. There has been an increase in Year 9 pupils reporting that they 'would try to help the bullied pupil in one way or another' from 25.0% in 2002 to 37.0% in 2006.

3.2.7 Discussion of Year 9 Findings

The Year 9 analysis shows that bullying is carried out by a minority of pupils as 92.0% of girls and 88.2% of boys surveyed had not been involved with bullying behaviour as defined in §1.2. The prevalence of name calling as the most common form of bullying presents a challenge to schools in terms of being able to identify an activity that may not be carried out within earshot of teachers but which is potentially damaging to children. When this form of bullying is considered along with 'told lies or spread false rumours' and being ignored or 'left out of things', a pattern emerges of a related corpus of behaviours that leads to exclusion. Allied to this is the finding that having six or more good friends reduces the probability of being bullied. It is important to consider that, in some circumstances, a group of six friends may come to constitute a 'gang'. Among children and adolescents the process of affiliation is selective and social interactions in groups, such as a class, are distributed in particular ways. This process is known as homophily and there is evidence that externalising peers tend to associate together and that aggressive children tend to associate with such peers (Hanish et al., 2005). There has been concern expressed that aggressive children may become the main peer group in a class (Hanish et al., 2004, Salmivalli et al., 1997).

In relation to early adolescent bullying, Espelage et al. (2003) found that students affiliate with individuals who bully and fight at the same frequency and that peer group bullying and

fighting was associated with individual-level behaviour. The peer group effect was, however, stronger than the relationship between a student's tendency to fight and be involved in bullying suggesting the primary importance of peer affiliation in determining participation in bullying. The group effect extended to those who were not involved but who stood by and did nothing to assist the victim, appearing to accept bullying as part of school culture. Espelage claimed that few bullying programmes took peer behaviour into account and suggested that a focus on social networks would be necessary if bullying was to be addressed effectively.

This study has shown that respondents believe teachers are more likely than pupils to intervene where there is bullying. A significant number of pupils do, however, intervene it should be noted and the dynamics of a class may be finely balanced in this respect. If those bullying or indirectly supporting bullying, however, become the dominant force in a class, there is the risk of a bullying culture becoming dominant. There has been much discussion in research literature concerning the nature of bullies and the degree to which bullies may lack empathy with other pupils. There would appear to be a consensus, currently, however, that bullies are not only socially competent but have a superior theory of mind, a quality deemed 'cool cognition' by Sutton et al. (1999). The term 'cool manipulator' is used by Wolke et al. (2000) to denote 'relational bullies' who have low behaviour problem scores. Wolke et al. suggest that different interventions may be required for relational bullies as opposed to those who are involved in direct bullying.

Building on this perspective it has been proposed that, bullies have unimpaired empathic skills and a picture emerges of "bullies as children who can strongly control their empathic skills, in the extreme case possibly even switch them on and off depending on the context (i.e. their own goals)" (Dautenhahn and Woods, 2003:5). Based on this view bullies will exercise their influence in the context of competition for resources, so where this occurs in schools, there will be an area for bullies to emerge.

The finding that Year 9 girls were more likely to report that they had, on occasions, been excluded, more than males requires consideration. It is generally agreed that girls who bully are more apt to utilize these more subtle indirect strategies, such as spreading rumours and enforcing social isolation (Ahmad and Smith, 1994; Smith and Sharp, 1994). It is further asserted by Simmons (2003) that cultural norms prescribe a 'good girl' model for girls while demanding they be aggressive career-oriented citizens as well and that girl bullies may be popular with other girls and, also, with teachers and they are able to conceal their activities from teachers. It was noted (Pepler and Craig, 1995:552) that studies of girls' aggressive behaviour are few, "perhaps because we lack the appropriate tools for detecting and understanding girls' aggression". Using an observatory methodology they claimed that "with this rich, naturalistic view, we were able to observe some subtle forms of aggression, typically associated with girls' aggression....we observed girls bullying at the same rate as boys". This finding may suggest that bullying

by girls has not been readily amenable to investigation and further development of research methodologies may be necessary if the full nature of the phenomenon is to be captured.

For example, the current research finding that girls are twice as likely to be bullied 'in the lunch room' suggests that current monitoring of girls' behaviour by schools in this context may require consideration not just in terms of increasing the monitoring but, also, in terms of becoming more capable of identifying more subtle forms of bullying. Equally, the PE/showers context is a risk area for boys and requires careful monitoring.

Since, overall, Year 9 pupils report a pro-victim attitude, there is a basis for schools to work with pupils to investigate ways of ensuring that there are procedures to enable such pupils to support victims. There is a view from research that victims are likely to have poor interpersonal skills and are unable to employ appropriate coping mechanisms, and are susceptible to internalised psychological problems such as anxiety and depression (Bond et al., 2001). It is difficult to state definitely, however, whether these characteristics act a trigger for bullies or whether, alternatively, they are, wholly or in part, the results of bullying. The positive aspects revealed by the study are that teachers often intervene, as do adults at home and, together with the pupils who emphasise with victims there is the potential to draw these strands of support together.

Adolescence is a period of emerging identities when young people face significant challenges in creating and sustaining self esteem as they respond to external influences. The prevalence of name calling may restrict the opportunities for adolescents to grow and develop if they feel they have to conform to group norms in order to avoid harassment. Boys were more likely to be bullied through being called mean names about race or colour and through comments or gestures with a sexual meaning. The questionnaire did not refer to the issue of homophobia but it may be that the comments of a sexual nature, on some or more than some occasions were homophobic in intent. Additionally, boys were more likely to be unsure regarding the rightness of bullying in relation to religion or race or disability. These peer influences have the potential to restrict the range of identities and behaviours available to boys. Since boys also admitted to having 'bullied him or her with mean names comments or gestures with a sexual meaning' more frequently than girls the peer pressure on boys to conform may be considerable. There are implications for the human rights of persons from ethnic communities, pupils with disabilities and gay/lesbian pupils and an onus on schools to address these issues. The research has shown that pupils with disabilities are more likely to bully similar pupils. This finding may indicate that such pupils feel that such bullying may assist their acceptance within the class group through separating them from other pupils who have been stigmatised. In relation to disability, however, this finding must be viewed with some caution, given the obvious misconception that some pupils conveyed their typification of the term 'disability'.

4. International Comparisons

Eslea et al. (2004: 75) point out that "international comparisons of the extent of bully/victim problems should be treated with extreme caution". They highlight the variations in interpretation of both definitions and conceptions of bullying across the various cultures and languages; particularly as Smorti et al. (2003) note that many languages do not have a translation of the English word "bullying".

Statistically, it is also difficult to compare studies because the size varies extensively in terms of the number of pupils and the number of schools involved as well as the proportions of children in each school type and the proportion of boys and girls within the samples. There are variations in the age groups surveyed as the distinction between Primary and Post-primary can vary between countries. In addition, the data may be collected at different times within the school year. The studies may have taken place in different calendar years. The conditions under which the data was collected may vary, as does the degree of information available. Subsequent analyses can differ as does the interpretation of cut-offs and significant findings.

Eslea et al. (ibid) suggest that the statistical anomalies, rather than behavioural differences, may account for much, but not all, of the variation in their comparison of seven international surveys in terms of gender, school type and bully/victim status.

Approximately 48000 pupils took part in the study using various translations of the Olweus Bully/Victim Questionnaire. They found that while a few consistent patterns emerged, interactions varied widely between the seven samples of Chinese, English, Irish, Italian, Japanese, Portuguese and Spanish pupils. The proportion of victim-only pupils ranged from 5.2% in Ireland to 25.6% in one of the Italian surveys. The percentage of pupils categorised as bully-only varied from 2.0% in China to 16.9% in Spain. Bully-victims ranged from 0.8% in England to 19.6% in Spain. 50.8% of Spanish respondents were not involved in bullying behaviour compared with 91% of children in the Irish study.

Bearing in mind the difficulties in making comparisons between various studies of bullying behaviour in schools, key findings of several recent international studies are summarised in table 68 together with findings from this research project. All studies listed use variations of the Olweus Questionnaire. Victims are recorded as having been bullied at least once or twice and bullies have victimised other pupils at least once or twice.

Table 68: International comparison of studies using Olweus questionnaires

Primary School	Location	Year Surveyed	Sample size	Age	School Year	Victims	Bullies
Current study	North of Ireland	2006	993	9-10	Yr 6	43.3%	22.1%
Fekkes et al. 2005	Holland	1999	2766	9-11		44.6%	37.5%
Wolke et al. 2001	England		1072	6	Yr 2	54.7%	14.0%
	England		1305	8	Yr 4	53.7%	18.9%
	Germany		1538	8	Yr 2	30.0%	21.9%
Post-primary School	Location	Year Surveyed	Sample size	Age	School Year	Victims	Bullies
Current study	North of Ireland	2006	1319	12-13	Yr 9	28.8%	21.9%
Solberg and Olweus, 2003	Norway	1997	5171	11-15	Grades 9-11	33.9%	31.8%
O'Moore and Minton 2005	Republic of Ireland	1998/9	527		3 rd - 4 th year	36.7%	27.1%
	Republic of Ireland	2000	520		4 th - 5 th year	29.7%	22.4%
Primary and Post-primary Schools	Location	Year Surveyed	Sample size	Age	School Year	Victims	Bullies
Current study	North of Ireland	2006	2312		Yr 6&9	35.0%	22.0%
Scheithauer et al., 2006	Germany		2086		Grades 5-10	11.1%	12.1%
Baldry, 2003	Italy		1059	8-15		59.0%	48.3%

4.1 Primary Studies

Fekkes et al. (2005) surveyed 1370 boys and 1384 girls attending Dutch schools and found that 16.2% of respondents had been bullied 'regularly' (i.e. more than once or twice a week) and 5.5% bullied other pupils on a 'regular basis'.

Wolke et al. (2001:1) note that "differences in definitions and methodologies for assessing bullying in Primary schools children between countries have precluded direct comparisons of prevalence rates and school factors relating to bullying". Using a cross-sectional, cross-national comparison design, they surveyed 1204 boys and 1173 girls attending Primary schools in Hertfordshire and North London, together with 793 boys and 745 girls attending Primary schools in Munich and Augsburg. In both countries, they found that most bullying took place in the playground and the classroom and that boys tended to be the perpetrators. 24% of English pupils stated that they were victims of bullying every week compared with only 8% of German pupils.

The prevalence rates recorded in this current study show that a greater proportion of English and Dutch pupils, than the North of Ireland pupils surveyed, fall victim to bully behaviour. Conversely, a greater proportion of pupils in the North of Ireland sample, than in the English or German samples, admitted to bullying others.

4.2 Post-primary Studies

Solberg and Olweus (2003) examined data from the New Bergen Project in Norway comprising a sample of 2544 girls and 2627 boys in grades 5 to 9. Overall, 10.1% of pupils recorded that they had been bullied 'at least 2 or 3 times a month' and 6.5% of pupils admitted to bullying others 'at least 2 or 3 times a month'.

O'Moore and Minton's (2005) evaluation of the nationwide program designed to prevent and manage bullying in Irish schools involved pupils from 22 schools completing questionnaires before and after the implementation of an anti-bullying training program. They record a reduction of 50% in the proportion of pupils being bullied 'once a week or more' from 7.3% to 3.6% while the proportion of pupils admitting that they had bullied others 'once a week or more' dropped from 2.7% to 0.8%. Results from both the 'before' and 'after' studies are shown in table 63.

The proportions of both victims and bullies recorded in the current study are lower than those recorded in the Norwegian and Irish studies.

4.3 Primary and Post-primary Studies

Scheithauer et al. (2006) surveyed 1046 girls and 1040 boys attending schools in two German federal states. They found that significantly more boys than girls admitted to bullying other pupils. Significantly more boys than girls were among the 2.3% of pupils classified as bully-victims.

Baldry's (2003) study involved a sample of 498 girls and 528 boys attending Italian Elementary and Middle schools. Results showed that boys admitted to bullying others significantly more often than girls and that more boys than girls were victims of bullying.

The combined Primary and Post-primary results, recorded in table 68, show that the proportion of victims in the current North of Ireland study sits exactly half way between those of the German and Italian surveys and that the percentage of bullies is 10% more than the German study but less than half that of the Italian study.

The variation in results and the difficulties experienced when trying to make accurate international comparisons regarding bully/victim behaviour concurs with the findings of Eslea et al. (2004:82) "... that bullying is a universal phenomenon with many negative correlates for victims but few social consequences for bullies. Secondly, it seems that there are cultural variations in the way that bullying is related to age, sex, and social support that merit further research."

5. Conclusion

The study was carried out by researchers who administered questionnaires face to face to pupils in the 120 schools that participated in the research. It was noted by researchers that pupils took the opportunity to draw on the back of the questionnaires and, in many cases, they wrote or graphically illustrated slogans which were anti-bullying and anti-prejudice in nature. This suggests that anti-bullying policies have been devised by schools and have had an impact on children in terms of informing many pupils of the need to oppose bullying. It is noted that the Department of Education has issued practical guidance in relation to bullying in the publication, *Pastoral Care in Schools: Promoting Positive Behaviour* (DE, 2001).

The data for the study supports this perception, demonstrating that many pupils do, indeed, reject bullying behaviour and are willing to support victims. Equally pupils report teachers are involved in positive interventions with bullies.

Bullying behaviour in schools is, generally, carried out by a minority of children. The children who are experiencing the most persistent bullying over time are a relatively small group. Nevertheless exposure to any bullying behaviour can have serious consequences for children and their mental and physical health can be adversely affected on a long term basis.

It is, therefore, important that bullying, at all levels is deemed to be unacceptable by schools and appropriate steps are taken to deal with all incidences that are identified by staff or pupils. There is a high probability that bullies will progress to anti-social activities on progression from school and it important that bullies are identified at an early stage of their career in bullying.

There is a gender aspect to bullying insofar as bullying by boys often entails a physical component while bullying by girls tends to be relational. It should be noted that these are tendencies and boys are also involved in relational bullying while there are instances of physical bullying by girls. Since it is less difficult to identify physical bullying there is a concern that relational bullying may not, always, be perceived by staff. Peer organisation and affiliation can be contributory factor in respect of relational bullying and research has suggested that attention should be paid to the formation of peer groups in order to ensure that such groups do not become a focus for bullying.

Society in the North of Ireland is becoming more diverse both in terms of ethnicity and the full participation of persons with disabilities. The research has raised concerns about

bullying on the grounds of disability, religion and ethnicity and has highlighted the need to change attitudes.

The views expressed by the children in the study suggest that prejudicial treatment of members of ethnic groups and persons with disabilities is confined to a minority of children. It is important, however, that children who either participate or collude in bullying of this nature recognise that the rights of all children have to be respected.

While bullying can occur in any school, this study suggested that Primary schools with an FSM ratio of 40% or higher may have a greater incidence of pupils reporting that they had bullied other children. It is not clear why this would be the case and it may be that such schools experience a broader range of challenges and may require further support if they are to be assisted in addressing bullying.

Overall the findings are similar to the findings of the 2000 study suggesting, that there are still challenges facing schools in relation to developing an anti-bullying culture and preventing bullying and protecting children who have been affected. Policies and legislation should be monitored to ensure full impact within schools. It is necessary to ensure the protection of children who are likely to be affected by bullying. More holistic strategies should be considered within and among schools offering opportunities for collaboration, inter-class and inter-school activity. Parents, guardians, teachers and support staff have key roles to play in supporting anti-bullying strategies. Further training in relation to positive behavioural models of classroom management should be further considered to embed existing and good practice across all schools in the North of Ireland.

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Appendices

Appendix 1: Junior Questionnaire

Questionnaire for Pupils

School _____

Date: _____

Year and Class (possibly with letter, for example 4B): _____

You will find questions in this booklet about your life in school. There are several answers next to each question. Each answer has a box in front of it. Like this:

1.	How do you like school?	<input type="checkbox"/> I dislike school very much <input type="checkbox"/> I dislike school <input type="checkbox"/> I neither like nor dislike school <input type="checkbox"/> I like school <input type="checkbox"/> I like school very much
----	-------------------------	--

Answer the question by marking an **X** in the box next to the answer that best describes how you feel about school. If you really dislike school, mark an **X** in the box next to "I dislike school very much". If you really like school, put an **X** in the box next to "I like school very much", and so on. Only mark one of the boxes. Try to keep the mark inside of the box. Now put an **X** in the box next to the answer that best describes how you feel about school.

If you mark the wrong box, you can change your answer like this: make the wrong box completely black: Then put an **X** in the box where you want your answer to be.

Don't put your name on this booklet. No one will know how you have answered these questions. But it is important that you answer carefully and how you really feel. Sometimes it is hard to decide what to answer. Then just answer how you think it is. If you have questions, raise your hand.

Most of the questions are about **your life in school in the past couple of months, that is, the period from start of school after Summer holiday until now**. So when you answer, you should think of how it has been during the past 2 or 3 months and **not only how it is just now**.

Now you can answer the next question:

2.	Are you a boy or a girl?	<input type="checkbox"/> girl <input type="checkbox"/> boy
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3.	How many good friends do you have in your class(es)?	<input type="checkbox"/> none <input type="checkbox"/> I have 1 good friend in my class(es) <input type="checkbox"/> I have 2 or 3 good friends in my class(es) <input type="checkbox"/> I have 4 or 5 good friend in my class(es) <input type="checkbox"/> I have 6 or more good friends in my class(es)
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ABOUT BEING BULLIED BY OTHER PUPILS

Here are some questions about being bullied by other pupils. First we define or explain the word bullying. We say a pupil is being bullied when another pupil, or several other pupils

- say mean and hurtful things or make fun of him or her or call him or her mean and hurtful names
- completely ignore or leave him or her out from their group of friends or leave him or her out of things on purpose
- hit, kick, push, shove around, or lock him or her inside a room
- tell lies or spread false rumours about him or her or send mean notes and try to make other pupils dislike him or her
- and other hurtful things like that.

When we talk about bullying, these things happen repeatedly, and it is difficult for the pupil being bullied to defend himself or herself. We also call it bullying, when a pupil is teased repeatedly in a mean and hurtful way.

But we don't call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two pupils of about equal strength or power argue or fight.

4.	How often have you <u>been bullied at school in the past couple of months?</u>	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
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Have you been bullied at school in the past couple of months in one or more of the following ways? Please answer all questions.

5.	I was called mean names, was made fun of, or teased in a hurtful way	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
6.	Other pupils left me out of things on purpose, left me out from their group of friends, or completely ignored me	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
7.	I was hit, kicked, pushed, shoved around, or locked indoors	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week

Have you been bullied at school in the past couple of months in one or more of the following ways? Please answer all questions.

8.	Other pupils told lies or spread false rumours about me and tried to make others dislike me	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
9.	I had money or other things taken away from me or damaged	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
10.	I was threatened or forced to do things I didn't want to do	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
11.	I was bullied with mean names or comments about my race or colour	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
12.	I was bullied with mean names or comments about my religion	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week

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13. I was bullied with mean names or comments about my disability	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
14. I was bullied with mean names, comments, or rude gestures	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
15. I was bullied with mean names or comments about my ability	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week

16. I was bullied with the use of mobile phones	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
17. I was bullied with the use of computers	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week

<p>18. I was bullied in another way</p>	<p> <input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week </p> <p>In this case, please write in what way: _____</p> <p>_____</p>
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<p>19.</p>	<p><u>In which class(es)</u> is the pupil or pupils who bully you?</p>	<p> <input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> in my class <input type="checkbox"/> in a different class but same year <input type="checkbox"/> in a higher year <input type="checkbox"/> in a lower year <input type="checkbox"/> in different years </p>
<p>20.</p>	<p>Have you been bullied by <u>boys</u> or <u>girls</u>?</p>	<p> <input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> mainly by 1 girl <input type="checkbox"/> by several girls <input type="checkbox"/> mainly by 1 boy <input type="checkbox"/> by several boys <input type="checkbox"/> by both boys and girls </p>

21.	<u>By how many pupils</u> have you usually been bullied?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> mainly by 1 pupil <input type="checkbox"/> by a group of 2 – 3 pupils <input type="checkbox"/> by a group of 4 – 9 pupils <input type="checkbox"/> by a group of more than 9 pupils <input type="checkbox"/> by several different pupils or groups of pupils
22.	<u>How long</u> has the bullying lasted?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> it lasted one or two weeks <input type="checkbox"/> it lasted about a month <input type="checkbox"/> it has lasted about 6 months <input type="checkbox"/> it has lasted about a year <input type="checkbox"/> it has gone on for several years
23.	<u>Where</u> have you been bullied ? Have you been bullied 23a. on the playground/athletic field (during lunch or break times)? 23b. in the hallways/ stairwells? 23c. in class (with teacher present)? 23d. in the classroom (with teacher absent)?	<input type="checkbox"/> I haven't been bullied in the past couple of months <input type="checkbox"/> I have been bullied in one or more of the following places in the past couple of months <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes

Have you been bullied

23e. in the toilets?

- no
 yes

23f. in PE class or the changing
room / shower?

- no
 yes

23g. in the lunch room?

- no
 yes

23h. on the way to and from school?

- no
 yes

23i. at the school bus stop?

- no
 yes

23j. on the school bus?

- no
 yes

23k. somewhere else in school?

- no
 yes

In this case, please write where: _____

<p>24.</p> <p>24a.</p> <p>24b.</p> <p>24c.</p> <p>24d.</p> <p>24e.</p> <p>24f.</p>	<p>Have you <u>told anyone</u> that you have been bullied at school in the past couple of months?</p> <p>Have you told (that you have been bullied)</p> <p>your class teacher?</p> <p>another adult at school (a different teacher, the principal/ headmaster, the school nurse, the custodian/ school caretaker, the school psychologist/ mental health professional etc)?</p> <p>your parent(s)/guardian(s)?</p> <p>your brother(s) or sister(s)?</p> <p>your friend(s)?</p> <p>somebody else?</p>	<p><input type="checkbox"/> I haven't been bullied at school in the past couple of months</p> <p><input type="checkbox"/> I have been bullied but I have not told anyone</p> <p><input type="checkbox"/> I have been bullied and I have told somebody about it</p> <p><input type="checkbox"/> no</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p> <p><input type="checkbox"/> yes</p> <p>In this case, please write who: _____</p>
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25.	How often do <u>the teachers or other adults at school</u> try to put a stop to it when a pupil is being bullied at school?	<input type="checkbox"/> almost never <input type="checkbox"/> once in a while <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> almost always
26.	How often do <u>other pupils</u> try to put a stop to it when a pupil is being bullied at school?	<input type="checkbox"/> almost never <input type="checkbox"/> once in a while <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> almost always
27.	Has <u>any adult at home</u> contacted the school to try to stop your being bullied at school in the past couple of months?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> no, they haven't contacted the school <input type="checkbox"/> yes, they have contacted the school once <input type="checkbox"/> yes, they have contacted the school several times
28.	When you see a pupil your age being bullied at school, what do you <u>feel or think</u> ?	<input type="checkbox"/> that is probably what he or she deserves <input type="checkbox"/> I don't feel much <input type="checkbox"/> I feel a bit sorry for him or her <input type="checkbox"/> I feel sorry for him or her and want to help him or her

ABOUT BULLYING OTHER PUPILS

29.	How often have you <u>taken part in bullying another pupil(s)</u> at school the past couple of months?	<input type="checkbox"/> I haven't bullied another pupil(s) at school in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
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Have you bullied another pupil(s) at school in the past couple of months in one or more of the following ways? Please answer all questions.

30.	I called another pupil(s) mean names, made fun of or teased him or her in a hurtful way	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
31.	I kept him or her out of things on purpose, excluded him or her from my group of friends or completely ignored him or her	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
32.	I hit, kicked, pushed and shoved him or her around or locked him or her indoors	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
33.	I spread false rumors about him or her and tried to make others dislike him or her	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
34.	I took money or other things from him or her or damaged his or her belongings	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
35.	I threatened or forced him or her to do things he or she didn't want to do	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week

36.	I bullied him or her with mean names or comments about his or her race or colour	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
37.	I bullied him or her with mean names or comments about his or her religion	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
38.	I bullied him or her with mean names or comments about his or her disability	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
39.	I bullied him or her with mean names, comments, or rude gestures	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
40.	I bullied him or her with mean names or comments about his or her ability	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week

41.	I bullied him or her with the use of mobile phones	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
42	I bullied him or her with the use of computers	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
43.	I bullied him or her in another way	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <p>In this case, please write in what way: _____</p> <p>_____</p>
44.	Has <u>your class teacher or any other teacher</u> talked with you about you bullying other pupils at school in the past couple of months?	<input type="checkbox"/> I haven't bullied other pupil(s) at school in the past couple of months <input type="checkbox"/> no, they haven't talked with me about it <input type="checkbox"/> yes, the have talked with me about it once <input type="checkbox"/> yes, they have talked with me about it several times
45.	Has <u>any adult at home</u> talked with you about your bullying other pupils at school in the past couple of months?	<input type="checkbox"/> I haven't bullied other pupil(s) at school in the past couple of months <input type="checkbox"/> no, they haven't talked with me about it <input type="checkbox"/> yes, the have talked with me about it once <input type="checkbox"/> yes, they have talked with me about it several times

46.	Do you think you could join in bullying a pupil whom you didn't like?	<input type="checkbox"/> yes <input type="checkbox"/> yes, maybe <input type="checkbox"/> I don't know <input type="checkbox"/> no, I don't think so <input type="checkbox"/> no <input type="checkbox"/> definitely no
47.	How do you <u>usually react</u> if you see or understand that a pupil your age is being bullied by other pupils?	<input type="checkbox"/> I have never noticed that pupils my age have been bullied <input type="checkbox"/> I take part in the bullying <input type="checkbox"/> I don't do anything, but I think the bullying is OK <input type="checkbox"/> I just watch what goes on <input type="checkbox"/> I don't do anything, but I think I ought to help the bullied pupil <input type="checkbox"/> I try to help the bullied pupil in one way or another
48.	How often are you <u>afraid of being bullied</u> by other pupils in your school?	<input type="checkbox"/> never <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> fairly often <input type="checkbox"/> often <input type="checkbox"/> very often
49.	Overall, how much do think <u>your class teacher</u> has done to <u>stop bullying</u> in the past couple of months?	<input type="checkbox"/> little or nothing <input type="checkbox"/> fairly little <input type="checkbox"/> somewhat <input type="checkbox"/> a good deal <input type="checkbox"/> much

We would like to ask for your opinion in the following questions. Remember your name is not on this booklet. No one will know how you have answered these questions.

(i)	Does a pupil's race or skin colour make them more likely or less likely to be bullied?	<input type="checkbox"/> More likely <input type="checkbox"/> Less likely <input type="checkbox"/> Doesn't make a difference
(ii)	Thinking about pupils with a disability, does their disability make them more likely or less likely to be bullied?	<input type="checkbox"/> More likely <input type="checkbox"/> Less likely <input type="checkbox"/> Doesn't make a difference
(iii)	Does a pupil's religion make them more likely or less likely to be bullied?	<input type="checkbox"/> More likely <input type="checkbox"/> Less likely <input type="checkbox"/> Doesn't make a difference
(iv)	What do you think about bullying other pupils because of their race or skin colour?	<input type="checkbox"/> always wrong <input type="checkbox"/> sometimes wrong <input type="checkbox"/> unsure <input type="checkbox"/> sometimes right <input type="checkbox"/> always right
(v)	Thinking about pupils with a disability, what do you think about bullying these pupils because of their disability?	<input type="checkbox"/> always wrong <input type="checkbox"/> sometimes wrong <input type="checkbox"/> unsure <input type="checkbox"/> sometimes right <input type="checkbox"/> always right
(vi)	What do you think about bullying other pupils because of their religion?	<input type="checkbox"/> always wrong <input type="checkbox"/> sometimes wrong <input type="checkbox"/> unsure <input type="checkbox"/> sometimes right <input type="checkbox"/> always right

Finally, we would appreciate if you would answer the following questions.

(vii)	Which religious community do you belong to? <i>(Tick one box only)</i>	<input type="checkbox"/> Protestant Community <input type="checkbox"/> Roman Catholic Community <input type="checkbox"/> Neither <input type="checkbox"/> Other - please specify _____
(viii)	Have you a disability?	<input type="checkbox"/> No <input type="checkbox"/> Yes

Thanks for your help!

Appendix 2: Senior Questionnaire

Questionnaire for Pupils

School _____

Date: _____

Year and Class (possibly with letter, for example 4B): _____

You will find questions in this booklet about your life in school. There are several answers next to each question. Each answer has a box in front of it. Like this:

1.	How do you like school?	<input type="checkbox"/> I dislike school very much <input type="checkbox"/> I dislike school <input type="checkbox"/> I neither like nor dislike school <input type="checkbox"/> I like school <input type="checkbox"/> I like school very much
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Answer the question by marking an **X** in the box next to the answer that best describes how you feel about school. If you really dislike school, mark an **X** in the box next to "I dislike school very much". If you really like school, put an **X** in the box next to "I like school very much", and so on. Only mark one of the boxes. Try to keep the mark inside of the box. Now put an **X** in the box next to the answer that best describes how you feel about school.

If you mark the wrong box, you can change your answer like this: make the wrong box completely black: Then put an **X** in the box where you want your answer to be.

Don't put your name on this booklet. No one will know how you have answered these questions. But it is important that you answer carefully and how you really feel. Sometimes it is hard to decide what to answer. Then just answer how you think it is. If you have questions, raise your hand.

Most of the questions are about **your life in school in the past couple of months, that is, the period from start of school after the Summer holiday until now**. So when you answer, you should think of how it has been during the past 2 or 3 months and **not only how it is just now**.

Now you can answer the next question:

2.	Are you a boy or a girl?	<input type="checkbox"/> girl <input type="checkbox"/> boy
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3.	How many good friends do you have in your class(es)?	<input type="checkbox"/> none <input type="checkbox"/> I have 1 good friend in my class(es) <input type="checkbox"/> I have 2 or 3 good friends in my class(es) <input type="checkbox"/> I have 4 or 5 good friend in my class(es) <input type="checkbox"/> I have 6 or more good friends in my class(es)
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ABOUT BEING BULLIED BY OTHER PUPILS

Here are some questions about being bullied by other pupils. First we define or explain the word bullying. We say a pupil is being bullied when another pupil, or several other pupils

- say mean and hurtful things or make fun of him or her or call him or her mean and hurtful names
- completely ignore or leave him or her out from their group of friends or leave him or her out of things on purpose
- hit, kick, push, shove around, or lock him or her inside a room
- tell lies or spread false rumours about him or her or send mean notes and try to make other pupils dislike him or her
- and other hurtful things like that.

When we talk about bullying, these things happen repeatedly, and it is difficult for the pupil being bullied to defend himself or herself. We also call it bullying, when a pupil is teased repeatedly in a mean and hurtful way.

But we don't call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two pupils of about equal strength or power argue or fight.

4.	How often have you <u>been bullied</u> at school in the past couple of <u>months</u> ?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
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Have you been bullied at school in the past couple of months in one or more of the following ways? Please answer all questions.

5.	I was called mean names, was made fun of, or teased in a hurtful way	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
6.	Other pupils left me out of things on purpose, left me out from their group of friends, or completely ignored me	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
7.	I was hit, kicked, pushed, shoved around, or locked indoors	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week

Have you been bullied at school in the past couple of months in one or more of the following ways? Please answer all questions.

8.	Other pupils told lies or spread false rumours about me and tried to make others dislike me	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
9.	I had money or other things taken away from me or damaged	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
10.	I was threatened or forced to do things I didn't want to do	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
11.	I was bullied with mean names or comments about my race or colour	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
12.	I was bullied with mean names or comments about my religion	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week

13.	I was bullied with mean names or comments about my disability	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
14.	I was bullied with mean names, comments, or gestures with a sexual meaning	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
15.	I was bullied with mean names or comments about my ability	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week

16.	I was bullied with the use of mobile phones	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
17.	I was bullied with the use of computers	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week

18.	I was bullied in another way	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week In this case, please write in what way: _____ _____
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19.	<u>In which class(es)</u> is the pupil or pupils who bully you?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> in my class <input type="checkbox"/> in a different class but same year <input type="checkbox"/> in a higher year <input type="checkbox"/> in a lower year <input type="checkbox"/> in different years
20.	Have you been bullied by <u>boys</u> or <u>girls</u> ?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> mainly by 1 girl <input type="checkbox"/> by several girls <input type="checkbox"/> mainly by 1 boy <input type="checkbox"/> by several boys <input type="checkbox"/> by both boys and girls

21.	By how many pupils have you usually been bullied?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> mainly by 1 pupil <input type="checkbox"/> by a group of 2 – 3 pupils <input type="checkbox"/> by a group of 4 – 9 pupils <input type="checkbox"/> by a group of more than 9 pupils <input type="checkbox"/> by several different pupils or groups of pupils
22.	How long has the bullying lasted?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> it lasted one or two weeks <input type="checkbox"/> it lasted about a month <input type="checkbox"/> it has lasted about 6 months <input type="checkbox"/> it has lasted about a year <input type="checkbox"/> it has gone on for several years
23.	Where have you been bullied ? <p>Have you been bullied</p> 23a. on the playground/athletic field (during lunch or break times)? 23b. in the hallways/ stairwells? 23c. in class (with teacher present)? 23d. in the classroom (with teacher absent)?	<input type="checkbox"/> I haven't been bullied in the past couple of months (if you place an X in this box, <u>skip to question 24</u>) <input type="checkbox"/> I have been bullied in one or more of the following places in the past couple of months (continue below): <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes

Have you been bullied

23e. in the toilets?

- no
 yes

23f. in PE class or the changing room / shower?

- no
 yes

23g. in the lunch room?

- no
 yes

23h. on the way to and from school?

- no
 yes

23i. at the school bus stop?

- no
 yes

23j. on the school bus?

- no
 yes

23k. somewhere else in school?

- no
 yes

In this case, please write where: _____

24.	Have you <u>told anyone</u> that you have been bullied at school in the past couple of months?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months (if you place an X in this box, <u>skip to question 25</u>) <input type="checkbox"/> I have been bullied but I have not told anyone (if you place an X in this box, <u>skip to question 25</u>) <input type="checkbox"/> I have been bullied and I have told somebody about it (continue below):
Have you told (that you have been bullied)		
24a.	your class teacher?	<input type="checkbox"/> no <input type="checkbox"/> yes
24b.	another adult at school (a different teacher, the principal/ headmaster, the school nurse, the custodian/ school caretaker, the school psychologist/ mental health professional etc)?	<input type="checkbox"/> no <input type="checkbox"/> yes
24c.	your parent(s)/guardian(s)?	<input type="checkbox"/> no <input type="checkbox"/> yes
24d.	your brother(s) or sister(s)?	<input type="checkbox"/> no <input type="checkbox"/> yes
24e.	your friend(s)?	<input type="checkbox"/> no <input type="checkbox"/> yes
24f.	somebody else?	<input type="checkbox"/> no <input type="checkbox"/> yes
In this case, please write who: _____		

25.	How often do <u>the teachers or other adults at school</u> try to put a stop to it when a pupil is being bullied at school?	<input type="checkbox"/> almost never <input type="checkbox"/> once in a while <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> almost always
26.	How often do <u>other pupils</u> try to put a stop to it when a pupil is being bullied at school?	<input type="checkbox"/> almost never <input type="checkbox"/> once in a while <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> almost always
27.	Has <u>any adult at home</u> contacted the school to try to stop your being bullied at school in the past couple of months?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> no, they haven't contacted the school <input type="checkbox"/> yes, they have contacted the school once <input type="checkbox"/> yes, they have contacted the school several times
28.	When you see a pupil your age being bullied at school, what do you <u>feel or think</u> ?	<input type="checkbox"/> that is probably what he or she deserves <input type="checkbox"/> I don't feel much <input type="checkbox"/> I feel a bit sorry for him or her <input type="checkbox"/> I feel sorry for him or her and want to help him or her

ABOUT BULLYING OTHER PUPILS

29.	How often have you <u>taken part in bullying another pupil(s)</u> at school the past couple of months?	<input type="checkbox"/> I haven't bullied another pupil(s) at school in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
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Have you bullied another pupil(s) at school in the past couple of months in one or more of the following ways? Please answer all questions.

30.	I called another pupil(s) mean names, made fun of or teased him or her in a hurtful way	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
31.	I kept him or her out of things on purpose, excluded him or her from my group of friends or completely ignored him or her	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
32.	I hit, kicked, pushed and shoved him or her around or locked him or her indoors	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
33.	I spread false rumors about him or her and tried to make others dislike him or her	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
34.	I took money or other things from him or her or damaged his or her belongings	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
35.	I threatened or forced him or her to do things he or she didn't want to do	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week

36.	I bullied him or her with mean names or comments about his or her race or colour	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
37.	I bullied him or her with mean names or comments about his or her religion	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
38.	I bullied him or her with mean names or comments about his or her disability	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
39.	I bullied him or her with mean names, comments, or gestures with a sexual meaning	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
40.	I bullied him or her with mean names or comments about his or her ability	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week

41.	I bullied him or her with the use of mobile phones	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
42	I bullied him or her with the use of computers	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
43.	I bullied him or her in another way	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <p>In this case, please write in what way: _____</p> <p>_____</p>
44.	Has <u>your class teacher or any other teacher</u> talked with you about you bullying other pupils at school in the past couple of months?	<input type="checkbox"/> I haven't bullied other pupil(s) at school in the past couple of months <input type="checkbox"/> no, they haven't talked with me about it <input type="checkbox"/> yes, the have talked with me about it once <input type="checkbox"/> yes, they have talked with me about it several times
45.	Has <u>any adult at home</u> talked with you about your bullying other pupils at school in the past couple of months?	<input type="checkbox"/> I haven't bullied other pupil(s) at school in the past couple of months <input type="checkbox"/> no, they haven't talked with me about it <input type="checkbox"/> yes, the have talked with me about it once <input type="checkbox"/> yes, they have talked with me about it several times

46.	Do you think you could join in bullying a pupil whom you didn't like?	<input type="checkbox"/> yes <input type="checkbox"/> yes, maybe <input type="checkbox"/> I don't know <input type="checkbox"/> no, I don't think so <input type="checkbox"/> no <input type="checkbox"/> definitely no
47.	How do you <u>usually react</u> if you see or understand that a pupil your age is being bullied by other pupils?	<input type="checkbox"/> I have never noticed that pupils my age have been bullied <input type="checkbox"/> I take part in the bullying <input type="checkbox"/> I don't do anything, but I think the bullying is OK <input type="checkbox"/> I just watch what goes on <input type="checkbox"/> I don't do anything, but I think I ought to help the bullied pupil <input type="checkbox"/> I try to help the bullied pupil in one way or another
48.	How often are you <u>afraid of being bullied</u> by other pupils in your school?	<input type="checkbox"/> never <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> fairly often <input type="checkbox"/> often <input type="checkbox"/> very often
49.	Overall, how much do think <u>your class teacher</u> has done to <u>stop bullying</u> in the past couple of months?	<input type="checkbox"/> little or nothing <input type="checkbox"/> fairly little <input type="checkbox"/> somewhat <input type="checkbox"/> a good deal <input type="checkbox"/> much

We would like to ask for your opinion in the following questions. Remember your name is not on this booklet. No one will know how you have answered these questions.

(i)	Does a pupil's race or skin colour make them more likely or less likely to be bullied?	<input type="checkbox"/> More likely <input type="checkbox"/> Less likely <input type="checkbox"/> Doesn't make a difference
(ii)	Thinking about pupils with a disability, does their disability make them more likely or less likely to be bullied?	<input type="checkbox"/> More likely <input type="checkbox"/> Less likely <input type="checkbox"/> Doesn't make a difference
(iii)	Does a pupil's religion make them more likely or less likely to be bullied?	<input type="checkbox"/> More likely <input type="checkbox"/> Less likely <input type="checkbox"/> Doesn't make a difference
(iv)	What do you think about bullying other pupils because of their race or skin colour?	<input type="checkbox"/> always wrong <input type="checkbox"/> sometimes wrong <input type="checkbox"/> unsure <input type="checkbox"/> sometimes right <input type="checkbox"/> always right
(v)	Thinking about pupils with a disability, what do you think about bullying these pupils because of their disability?	<input type="checkbox"/> always wrong <input type="checkbox"/> sometimes wrong <input type="checkbox"/> unsure <input type="checkbox"/> sometimes right <input type="checkbox"/> always right
(vi)	What do you think about bullying other pupils because of their religion?	<input type="checkbox"/> always wrong <input type="checkbox"/> sometimes wrong <input type="checkbox"/> unsure <input type="checkbox"/> sometimes right <input type="checkbox"/> always right

Finally, we would appreciate if you would answer the following questions.

(vii)	Which religious community do you belong to? <i>(Tick one box only)</i>	<input type="checkbox"/> Protestant Community <input type="checkbox"/> Roman Catholic Community <input type="checkbox"/> Neither <input type="checkbox"/> Other - please specify _____
(viii)	Have you a disability?	<input type="checkbox"/> No <input type="checkbox"/> Yes

Thanks for your help!



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