

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

by RSM McClure Watters (formerly FGS McClure Watters)

No 56, 2011



Education & Training

RESEARCH REPORT

ISBN 1 897592 63 9



Department of  
**Education**  
[www.deni.gov.uk](http://www.deni.gov.uk)

AN RÓINN  
**Oideachais**  
MINISTRE O  
**Lear**

**Department of  
Education**

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

**Public Sector  
Consulting**

**FINAL REPORT**

**October 2011**



**RSM International**  
global excellence in audit, tax & consulting

## Table of Contents

<b>1</b>	<b>EXECUTIVE SUMMARY .....</b>	<b>1</b>
1.1	DEFINITION OF BULLYING .....	1
1.2	TERMS OF REFERENCE.....	2
1.3	METHODOLOGY .....	3
1.4	CONCLUSIONS.....	3
1.5	RECOMMENDATIONS .....	13
<b>2</b>	<b>INTRODUCTION.....</b>	<b>17</b>
2.1	INTRODUCTION.....	17
2.2	DEFINITION OF BULLYING .....	17
2.3	TERMS OF REFERENCE.....	18
2.4	STRUCTURE OF THE REPORT .....	19
2.5	ACKNOWLEDGEMENTS .....	19
<b>3</b>	<b>METHODOLOGY.....</b>	<b>20</b>
3.1	INTRODUCTION.....	20
3.2	SAMPLING.....	20
3.3	RESEARCH INSTRUMENT - PUPILS .....	23
3.4	RESEARCH INSTRUMENT – STAFF.....	27
<b>4</b>	<b>STRATEGIC AND POLICY CONTEXT .....</b>	<b>28</b>
4.1	INTRODUCTION.....	28
4.2	LEGISLATION.....	28
4.3	DE POLICIES AND SUPPORT FOR ANTI-BULLYING .....	29
4.4	DE RESEARCH INTO PUPIL BULLYING IN THE NORTH OF IRELAND .....	34
4.5	SUMMARY .....	37
<b>5</b>	<b>PUPIL SURVEYS – KEY FINDINGS.....</b>	<b>38</b>
5.1	PRIMARY SCHOOLS – YEAR 6 PUPILS .....	38
5.2	POST-PRIMARY SCHOOLS – YEAR 9 PUPILS .....	72
5.3	SUMMARY .....	106
<b>6</b>	<b>COMPARISON WITH PREVIOUS STUDIES.....</b>	<b>115</b>
6.1	INTRODUCTION.....	115

6.2	COMPARISON OF YEAR 6 FINDINGS (2011) WITH 2002 AND 2007 .....	115
6.3	COMPARISON OF YEAR 9 FINDINGS (2011) WITH 2002 AND 2007 .....	118
6.4	SUMMARY .....	120
<b>7</b>	<b>STAFF SURVEYS – KEY FINDINGS .....</b>	<b>122</b>
7.1	INTRODUCTION .....	122
7.2	PRIMARY – TEACHING AND NON-TEACHING STAFF .....	122
7.3	POST-PRIMARY – TEACHING AND NON-TEACHING STAFF .....	140
7.4	SUMMARY .....	158
<b>8</b>	<b>BENCHMARKING / LITERATURE REVIEW .....</b>	<b>163</b>
8.1	INTRODUCTION .....	163
8.2	RESEARCH INTO PUPIL BULLYING IN THE NORTH OF IRELAND .....	163
8.3	NATURE AND EXTENT OF BULLYING OUTSIDE THE NORTH OF IRELAND .....	164
8.4	DISABLIST BULLYING .....	165
8.5	HOMOPHOBIC BULLYING .....	165
8.6	CYBER-BULLYING .....	166
8.7	MENTAL HEALTH .....	166
8.8	APPROACHES TO ADDRESSING BULLYING .....	167
8.9	SUMMARY .....	168
<b>9</b>	<b>CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>169</b>
9.1	CONCLUSIONS .....	169
9.2	RECOMMENDATIONS .....	179

# 1 EXECUTIVE SUMMARY

In January 2011, FGS McClure Watters was appointed by the Department of Education (DE) to undertake research into The Nature and Extent of Bullying in Schools in the North of Ireland.

## 1.1 Definition of Bullying

In a previous research report, 'The Nature and Extent of Bullying in Schools in the North of Ireland' (DE, 2007) the authors note that *'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 (Instructions for Administering the Revised Olweus Bully/Victim questionnaire for Students, 2001) provides 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, the authors of the 2007 report go on to state that *'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.'*

## 1.2 Terms of Reference

DE published a research report entitled ‘Bullying in Schools: A Northern Ireland Study’ in 2002; this was subsequently updated in 2007 with the publication of ‘The Nature and Extent of Bullying in Schools in the North of Ireland’. The primary aim of both research projects was to identify the nature and extent of bullying in primary and post-primary schools in the North of Ireland.

This report provides an update of the previous research in order to contribute to the evidence base about bullying and inform various Departmental policies including pupil behaviour, pupil emotional health and well-being, pupil attendance and personal safety, as well as informing the work of external bodies, for example, the Northern Ireland Anti-Bullying Forum (NIABF). It establishes the current scale and nature of bullying behaviour by pupils in schools, drawing comparison with both previous studies and highlighting changes and trends.

The Terms of Reference (ToR) for this research project are reflected below:

### Research Aim

The aim of the research is to identify the nature and extent of bullying in schools, including through abuse of technology, with particular emphasis on changes and trends since the previous studies.

### Objectives

- To establish the prevalence and types of bullying in primary and post-primary schools, by updating the findings of the previous studies;
- To establish the prevalence of bullying via the medium of technology, given the marked increase in its use in schools and beyond in recent years;
- To identify in particular, the nature and extent of bullying behaviour ascribed to a pupil’s age, gender, religion, ethnicity, sexuality, disability or dependants;
- To develop a further understanding of the perceptions of pupils with regard to bullying;
- To assess the awareness among pupils of strategies and sources of support and help available and their confidence in using them;
- To compare the findings with the two previous studies in the North of Ireland, identifying any changes or trends which the department should consider in any future policy, and examine the relevance of wider comparative research to bullying in the North of Ireland; and
- To produce recommendations in relation to the development of an anti-bullying culture and the prevention of bullying in schools.

## 1.3 Methodology

As required by DE, our methodology is similar to the previous two studies adopting a quantitative approach and employing a widely used standardised questionnaire. As in the previous studies, this study comprises a representative sample of 60 primary and 60 post-primary schools across the North of Ireland. However, several new questions were introduced for pupils (relating to cyber-bullying and on sources of help and support to address bullying). Staff questionnaires (for teaching and non-teaching staff) were also adopted (staff were also surveyed in the 2002 study but not in the 2007 study).

In summary, our methodology comprised the following main stages.

- **Desk research** covering policy and strategic context;
- **Fieldwork** in 60 primary and 60 post-primary schools including:
  - Surveys with a sample of 904 Year 6 pupils and 1297 Year 9 pupils.
  - Surveys with 58 primary teaching staff – senior members of staff with responsibility for pastoral care and 57 primary non-teaching staff – the majority of these were Classroom Assistants;
  - Surveys with 56 post-primary teaching staff - senior members of staff with responsibility for pastoral care; and 58 post-primary non-teaching staff – over half of these were Classroom Assistants.
- **Consultation** including 1-to-1 interviews with stakeholders, including Project Steering Group members;
- **Benchmarking / literature review** to consider lessons and learning from elsewhere;
- **Analysis** of the findings against each aspect of the Terms of Reference;
- **Presentation and reporting** - this final report presents key findings, conclusions and recommendations, taking on board feedback from the Project Steering Group.

## 1.4 Conclusions

In this section, we present conclusions drawing on the evidence set out in the report. These are reported against each element of the Terms of Reference – the sub-headings in this section correspond to the research objectives.

### **1.4.1 Prevalence and types of bullying in primary and post-primary schools**

*Objective: To establish the prevalence and types of bullying in primary and post-primary schools, by updating the findings of the previous studies*

This research has sought to update the evidence base with regard to the nature and extent of pupil bullying in primary and secondary schools in the North of Ireland – one strand has been from the pupils' perspective. Key findings from pupil surveys are presented below, based on samples of 904 Year 6 pupils and 1297 Year 9 pupils.

## Experiences of Being Bullied

39% of Year 6 pupils and 29% of Year 9 pupils reported being bullied at school in the last 2 months.

There is a high level of consistency across the top five types of bullying experienced by Year 6 and Year 9 boys and girls. The most common type of bullying experienced by all pupils is:

- *'I was called mean names, was made fun of, or teased in a hurtful way.'*

Three other types of bullying feature in the top five rankings for boys and girls in Year 6 and Year 9 (although there is some variation in the rank for each Year group/gender sub-group):

- *'Other pupils left me out of things on purpose, left me out from their group of friends or completely ignored me.'*
- *'Other pupils told lies or spread false rumours about me and tried to make others dislike me.'*
- *'I was bullied with mean names or comments about my ability.'*

After this, there is more variation – with Year 6 pupils (boys and girls) ranking the following type of bullying in their top five:

- *'I was bullied with mean names, comments or rude gestures.'*

However, Year 9 pupils did not rank the equivalent statement<sup>1</sup> as highly. Instead, Year 9 pupils (overall, and boys) ranked the fifth most common type of bullying experienced as:

- *'I was hit, kicked, pushed, shoved around or locked indoors.'*

For Year 9 girls, the fifth most common type of bullying experienced was:

- *'I was bullied with the use of computers.'*

For both Year 6 and Year 9 pupils, girls recorded a tendency to be excluded more than boys, and to be bullied with mobile phones more than boys; for Year 9 pupils only, girls were more likely to be bullied with computers.

For both Year 6 and Year 9 pupils, boys tended to be victims of physical bullying more than girls; Year 6 boys were more likely to be bullied 'with mean names or comments about my ability' than girls; Year 9 boys were more likely to be bullied 'with mean names, was made fun of, or teased on a hurtful way' than girls.

## Carrying Out Bullying

21% of Year 6 pupils and 21% of Year 9 pupils reported that they had bullied another pupil at school in the last 2 months.

---

<sup>1</sup> The equivalent statement for Year 9 pupils includes "with a sexual meaning" at the end of the statement

There is a high level of consistency across the top five types of bullying carried out by Year 6 and Year 9 boys and girls. The two most common types of bullying carried out by all pupils (consistently ranked first and second by boys and girls in Year 6 and Year 9) are:

- *'I called another pupil(s) mean names, made fun of or teased him or her in a hurtful way.'*
- *'I kept him or her out of things on purpose, excluding him or her from my group of friends or completely ignored him or her.'*

Three other types of bullying feature in most of the top five rankings for boys and girls in Year 6 and Year 9 (although there is some variation in the rank for each Year group/gender sub-group):

- *'I hit, kicked, pushed and shoved him or her around or locked him or her indoors'* – ranked in the top five for all sub-groups except Year 9 girls;
- *'I spread false rumours about him or her and tried to make others dislike him or her'* – ranked in the top five for all sub-groups except Year 6 boys and Year 9 boys;
- *'I bullied him or her with mean names, comments or rude gestures' (with a sexual meaning)<sup>2</sup>* – ranked in the top five for all sub-groups except Year 9 girls.

After this, there is more variation – with boys in Year 6 and in Year 9 ranking the following type of bullying in their top five (fifth):

- *'I bullied him or her with mean names or comments about his or her ability.'*

For Year 9 girls the fourth and fifth most common types of bullying carried out were:

- *'I bullied him or her with the use of computers.'*
- *'I bullied him or her with the use of mobile phones.'*

Year 6 boys who had bullied other pupils were more likely to be involved than girls for almost all types of bullying; the level of involvement in bullying with mobile phones was similar for both boys and girls.

Year 9 boys who had bullied other pupils were more likely to be involved than girls for almost all types of bullying. However, the level of involvement in bullying with mobile phones and with computers was higher for girls. Female bullies were slightly more likely than their male counterparts to use methods of exclusion.

### Staff Perspective

Findings from both primary and post-primary school staff surveys were broadly consistent with the pupil surveys: identifying name calling as the most common type of bullying. Physical bullying (generally amongst boys and short term) and exclusion (more commonly amongst girls and longer term, more insidious) were also common forms of bullying noted by staff. Both of these were mentioned by Year 6 and Year 9 pupils amongst the more common types of bullying experienced and perpetrated.

---

<sup>2</sup> (with a sexual meaning) only in the statement asked of Year 9 pupils

## 1.4.2 Prevalence of bullying via medium of technology

*Objective: To establish the prevalence of bullying via the medium of technology, given the marked increase in its use in schools and beyond in recent years*

Overall, 15.5% of Year 6 and 17.0% of Year 9 pupils indicated that they had experienced cyber-bullying in the past couple of months. The level of those admitting to cyber-bullying was around one third of the levels of those who had experienced cyber-bullying: 5.2% of Year 6 and 6.6% of Year 9 pupils admitted to cyber-bullying other pupils in the past couple of months.

The two most common types of cyber-bullying experienced in Year 6 and Year 9 are:

- *'I received a message that showed people were talking about me nastily online';* and
- *'I received a threatening message via IM, text, email.'*

There are differences in the two most common types of cyber-bullying perpetrated by Year 6 and Year 9 pupils as follows:

- *'I sent him or her a message with insults calling him or her gay (whether true or not)'* (2.1% of Year 9 pupils);
- *'I sent a message that showed people were talking about him or her nastily online'* (1.8% of Year 6 pupils); and
- *'I sent him or her a threatening message via IM, text, email'* (1.7% of Year 6 pupils, 1.9% of Year 9 pupils).

Amongst the common methods for Year 6 pupils subjected to and perpetrating cyber-bullying were **text messages**, **social networking sites** and **interactive games**. The top two methods (**text message** and **social networking site**) for Year 6 are also the top two methods for Year 9 – although the order of frequency is reversed. The third most common method for Year 9 pupils subjected to and perpetrating cyber-bullying included: chatroom (4.5% of those subjected to and 1.7% of those carrying out bullying).

Cyber-bullying was more likely to take place outside school hours:

- Year 6 and year 9 pupils subjected to cyber-bullying were almost four times more likely to experience this outside school hours than during school hours;
- Year 6 pupils who carried out cyber-bullying were around twice as likely to do this outside school hours than during school hours; and
- Year 9 pupils who carried out cyber-bullying were more than three times as likely to do this outside school hours as during school hours.

Almost one third of teaching and non-teaching staff in primary schools highlighted cyber-bullying as becoming a more prevalent type of bullying. Many teaching staff (over three quarters) and non-teaching staff (over one third) in post-primary schools also highlighted cyber-bullying as becoming more prevalent.

### 1.4.3 **Bullying and Section 75 categories**

*Objective: To identify in particular, the nature and extent of bullying behaviour ascribed to a pupil's age, gender, religion, ethnicity, sexuality, disability or dependants*

#### **Age, Gender, Dependants**

[Note: with regard to:

- age – separate results for Year 6 and Year 9 address this requirement;
- gender - where there are notable differences between results for boys and girls, these are highlighted; and
- dependants – questions from the 2007 study formed the basis of the questionnaire approved by the Project Steering Group for this study; there were no specific questions on dependants. Given the ages of pupils being surveyed (Year 6 and Year 9), we anticipate that the numbers with dependants would be relatively small.]

#### **Race or Skin Colour, Religion and Disability**

Over 85% of Year 6 pupils and over 82% of Year 9 pupils thought it was *'always wrong'* to bully other pupils because of either race or skin colour, disability or religion; the proportion of girls who held this view was higher than the proportion of boys. In both Year 6 and Year 9, boys were more likely to say it was *'sometimes wrong'* or that they were *'unsure'* if it was wrong to bully other pupils because of either race or skin colour, disability or religion.

#### **Race or Skin Colour**

Over one third of Year 6 pupils thought that a pupil's race or skin colour could make them *'more likely'* to be bullied, while around a half felt that it *'doesn't make a difference'*. In contrast, almost two thirds of Year 9 pupils thought that a pupil's race or skin colour could make them *'more likely'* to be bullied, while around one third felt that it *'doesn't make a difference'*.

Most (over 90% of Year 6 and Year 9) pupils felt that it was *'wrong'*<sup>3</sup> to bully other pupils on account of their race or skin colour. However, 6.9% of Year 6 pupils and 4.1% of Year 9 pupils admitted bullying other pupils *'with mean names or comments about his or her race or colour'*. Also, 14.0% of Year 6 and 7.6% of Year 9 pupils indicated that they had been bullied *'with mean names or comments about my race or colour'*.

#### **Religion**

Over half of Year 6 pupils and just over 40% of Year 9 pupils thought that a pupil's religion *'doesn't make a difference'* but around a quarter of Year 6 pupils and almost half of Year 9 pupils felt that it could make them *'more likely'* to be bullied.

---

<sup>3</sup> 85.4% of Year 6 thought it was *'always wrong'* and 5.0% *'sometimes wrong'*; 89.5% of Year 9 thought it was *'always wrong'* and 2.1% *'sometimes wrong'*

More Year 6 pupils from 'Neither' Protestant or Roman Catholic Communities (43.8%) and 'Other' religious communities (49.5%) reported that they had *'been bullied at school in the past couple of months'* than pupils from the Roman Catholic (35.3%) and Protestant (39.7%) communities. Although lower levels of bullying were reported by Year 9 pupils by religion, a similar pattern is evident. More pupils from 'Neither' Protestant or Roman Catholic Communities (36.2%) and 'Other' religious communities (34.0%) reported that they had *'been bullied at school in the past couple of months'* than pupils from the Roman Catholic (27.5%) and Protestant (29.5%) communities.

Over 50% of Year 6 pupils from most religious backgrounds (apart from 'Other') felt that a pupil's religion *'doesn't make a difference'* as to whether they would be bullied. Around one quarter overall felt that a pupil's religion made them *'more likely'* to be bullied and around one fifth overall felt that a pupil's religion made them *'less likely'* to be bullied. Over 50% of Year 9 pupils from 'Neither' or 'Other' religions felt that a pupil's religion *'doesn't make a difference'* as to whether they would be bullied, but the level for Protestant and Roman Catholic is lower. Overall around a half of Year 9 pupils felt that a pupil's religion made them *'more likely'* to be bullied and around 10% overall felt that a pupil's religion made them *'less likely'* to be bullied.

Over 82% of all religious categories in Year 6 and over 80% of those in Year 9 indicated that it was *'always wrong'* to bully other pupils because of their religion.

### Disability

Many Year 6 pupils (40.1%) felt that a pupil's disability could make them *'more likely'* to be bullied. A greater proportion of Year 9 pupils (59.8%) felt that a pupil's disability could make them *'more likely'* to be bullied.

Year 6 and Year 9 pupils with a disability:

- were more likely to report that they have been recipients of bullying behaviour at least *'once or twice'*;
- had some experience of being bullied verbally regarding their disability (34.0% of Year 6 and over 40% of Year 9 at least *'once or twice'*); although most of these (23.6% of Year 6 and 25.3% of Year 9) had been bullied *'with mean names or comments about my disability'* only once or twice;
- had bullied other pupils more often than pupils who recorded that they did not have a disability (27.1% of Year 6 pupils and 29.1% of Year 9 pupils with a disability perpetrated bullying compared to 20.8% of Year 6 pupils and 20.5% of Year 9 pupils without);
- tended to bully other pupils *'with mean names or comments about his or her disability'* more frequently than pupils who did not record that they had a disability.

### Sexuality

Results from the Year 9 pupil survey show that: *'I was bullied with mean names, comments or rude gestures with a sexual meaning'* was the sixth most common form of bullying – experienced by around 14% of pupils (about 16% of boys and 12% of girls). This was also the fifth most common type of bullying perpetrated by 6% of Year 9 pupils (9% of boys and 3% of girls).

Almost 4% of Year 9 pupils (over 5% of girls and just under 2% of boys) had 'received a message with unwanted sexual suggestions, jokes or threats' and almost 5% (almost 4% of girls and over 6% of boys) had 'received a message with insults calling me gay (whether true or not)'. Just over 1% of Year 9 pupils bullied other pupils in the following ways: - 'I sent him or her a message with unwanted sexual suggestions, jokes or threats' and over 2% 'I sent him or her a message with insults calling him or her gay (whether true or not)'. There was little difference between responses for boys and girls. (Note: Year 6 pupils were not asked these questions).

#### 1.4.4 Perceptions of Pupils with regard to Bullying

*Objective: To develop a further understanding of the perceptions of pupils with regard to bullying*

The majority (around two thirds) of Year 6 and Year 9 pupils indicated that teachers would usually intervene and try to 'put a stop to' a bullying incident (49.1% of Year 6 and 44.1% of Year 9 pupils reported that teachers 'almost always' intervened and 15.6% of Year 6 and 21.2% of Year 9 pupils stating that teachers 'often' intervened). Similarly, the majority of pupils responded that their teachers had done 'much' (39.2% Year 6, 17.1% Year 9) or 'a good deal' (30.9% Year 6, 28.0% Year 9) 'to stop bullying in the past couple of months'. Pupil intervention was less common with around one third of pupils (31.6% of Year 6, 34.3% of Year 9) reporting that other pupils have intervened 'sometimes' and around one fifth of pupils (19.6% of Year 6, 22.1% of Year 9) saying that other pupils 'almost never' got involved in 'trying to put a stop to it when a pupil is being bullied'.

Both Year 6 and Year 9 pupils expressed a pro-victim attitude, reporting that they supported or empathised with the victims of bullying behaviour: 76.3% of Year 6 pupils and 59.8% of Year 9 pupils stated that when they see another pupil being bullied, they 'feel sorry for him or her and want to help them'.

Considering gender and pupils' attitudes towards bullying:

- Girls were more likely to want to help the victim than boys (80.7% of Year 6 girls, 71.7% of Year 6 boys, 73.0% of Year 9 girls, 45.6% of Year 9 boys);
- 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 (80.4% of Year 6 girls, 69.6% of Year 6 boys; 60.0% of Year 9 girls, 46.1% of Year 9 boys). Boys were more likely to respond that they 'could join in'.
- When asked about their reaction to seeing or understanding that another pupil was being bullied:
  - boys were more likely than girls to 'take part' or 'just watch what goes on' and
  - boys were less likely than girls to 'try to help the bullied pupil in one way or another' (46.2% of Year 6 boys, 50.1% of Year 6 girls; 25.0% of Year 9 boys, 33.5% of Year 9 girls).
- Girls tended to be more 'afraid of being bullied by other pupils in school' than boys (34.5% of Year 6 girls and 53.6% of Year 6 boys are 'never afraid'; 34.8% of Year 9 girls and 52.8% of Year 9 boys are 'never afraid').

### 1.4.5 Strategies and Sources of Support and Help

*Objective: To assess the awareness among pupils of strategies and sources of support and help available and their confidence in using them*

#### General Awareness

Over two thirds of Year 6 pupils and over four fifths of Year 9 pupils knew that their school had a policy on bullying. The vast majority (over 85%) of Year 6 pupils and Year 9 pupils knew who to talk to in school if they had been bullied.

Almost all teaching staff (primary and post-primary) and around three quarters of non-teaching (primary and post-primary) were aware of anti-bullying week. Almost all teaching staff (primary and post-primary), around three quarters of primary non-teaching staff and almost 90% of post-primary non-teaching staff were aware of support and resources to address bullying.

#### Awareness of Specific Supports

The level of pupil and staff awareness of different organisations as sources of help and support to address bullying have been ranked – those for which there is the greatest level of awareness are ranked highest. There is a fairly high level of consistency regarding organisations which feature in the top five ranked sources of help and support of which there is greatest awareness (see Table 1).

**Table 1: Awareness of Specific Organisations as Sources of Help and Support to Address Bullying**

Organisation	Year 6 and Year 9 Pupils	Primary and post-primary teaching and non-teaching staff
Childline	Ranked highest in terms of awareness At least 78% of Year 6 and Year 9 pupils aware	Ranked highest in terms of awareness At least 87% of all staff categories aware
NIABF	In terms of awareness, NIABF is ranked second for all groups except Year 9 girls – (for this group it is ranked third) 47.1% of Year 6 and 50.2% of Year 9 pupils overall are aware of NIABF	Features in top five sources as ranked by teaching staff (primary and post-primary) More than 86% of teaching staff aware (More than half of non-teaching staff aware; but not in top five for them)
Barnardo's	Feature in top five rankings for boys and girls in Year 6 and Year 9 (although there is some variation in the rank for each Year group/ gender sub-group)	Feature in top five rankings for all staff groups in primary and post-primary schools (although there is some variation in the rank across school types/ staff types).
NSPCC		
Save the Children		
Action for Children		Not in top 5 for staff
Parents' Advice Centre	Not in top 5 for pupils	Features in top five sources ranked by non-teaching staff (primary and post-primary)
	At least 30% of all Year 6 groups and at least 40% of all Year 9 groups aware of	At least 60% of all staff categories were aware of the organisations ranked in top five

**Table 1: Awareness of Specific Organisations as Sources of Help and Support to Address Bullying**

Organisation	Year 6 and Year 9 Pupils	Primary and post-primary teaching and non-teaching staff
	organisations ranked in top five	
<b>Source:</b> FGS McClure Watters, May 2011		

### Use of Specific Supports

15.0% of Year 6 pupils and 5.8% of Year 9 pupils had accessed help and support. Over 80% of teaching staff (primary and post-primary), but only around 20% of non-teaching staff (primary and post-primary) had accessed help and support to address bullying

The level of pupil and staff usage of different organisations / sources of help and support to address bullying have been ranked – those for which there is the greatest level of usage are ranked highest. There is a fairly high level of consistency across the organisations which feature in the top five ranked sources of help and support of which there is greatest usage (see Table 2).

For pupils, the most common methods of accessing support were: *'phoned a helpline'* (around one third of Year 6 and almost half of Year 9 pupils who had accessed support) or *'visited a website'* (over 10% of Year 6 and over a quarter of Year 9 pupils who had accessed support).

**Table 2: Use of Specific Organisations as Sources of Help and Support to Address Bullying**

Organisation	Year 6 and Year 9 Pupils	Primary and post-primary teaching and non-teaching staff
Childline	Ranked highest in terms of usage Of those pupils who had accessed help and support, 45.8% of Year 6 pupils and 53.4% of Year 9 pupils have used this	Feature in top five rankings for all staff groups in primary and post-primary schools (although there is some variation in the rank across school types / staff types).
Barnardo's	Not in top 5 for pupils	
NSPCC		
Other		
NIABF	Feature in top five rankings for boys and girls in Year 6 and Year 9 (although there is some variation in the actual ranking for each Year group/ gender)	Features in the top five of teaching staff (primary and post-primary)
Save the Children		Not in top 5 for staff
Action for Children		Not in top 5 for staff
Parents' Advice Centre	Not in top 5 for pupils	Ranked joint first by non-teaching staff (post-primary)
NEELB/WELB	Not in top 5 for pupils	Features in the top five of primary non-teaching staff.
	At least 11% of all Year 6 groups and at least 15% of all Year 9 groups who had used supports had used the sources ranked in the top five	At least 35% of teaching staff and at least 25% of non-teaching staff had used the sources ranked in the top five.

**Table 2: Use of Specific Organisations as Sources of Help and Support to Address Bullying**

Organisation	Year 6 and Year 9 Pupils	Primary and post-primary teaching and non-teaching staff
Source: FGS McClure Watters, May 2011		

### **1.4.6 Comparison with previous studies and wider comparative research**

*Objective: To compare the findings with the two previous studies in Northern Ireland, identifying any changes or trends which the department should consider in any future policy, and examine the relevance of wider comparative research to bullying in Northern Ireland*

This research contributes to the evidence base established by the previous DE research studies:

- 'Bullying in Schools: A Northern Ireland Study' (Collins et al. 2002); and
- 'The Nature and Extent of Bullying in Schools in the North of Ireland' (Livesey et al, 2007).

All three studies are based on surveys of pupils enrolled at 60 primary and 60 post-primary schools across the North of Ireland. The 2002 report is based on data collected in 2000 from 1079 Year 6 pupils and 1353 Year 9 pupils. The 2007 is based on data collected in 2006 from 993 Year 6 pupils and 1319 Year 9 pupils. This study is based on data collected in 2011 from cohorts of 904 Year 6 pupils and 1297 Year 9 pupils.

Considering trends across the three studies for Year 6 and Year 9 pupils, it is evident that there has been little change in all areas:

- **Experience of being bullied** – around 40% of Year 6 and 30% of Year 9 pupils had experienced bullying in all three studies;
- **Perception of support (to stop bullying):**
  - there has been little change in the perceived level of intervention by teachers or other adults and a slight increase in the perceived level of intervention by pupils (comparing this 2011 study with the 2002 study); and
  - there has been an improvement in the perception of how much Year 6 pupils think their class teacher has done to stop bullying but this has not changed for Year 9 pupils.
- **Attitudes to bullying** – evidence of a pro-victim attitude permeates all three studies:
  - most Year 6 and Year 9 pupils feel sorry for others who are bullied;
  - relatively few pupils indicated that they could join in bullying a pupil they didn't like. However, whilst this fell from 8% in 2007 to 6% in 2011 for Year 6 pupils, for Year 9 pupils, the level increased from 13% to 15% over the same period.
  - a willingness to try to help bullied pupils expressed by almost half of Year 6 pupils but only by around a quarter of Year 9 pupils.
  - Around 60% of Year 6 and Year 9 pupils were never or seldom afraid of being bullied in all three studies.

- **Bullying perpetrated** – around 20% of Year 6 and Year 9 pupils indicated that they had taken part in bullying other pupils in all three studies.

Other previous research undertaken in the North of Ireland reinforces and is consistent with the key findings from this 2011 study. Studies from further afield are also broadly consistent with many of the findings in this report: including the level of bullying experienced and perpetrated, the prevalence of name-calling as a form of bullying, the rise of cyber-bullying and the involvement of boys in physical bullying whereas girls are more likely to be involved in verbal and relational bullying.

Key issues emerging from research into specific types of bullying – disablist, homophobic and cyber-bullying – are the need for greater education/ awareness of these issues and strategies to deal with them. Studies examining mental health and bullying note the need to assess depression and suicidality in evaluations of students involved in bullying behaviour. A range of approaches to addressing bullying in schools are discussed in the literature review – many of these were referenced in the staff surveys. A critique of approaches is also presented – identifying those which are most effective.

#### **1.4.7 Anti-bullying culture and prevention of bullying in schools**

*Objective: To produce recommendations in relation to the development of an anti-bullying culture and the prevention of bullying in schools.*

Recommendations which draw on the evidence presented in this report are presented in Section 1.5.

## **1.5 Recommendations**

### **Anti-Bullying Policy**

Schools have anti-bullying policies in place as required by the Department of Education and there is a good level of awareness of these amongst pupils and staff. There is scope to improve the level of pupil and parental involvement in the development of the policies.

**Recommendation 1: We recommend that DE reinforce the importance of schools' anti-bullying policies as the foundation for addressing bullying by reminding schools of the need to update these and the process for doing this.**

### **Roles and Responsibilities**

All of the staff that we interviewed were clear about their roles and responsibilities with regard to bullying, however some expressed concern about the roles and responsibilities of some of their colleagues and their confidence and/or interest in fulfilling this role. This issue is important in terms of ensuring a whole school approach and in reinforcing the need for strong leadership.

**Recommendation 2: Given the importance of a whole school approach and consistency in the application of anti-bullying policies, we recommend that DE provide guidance on defining the roles of all staff in addressing pupil bullying.**

#### **Resources and Support to Address Bullying (including Cyber-Bullying)**

To enable schools to tackle all types of bullying, it is important that they have access to a range of tools and strategies to address different types of bullying in different types of schools. Examples of good practice are available across the sample of schools which took part in this research. Further examples are available through NIABF and from reviews of literature.

**Recommendation 3: In order to draw on good practice already developed in schools and through the NIABF and from the literature review, we recommend that a central resource - or directory of resources – is created which documents approaches to combat bullying. This should be a ‘live’ document, allowing new examples of approaches which work to be added.**

Given the emergence of cyber-bullying and the concerns expressed by teaching staff in terms of dealing with this, it is important that schools are equipped to address this issue. It is also important to include both what is within and what is beyond the school’s remit.

**Recommendation 4: We recommend that DE provide guidelines to schools on addressing cyber-bullying. This should include guidance on minimising the likelihood of cyber-bullying in school through education and awareness-raising as well as appropriate policies with regard to the use of computers and mobile phones in school hours and on school premises.**

#### **Awareness Raising and Education**

There is a good level of awareness of Anti-Bullying Week and the NIABF.

Given the emergence of cyber-bullying and the fact that a lot of this will originate (and may be perpetuated) outside school hours and school premises, it is important that staff, pupils and parents are reminded of what constitutes cyber-bullying, the potential impact of cyber-bullying, how it will be addressed and the role that everyone has to play in addressing this form of bullying.

Concerns were expressed by some members of staff about the use of the word ‘bullying’ and what is understood by it. There is a need to remind all stakeholders (parents, pupils and teachers) of the definition of bullying (and hence when the anti-bullying policy applies).

**Recommendation 5: We recommend that DE / NIABF continues to maintain and raise awareness of pupil bullying to ensure that there is a common understanding of bullying, the roles of key individuals in reporting, monitoring and addressing bullying as well as strategies to prevent bullying. Targeted awareness raising campaigns should be undertaken for teaching and non-teaching staff, pupils and parents to include:**

- **Definition of bullying;**
- **Impact and implications of bullying;**
- **Identifying and addressing bullying; and**
- **Cyber-bullying.**

### **Training and Development**

Further training was identified as a need by both teaching and non-teaching staff. This covered a range of issues – the most common being how to identify and address different types of bullying. A small number of respondents also mentioned specific training needs such as counselling and behaviour management. Some non-teaching staff were not confident in addressing bullying and there were some specific concerns with regard to addressing physical bullying.

It is important that all staff (teaching and non-teaching) are suitably trained and supported to recognise and manage bullying and that this training is regularly updated to take account of changing trends in bullying and / or the introduction of new interventions to address bullying. Such training should apply throughout the careers of teaching and non-teaching staff.

**Recommendation 6: We recommend that DE undertake a training needs analysis of all staff (teaching and non-teaching) who have a role to play with regard to bullying. This should determine the ability of staff to identify and address different types of bullying in fulfilling their usual role in school.**

**Recommendation 7: We recommend that the content of Initial Teacher Education and Early Professional Development with regard to addressing pupil bullying is reviewed to ensure that it is up to date and reflects current trends in types of bullying as well as suitable interventions. This should be done in conjunction with colleges and universities providing ITE.**

**Recommendation 8: We recommend that the content of on-going Continuing Professional Development for both teaching and relevant non-teaching staff with regard to addressing pupil bullying is reviewed to ensure that it is up to date and reflects current trends in types of bullying as well as suitable interventions. This should be done in conjunction with training providers (e.g.: ELBs).**

### **Research and Evaluation**

Given some of the issues highlighted in the research (e.g. gender differences in some types of bullying, the high levels of homophobic bullying report in GB studies and the relatively low responses on such issues in this study) and the importance of reviewing the effectiveness of any new approaches / interventions, it is important that suitable monitoring and evaluation frameworks are put in place and that relevant evaluative research is used to inform the development of anti-bullying policy going forward.

**Recommendation 9: We recommend that research is carried out to understand the motivations for two of the most common forms of bullying: exclusion (girls) and physical (boys) and in order to identify appropriate strategies to address these.**

Research to understand attitudes of teachers, parents and pupils with regard to homophobic bullying is necessary in order to identify ways of addressing this issue.

**Recommendation 10: We recommend that research is carried out to understand the attitudes of parents, pupils and teachers to homophobic bullying in the North of Ireland and to identify appropriate strategies to address this.**

To ensure that any future policy interventions in this area are successful, it is important to put in place a programme of research and evaluation at an early stage – to capture baseline and post-intervention data.

**Recommendation 11: We recommend that a programme of research and evaluation is defined to assess the effectiveness of changes to DE policy on bullying. This is likely to include:**

- **An evaluation of the effectiveness of centralised resources on addressing bullying;**
- **Revisiting this large scale survey within 3 years to understand the nature and extent of bullying and any new trends;**
- **Qualitative research to complement the large scale survey in order to gather richer data and to understand underlying issues; this could also take place at interim stages to obtain a snapshot of how things are changing.**

## 2 INTRODUCTION

### 2.1 Introduction

In January 2011, FGS McClure Watters was appointed by the Department of Education (DE) to undertake research into The Nature and Extent of Bullying in Schools in the North of Ireland.

### 2.2 Definition of Bullying

In a previous research report, The Nature and Extent of Bullying in Schools in the North Ireland (DE, 2007) the authors note that '*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 (Instructions for Administering the Revised Olweus Bully/Victim questionnaire for Students, 2001) provides 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, the authors of the 2007 report go on to state that '*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.'*

## 2.3 Terms of Reference

DE published a research report entitled ‘Bullying in Schools: A Northern Ireland Study’ in 2002; this was subsequently updated in 2007 with the publication of ‘The Nature and Extent of Bullying in Schools in the North of Ireland’. The primary aim of both research projects was to identify the nature and extent of bullying in primary and post-primary schools in the North of Ireland.

This report provides an update of this previous research in order to contribute to the evidence base about bullying and inform various Departmental policies including pupil behaviour, pupil emotional health and well-being, pupil attendance and personal safety, as well as informing the work of external bodies, for example, the Northern Ireland Anti-Bullying Forum (NIABF). It establishes the current scale and nature of bullying behaviour by pupils in schools, drawing comparison with both previous studies and highlighting changes and trends.

The Terms of Reference (ToR) for this research project are reflected below:

### Research Aim

The aim of the research is to identify the nature and extent of bullying in schools, including through abuse of technology, with particular emphasis on changes and trends since the previous studies.

### Objectives

- To establish the prevalence and types of bullying in primary and post-primary schools, by updating the findings of the previous studies;
- To establish the prevalence of bullying via the medium of technology, given the marked increase in its use in schools and beyond in recent years;
- To identify in particular, the nature and extent of bullying behaviour ascribed to a pupil’s age, gender, religion, ethnicity, sexuality, disability or dependants;
- To develop a further understanding of the perceptions of pupils with regard to bullying;
- To assess the awareness among pupils of strategies and sources of support and help available and their confidence in using them;
- To compare the findings with the two previous studies in the North of Ireland, identifying any changes or trends which the department should consider in any future policy, and examine the relevance of wider comparative research to bullying in the North of Ireland; and
- To produce recommendations in relation to the development of an anti-bullying culture and the prevention of bullying in schools.

## 2.4 Structure of the Report

This final report provides a summary of evidence on pupil bullying (from surveys, consultations and desk research) together with our analysis and key findings. The remainder of the report is structured as follows:

- Section 3 - Methodology
- Section 4 - Strategic and Policy Context
- Section 5 - Pupil Surveys – Key Findings
- Section 6 - Comparison with Previous Studies
- Section 7 - Staff Surveys – Key Findings
- Section 8 - Benchmarking / Literature Review
- Section 9 - Conclusions and Recommendations

## 2.5 Acknowledgements

The Research Team would like to thank the Project Steering Group members<sup>4</sup> for being available for meetings and providing access to the information that was required for the completion of this report.

In addition, we would like to express our gratitude to the staff and pupils of the 60 primary and 60 post-primary schools who accommodated our fieldwork and made themselves available to take part in this important research. The schools which participated in the research are included in Appendix 1.

---

<sup>4</sup> Comprising representatives of: Pupil Support Team, Department of Education; Statistics and Research Branch, DE; The Education and Training Inspectorate (ETI); The NI Anti-Bullying Forum (NIABF); Equality and Sectoral Support Team, DE; and Additional Educational Needs Team, DE

## 3 METHODOLOGY

### 3.1 Introduction

As required by DE, our methodology is similar to the previous two studies adopting a quantitative approach and employing a widely used standardised questionnaire. As in the previous studies, this study comprises a representative sample of 60 primary and 60 post-primary schools across the North of Ireland. Several new questions were introduced for pupils (relating to cyber-bullying and on sources of help and support to address bullying). Staff questionnaires were also employed (staff were surveyed in 2002 but not in 2007). In summary, our methodology (agreed with DE) comprised the following main stages.

- **Desk research** covering policy and strategic context;
- **Fieldwork** in 60 primary and 60 post-primary schools including:
  - Developing pupil and staff questionnaires;
  - Selecting samples of 60 primary and 60 post-primary schools;
  - Arranging and confirming suitable times / dates to visit the schools;
  - Providing parental consent forms to schools;
  - Briefing / training staff to administer questionnaires;
  - Visiting schools to administer staff and pupil questionnaires;
  - Surveys with 904 Year 6 pupils and 1297 Year 9 pupils; primary staff (58 teaching and 57 non-teaching) and post-primary staff (56 teaching and 58 non-teaching);
- **Consultation** including 1-to-1 interviews with stakeholders, including Project Steering Group members;
- **Benchmarking / literature review** to consider lessons and learning from elsewhere;
- **Analysis** of the findings against each aspect of the Terms of Reference;
- **Presentation and reporting** - this final report presents key findings, conclusions and recommendations, taking on board feedback from the Project Steering Group.

### 3.2 Sampling

#### 3.2.1 *Sampling Variables*

As in the previous studies, the intention was to achieve a representative research study. A stratified sampling procedure was used to select 60 primary and 60 post-primary schools<sup>5</sup> from the Department of Education's databases, with social disadvantage (Free School Meals (FSM)) as the first stratifying variable, followed by:

- school management type; and
- geographic location (rural/urban).

---

<sup>5</sup> 7 Post-Primary & 6 Primary schools that declined to take part were replaced with schools of equivalent FSM & Rural/Urban status.

### 3.2.2 Profile of Schools Sampled

#### FSM Band and Location

The final samples of 60 primary and 60 Post-primary schools are profiled by FSM band and rural/urban location in Table 3 (corresponding data for all schools in Appendix 2 Table 3).

**Table 3: primary and Post-primary Schools by FSM Band and Location – SAMPLE**

FSM Band	Primary				Post-primary			
	Rural	Urban	Total	%	Rural	Urban	Total	%
0-9%	12	6	18	30.0%	2	15	17	28.3%
10-19%	13	6	19	31.7%	6	10	16	26.7%
20-29%	5	5	10	16.7%	3	9	12	20.0%
30-39%	3	3	6	10.0%	2	8	10	16.7%
40%+	1	6	7	11.7%	0	5	5	8.3%
<b>Total</b>	<b>34</b>	<b>26</b>	<b>60</b>	<b>100%</b>	<b>13</b>	<b>47</b>	<b>60</b>	<b>100%</b>

**Note:** Explanation of 'FSM Band' - a school which is classified as FSM Band 10-19% means that between 10 and 19% of pupils in that school are entitled to Free School Meals.  
**Source:** FGS McClure Watters, May 2011

#### Management Type

Schools in the final samples are distributed across the 6 management types (Table 4). The majority of primary schools are Controlled or Catholic Maintained; the majority of post-primary schools are Controlled, Catholic Maintained or Voluntary - reflecting the profile of all schools (see Appendix 2 Table 4).

**Table 4: primary and Post-primary Schools by Management Type – SAMPLE**

Management Type	Primary		Post-primary	
	Frequency	%	Frequency	%
Controlled	27	45.0%	21	35.0%
Voluntary	1	1.7%	13	21.7%
Catholic Maintained	27	45.0%	20	33.3%
Other Maintained	2	3.3%	1	1.7%
Controlled Integrated	1	1.7%	1	1.7%
Grant Maintained Integrated	2	3.3%	4	6.7%
<b>Total</b>	<b>60</b>	<b>100%</b>	<b>60</b>	<b>100%</b>

**Source:** FGS McClure Watters, May 2011

#### Size / Pupil Enrolment

The size of sample schools varied: from 29 to 646 at the primary schools and from 137 to 1401 pupils at the post-primary schools. The number of Year 6 pupils attending the sample primary schools ranged from 3 to 94; the number of Year 9 pupils attending the sample post-primary schools ranged from 20 to 214.

#### Education and Library Board

The sample schools are spread across the five Education and Library Boards (ELB) (Table 5).

**Table 5: primary and Post-primary Schools by Board Area – SAMPLE**

Education & Library Board Area	Primary		Post-primary	
	Freq.	%	Freq.	%
Belfast	9	15.0%	12	20.0%
North Eastern	12	20.0%	13	21.7%
South Eastern	11	18.3%	8	13.3%
Southern	16	26.7%	14	23.3%
Western	12	20.0%	13	21.7%
<b>Total</b>	<b>60</b>	<b>100%</b>	<b>60</b>	<b>100%</b>

**Source:** FGS McClure Watters, May 2011

Compared with the distribution of all 862 primary schools in the North of Ireland (Appendix 2 Table 5), primary schools in the Belfast ELB (BELB) are somewhat over-represented in the sample (15.0% compared to 10.6% overall) whilst those in the North Eastern ELB (NEELB) are slightly under-represented (20.0% compared to 24.5% overall). The representation of other ELBs in the sample is on a par with primary schools overall.

A comparison of the post-primary sample with the distribution of all 217 post-primary schools in the North of Ireland (Appendix 2 Table 5) shows that schools in the BELB are slightly over-represented (20.0% of the sample compared to 16.1% across all post-primary schools). On the other hand, only 13.3% of the sample's post-primary schools are located in the South Eastern ELB compared with 17.1% overall (Appendix 2 Table 5). The representation of other ELBs in the sample is on a par with post-primary schools overall.

### Ethnicity

The profile of the 39 primary and 54 post-primary schools (with 1 or more minority ethnic pupils) by ethnicity of pupils is illustrated in Table 6.

**Table 6: Schools with one or more pupils from minority ethnic groups – SAMPLE**

Ethnicity	39 Primary Schools with 1 or more Minority Ethnic Pupils		54 Post-primary Schools with 1 or more Minority Ethnic Pupils	
	Schools	%	Schools	%
Bangladeshi	2	3.3%	1	1.7%
Black African	9	15.0%	23	38.3%
Black Caribbean	1	1.7%	4	6.7%
Black Other	2	3.3%	7	11.7%
Chinese	12	20.0%	27	45.0%
Indian	7	11.7%	33	55.0%
Irish traveller	2	3.3%	7	11.7%
Korean	1	1.7%	3	5.0%
Mixed Ethnic	22	36.7%	36	60.0%
Other Ethnic	19	31.7%	49	81.7%
Pakistani	7	11.7%	13	21.7%
Roma	0	0.0%	1	1.7%

**Note:**  
- 'Mixed Ethnic' relates to children with parents of different ethnic groups  
- 'Other Ethnic' relates to children from an ethnic group not listed separately in DE classifications  
- sum of data in each column is greater than the number of schools as the categories are not mutually exclusive; therefore a school may be counted in more than 1 row. E.g.: the 12 primary schools which have 1 or more Chinese pupils may also have pupils from other ethnic groups

**Source:** FGS McClure Watters, May 2011

The ethnicity of all of the pupils in the other 21 primary schools (35% of the sample) and 6 post-primary schools (10% of the sample) are “white”. Corresponding data for all schools are included in Appendix 2 Table 6).

### 3.2.3 Pupils Sampled

Year 6 pupils were selected from each primary school and Year 9 pupils from each post-primary school. The rationale for choosing these particular groups is twofold:

- 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;
- Year 9 pupils were chosen because it was felt 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 enabled direct comparisons with data collected during the previous DE studies (2002 and 2007).

## 3.3 Research Instrument - Pupils

### 3.3.1 Revised Olweus Bully / Victim Questionnaire

The **Revised Olweus Bully/Victim Questionnaire** (Olweus, 1996) is widely used in different countries to gather information from pupils and compare results. The standardised questionnaire is available in Junior and Senior formats which are suitable for primary and post-primary pupils respectively. There are minor differences between these. This research instrument was used in two previous studies for DE: ‘Bullying in Schools: A Northern Ireland Study’ (2002); and ‘The Nature and Extent of Bullying in Schools in the North of Ireland’ (2007). By using the **Revised Olweus Bully/Victim Questionnaire** to collect data in this study, we maintain consistency with previous research. This facilitates comparisons with the two previous studies and examination of trend data (see Section 4.3 and Section 6).

The questionnaire is completed anonymously by pupils. It consists of around 40 questions for the measurement of a number of aspects of bully/victim problems including: exposure to various (physical, verbal, indirect, racial, sexual etc.) forms of bullying/harassment, various forms of bullying other students, where the bullying occurs, pro-bully and pro-victim attitudes, and the extent to which the social environment (teachers, peers, parents) are informed about and react to the bullying etc.

The questionnaire contains the detailed **definition of bullying** quoted in Section 2.2, 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.

### 3.3.2 Additional Questions

We also tailored the questionnaire (to address specific aspects of the Terms of Reference) to include:

- additional questions which are relevant to **Section 75 of the Northern Ireland Act 1998 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 constructed by the research team which undertook the 2007 study and added to the standard instrument with Professor Olweus' permission. The questions include classification questions on pupil characteristics as well as asking for opinions on equality issues including ethnicity, religion and disability. The rationale for including these questions is to allow comparison with the findings from the 2007 study, increasing diversity within society and to ensure that we can address the research objective from DE's Terms of Reference: *'To identify in particular, the nature and extent of bullying behaviour ascribed to a pupil's age, gender, religion, ethnicity, sexuality, disability or dependants'*;
- additional questions to gather specific information around the **incidence of 'cyber-bullying'** (through internet and mobile phone technology e.g. facebook, bebo, twitter, mobile phone) which tends to happen outside school and can spread rapidly to a wide audience and is widely noted as an increasing trend. These questions will assist in addressing one of the research objectives: *'to establish the prevalence of bullying via the medium of technology'*. This is to reflect the increased use of these technologies by children in recent years. The Revised Olweus Bully/Victim Questionnaire included some questions that relate to the incidence of bullying via computers and mobile phones. However we developed and added supplementary questions to explore this type of bullying in greater detail as there are a number of forms it can take (and hence a range of anti-bullying strategies required). For example, this can include through computers (e.g. internet, email, social networking sites etc.) and mobile phones (e.g. texting, picturing messaging, video recording);
- additional questions to determine **pupils' awareness and use of help available** (e.g. support available in school e.g.: School Policy on Bullying; knowing who to talk to, peer support programmes, agencies / support offered outside school such as NIABF, Childline, Bullying UK, etc.) in dealing with bullying. This assists in addressing the research objective *'To assess the awareness among pupils of strategies and sources of support and help available and their confidence in using them'*.

The pupil survey was developed and agreed with the Project Steering Group. Professor Olweus' permission was sought and obtained with regard to the inclusion and format of the additional questions. The Junior and Senior Pupil Questionnaires are included in Appendix 3.

### 3.3.3 Questionnaire Administration and Data Collection

Trained researchers administered the questionnaire face-to-face with the Year 6 and Year 9 pupils selected for the study. All researchers had been vetted to meet DE requirements (all team members have been recently vetted with Access NI and have Baseline Personnel Security Standard – Enhanced Disclosure certificates).

The researchers adhered to an administrative procedure based on Olweus' (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, could be referred to the relevant source of support. The recollection of events that may have been traumatic could adversely affect students and it was important to have relevant supports in place to address this.

Subsequent to completing the questionnaire, all pupils taking part in the study, were issued with information (which had been compiled and agreed with the Project Steering Group) on sources of assistance if they have been bullied. This included an information sheet (see Appendix 4) comprising a list of organisations (including contact details) with whom pupils could discuss any worries or concerns about bullying and wallet cards for Childline or pens with a website address (NIABF).

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 6-week period commencing 14th March 2011. A total of **2,201 pupils** took part in the study with a response rate of 100%. Positive consent was obtained from all of the Year 6 primary school pupils and Year 9 Post-primary pupils. Parental consent was also sought and obtained. Year 6 pupils completed the junior version and Year 9 pupils completed the senior version of the Olweus Bully/Victim Questionnaire adapted as described in Section 3.3.2. The profile of respondents by gender and year group is illustrated in Table 7.

**Table 7: Number of pupils taking part in study**

Gender	Primary – Year 6		Post-primary – Year 9	
	No. of Pupils	%	No. of Pupils	%
Girl	456	50.4%	666	51.3%
Boy	447	49.4%	630	48.6%
No response	1	0.1%	1	0.1%
<b>Total</b>	<b>904</b>	<b>100%</b>	<b>1297</b>	<b>100%</b>

**Source:** FGS McClure Watters, May 2011

### 3.3.4 Data Analysis

The analysis is managed as separate interrogations of 2 independent data sets: one containing responses from Year 6 primary school pupils and the other comprising responses from 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 happened:

- (ii) only 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 Section 1.2) where '*When we talk about bullying, these things happen repeatedly*'. This cut-off effectively allows us to split the responses to both global questions into two distinct categories, 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 and those who had been bullied / bullied others less frequently as not-victims / not-bullies.

A third global variable has been created from the responses to the two global questions classified in this way. Combining these 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*'.

## 3.4 Research Instrument – staff

### 3.4.1 *Research Instrument*

A questionnaire was developed specifically for staff; this was agreed by the Project Steering Group. This was designed to capture information about the following aspects of the respondents' experience of pupil bullying:

- Roles and Responsibilities with regard to Pastoral Care;
- Nature and Extent of Pupil Bullying including trends;
- How schools address Pupil Bullying – and effectiveness of approaches;
- Knowledge, Skills and Confidence in Addressing Bullying;
  - Staff Confidence in dealing with bullying;
  - Training and Development received;
  - Training and Development required;
- Strengths and Areas for Improvement (with regard to addressing pupil bullying);
  - Strengths of Current Approaches; and
  - Areas for Improvement.

### 3.4.2 *Questionnaire Administration and Data Collection*

We sought to interview one senior member of teaching staff with responsibility for pastoral care and one non-teaching member of staff in each school (primary and post-primary) that we visited. A high response rate was achieved for all categories of staff with the total number of questionnaires completed as follows:

- Primary Schools: 58 teaching staff and 57 non-teaching staff; and
- Post-Primary Schools: 56 teaching staff and 58 non-teaching staff.

### 3.4.3 *Data Analysis*

Data analysis was undertaken as separate interrogations of 4 independent data sets: analysing both qualitative and quantitative data containing responses from all of the staff who took part in the study.

## 4 STRATEGIC AND POLICY CONTEXT

### 4.1 Introduction

In this section, we consider the strategic context for the development of an anti-bullying culture and the prevention of bullying in schools. In particular, we consider the implications of key strategies and research, policies and legislation for the role of all agents involved in this purpose. The section is structured as follows:

- Legislation;
- DE Policies and Support for Anti-Bullying; and
- DE Research into Pupil Bullying in NI.

### 4.2 Legislation

Relevant legislation in place concerning bullying and cyber-bullying in schools is as follows:

- **Protection from Harassment (NI) Order 1997:** Article 3 of this Order states as follows: *'A person must not pursue a course of conduct (a) which amounts to harassment of another, and (b) which he knows or ought to know amounts to harassment of the other'*;
- **Malicious Communications (NI) Order 1988:** Under this legislation it is an offence to send malicious communications either through the post, the telephone, fax, by cyber stalking through the internet or by the use of text or SMS messages sent to mobile phones to another person with intent to cause distress or anxiety;
- **The Communications Act 2003:** Under this legislation (including the issue of cyber-bullying) *'a person is guilty of an offence if he (a) sends by means of a public electronic communications network a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or (b) causes any such message or matter to be so sent'*; and
- **The Education and Libraries (NI) Order 2003:** This Order places specific duties upon the Board of Governors of a grant-aided school:
  - Article 17 - To safeguard and promote the welfare of registered pupils at all times when the pupils are at school or in the control or charge of a member of school staff;
  - Article 18 - To ensure that there is a written child protection policy, to determine the measures to be taken to protect pupils from abuse and to review these measures on a timely basis; and
  - Article 19 - To consult with the pupils and parents before making or revising the Discipline Policy. Principals are also required to consult with pupils and their parents before determining measures to encourage good behaviour and to prevent bullying.

## 4.3 DE Policies and Support for Anti-Bullying

### 4.3.1 Education Policy and Bullying

DE works to ensure that every learner fulfils her or his full potential at each stage of development. The primary statutory duty on the Department is to promote the education of the people of the North of Ireland and to ensure the effective implementation of education policy<sup>6</sup>.

DE has a number of policies that are relevant to the prevention of bullying and the promotion of an anti-bullying culture within schools. **Pastoral Care in Schools: Child Protection (DE, 1999)** provides advice to schools and others on their responsibilities in relation to child protection, including the action to be taken to enable cases of suspected abuse to be properly considered and pursued. The main elements of the guidance are summarised in Table 8.

**Table 8: Basic Principles of Child Protection**

Basic Principles of Child Protection
<ul style="list-style-type: none"> <li>• It is a child's right to be heard, listened to and taken seriously and to be consulted about the proposed action.</li> <li>• All schools and Colleges should take all reasonable steps to ensure that children's welfare is safeguarded and their safety is preserved.</li> <li>• A designated and deputy teacher should be named who has specific responsibility for child protection matters.</li> <li>• The designated officer should have responsibility for co-ordinating action on child protection matters within the school and liaising with Social Services and the police over cases of actual or suspected abuse.</li> <li>• All staff (teaching and non-teaching) should know who this person is.</li> <li>• The designation of a teacher for the above role should not be seen as diminishing the role of all members of staff in being alert to signs of abuse and being aware of the procedures to be followed.</li> <li>• Clear procedures should be in place to be followed where the school has been alerted to possible abuse.</li> <li>• All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed.</li> <li>• All schools should maintain a summary of their child protection arrangements, including arrangements for raising awareness amongst parents.</li> <li>• Accurate recording and reporting procedures should be in place.</li> <li>• Child protection arrangements should be accessible within the school and understood by children so that they know what to do and whom to go to.</li> <li>• Policies should be consistent with the child protection policies of other agencies e.g., ELB, Social and Health Services etc.</li> </ul>
<p><b>Source:</b> <i>Pastoral Care in Schools: Child Protection (DENI, 1999)</i></p>

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, an anti-bullying policy which includes measures to prevent all forms of bullying among pupils (see Section 4.2).

Guidance for schools in developing effective anti-bullying policies is included in **Pastoral Care in Schools: Promoting Positive Behaviour**<sup>7</sup> (DE, June 2001). It stresses that schools

<sup>6</sup> The Education Reform (NI) Order 1989 (Part II).

<sup>7</sup> The publication of the DE, 'School Improvement: School Discipline Strategy' (1998) aimed to provide a coherent and consistent pastoral model of support, throughout the education sector. The subsequent publication of

have a significant role in the emotional and personal development of their pupils, and aims to help schools to:

- recognise bullying;
- develop an anti-bullying culture consistent with its positive ethos, pastoral care policy and whole-school policy on good behaviour; and
- develop a specific anti-bullying policy to support it.

In light of the above, all schools should have a clearly-enunciated anti-bullying policy which needs to be integral to their policy for pastoral care, as set out in the **Pastoral Care in Schools: Child Protection (1999)** (currently being updated by the Department).

Other relevant DE policies include:

***Every School A Good School – The Governors’ Role (updated June 2011)***

- *Chapter 13 – Pupil Pastoral Care and Child Protection*

Regarding Pupil Pastoral Care and Child Protection, the role of the Board of Governors is to ensure that the school’s pastoral care arrangements protect the pupils from harm, safeguard their health and welfare and support their learning and development. This includes a statutory duty to:

- decide on the measures to be taken by all persons associated with the school to protect pupils from abuse, whether at school or elsewhere, and review them from time to time; and
- safeguard and promote the welfare of registered pupils at the school at all times when the pupils are on the school premises or in the lawful control or charge of a member of school staff.

With regard to the role of schools in health promotion and contribute positively to the growth and development of healthy children and young people, this policy highlights anti-bullying measures.

- *Chapter 15 – Pupil Behaviour and Discipline*

The Board of Governors has a responsibility to be actively involved in encouraging and supporting their school as they endeavour to:

- recognise bullying;
- develop an anti-bullying culture consistent with their positive ethos, pastoral care policy and whole-school policy on good behaviour; and
- develop a specific whole school approach to tackling bullying which is owned by all staff, pupils and parents.

---

‘Pastoral Care in Schools: Promoting Positive Behaviour’ (2001) offered best practice guidelines on successful discipline policies and practices in schools.

Regarding cyber-bullying and harassment, the Board of Governors should encourage the principal to work cooperatively with the staff, pupils and parents to prevent unacceptable behaviour and to devise approaches to dealing with it whenever it occurs.

***Every School A Good School – A Policy for School Improvement (April 2009)***

Its vision is of *‘schools as vibrant, self-improving, well governed and effectively led communities of good practice, focusing not on institutions but on meeting the needs and aspirations of all pupils through high quality learning, recognising the centrality of the teacher’*.

***Every School A Good School – Supporting Newcomer Pupils (April 2009)***

It aims to address the barrier to learning of insufficient skills in the language of instruction to enable newcomer children and young people to access the curriculum, and the wider environment, which allows them to feel welcome within and participate fully in the life of the school.

In order to assist schools in implementing this policy, DE published ***Every School A Good School – Newcomer Guidelines for Schools – Criteria for Designating a Pupil as a Newcomer and Sharing Good Practice***.

In addition, DE refers to a number of resources and signposts (see [www.deni.gov.uk](http://www.deni.gov.uk)) to help pupils, parents and carers, such as:

- **Reporting Bullying Concerns to Your Child’s School - A Leaflet for Parents and Carers.** Anti-bullying guidance and advice for parents and carers, including anti-bullying strategies, duties of schools and parents, legislation overview and key contacts and support.
- **What is Cyber-bullying? A Leaflet for Parents and Carers.** Anti-Cyber-bullying guidance and advice for parents and carers, including anti-bullying strategies, duties of schools and parents, legislation overview and key contacts and support.
- **What is Bullying due to Race, Faith & Culture - A Leaflet for Parents and Carers.** Guidance and advice for parents and carers on bullying due to race, faith and culture, including anti-bullying strategies, duties of schools and parents, legislation overview and key contacts and support.

The Department’s anti-bullying policy is managed by the Pupil Support Team (PST) as part of its responsibility for policy and service development in three key areas:

- **Promoting positive behaviour** including school discipline policies, suspensions and expulsions, behaviour management, education other than at school and related support services for pupils;
- **Safeguarding pupils** covering all aspects of child protection policy and guidance within the education sector and the Child Protection Support Service for Schools; and
- **Emotional Health and Wellbeing** covering the Pupils’ Emotional Health and Wellbeing Programme, independent school based counselling for post-primary aged pupils and the anti-bullying programme.

The PST has a strong network of contacts within ELBs and also works in partnership with many voluntary organisations such as the NSPCC, New Life Counselling and Barnardo's.

The Department's position is that bullying in any form and for any reason is unacceptable in schools. Officials from the PST represent DE on the local Anti-Bullying Forum (NIABF) which is also funded by the Department. DE is also a member of the British and Irish Anti-Bullying Forum (BIABF). PST is responsible for providing guidance to schools on the development of their anti-bullying policies. The unit also helps signpost pupils and parents to supports available for pupils who have been bullied and provides advice on how to liaise with the young person's school to resolve the bullying problem.

### 4.3.2 Northern Ireland Anti-Bullying Forum

#### Background to the Northern Ireland Anti-Bullying Forum

DE funds and is a member of the Northern Ireland Anti-Bullying Forum (NIABF). NIABF has a membership of over 25 statutory and voluntary organisations all acting together to identify and champion future anti-bullying priorities. The Forum was hosted by Save the Children since its establishment in 2005 until August 2011, with the National Children's Bureau taking over this role from September 2011.

A Chair and a Vice-Chair is elected from within the membership of the Forum, with one position held by a representative from the statutory sector and the other from the voluntary, promoting the inter-sectoral nature of the Forum's working. A Regional Anti-Bullying Coordinator is employed to guide and progress the implementation of the anti-bullying strategy.

The Forum has a range of different Task Groups which focus on anti-bullying themes and take forward work that is required to further develop the anti-bullying strategy. These operational groups are made up of Forum members and additional organisations with relevant expertise (linked to the group's theme). Examples of Task Groups include:

- **Racist Bullying TG** – development of NIABF information and resources regarding bullying due to race, faith and culture
- **Sectarian Bullying TG** – development of NIABF information and resources regarding bullying based on sectarian divisions
- **Disablist Bullying TG** – development of NIABF information and resources regarding bullying related to perceived or actual disability
- **Homophobic Bullying TG** – development of NIABF information and resources regarding bullying related to perceived or actual sexual orientation
- **Cyber Bullying TG** – development of NIABF information and resources regarding bullying which takes place through the use of new communication technologies

Each year NIABF coordinates Anti-Bullying Week across the North of Ireland. This includes producing resources and activities for schools, delivering a public awareness raising campaign and engaging with various stakeholders to communicate key anti-bullying messages around a chosen theme. Recent Anti-Bullying Week themes have included:

- Fear of being bullied in a new school (2008);
- Bullying on the way to and from school (2009); and
- Where the bullying is, and how we can stop it (2010).

NIABF also participates in the **Inter-Board Anti-Bullying Group**, along with the five Education and Library Board representatives. Its purpose is to promote shared anti-bullying policy and practice through collaborative working. Each ELB has a designated officer who works with schools to tackle bullying through assisting in the development of whole school policies and supporting individual pupils who have been victims of bullying.

NIABF is represented on the **British and Irish Anti-Bullying Forum** that comprises one statutory and one voluntary representative each from England, Scotland, Wales, and from both jurisdictions in Ireland.

### Northern Ireland Anti-Bullying Forum Strategy 2010/13

The NIABF vision is to *‘work towards a society where children and young people can live free from bullying, through the commitment of its Members to work together to promote this vision’*. It understands bullying as the *‘repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights and needs of another or others’*.

The overall aims of NIABF’s Strategy 2010/13 are as follows:

- Raise awareness of the serious and profound effects of bullying on children and young people;
- Promote a culture where bullying is unacceptable;
- Develop a shared understanding of the nature and range of bullying behaviours;
- Support schools in the development of effective preventative and responsive anti-bullying strategies through the sharing of good practice;
- Commit to and promote the deployment of evidence based research and its outcomes; and
- Be inclusive of the views and contributions of children and young people as valued participants.

Specific targets and activities for the 3-year period are shown in Table 9.

**Table 9: NIABF Strategy 2010/13**

Key Targets	Actions
1) To further develop NIABF as the lead inter-agency forum in the planning and implementation of a coordinated approach to all aspects of anti-bullying policy and practice in educational settings	<ul style="list-style-type: none"> <li>▪ Building on the work already undertaken by NIABF, grow the reach of the organisation significantly over the next three years;</li> <li>▪ Take the lead in coordinating Anti-Bullying Week in NI, building on its success in terms of impact year on year;</li> <li>▪ Maintain and improve the profile of NIABF through promotional activities, development of effective partnerships and presence in regional and local media;</li> <li>▪ Through the work of Task Groups, ensure that the work of NIABF is responding to the needs of schools, children and young people, and their families where relevant;</li> <li>▪ In liaison with the Department of Education and other partners, ensure the long term sustainability of NIABF, with regard to funding and resources</li> </ul>

**Table 9: NIABF Strategy 2010/13**

Key Targets	Actions
2) Promote and embed the voices of children and young people as valued participants in NIABF policy and practice	<ul style="list-style-type: none"> <li>▪ Secure funding for, and appoint, a Children and Young People's Participation Worker, with responsibility for leading the development of children and young people's participation;</li> <li>▪ Audit existing structures and models of engagement of children and young people to identify/design a best practice model of participation for NIABF;</li> <li>▪ Identify how NIABF might best support schools in implementing effective engagement of children and young people in the development of anti-bullying policy and practice;</li> <li>▪ Baseline the need for anti-bullying skills development training for children and young people, such as self-esteem, confidence and resilience building, and how this may be facilitated by NIABF;</li> <li>▪ Promote appropriate incentives for the involvement of children and young people, such as accreditation, Youth Achievement Awards and the Diana Anti-Bullying Award.</li> </ul>
3) Influence and support schools in the development of effective anti-bullying policy and practice within a school improvement model	<ul style="list-style-type: none"> <li>▪ The continued development of good practice resources and strategies to support schools in tackling bullying;</li> <li>▪ Undertake an online needs analysis with schools to identify any gaps in provision, such as training, and how these may be met by NIABF;</li> <li>▪ Through the continued development of the NIABF website, promote initiatives to strengthen whole school approaches to anti-bullying policy and practice development;</li> <li>▪ Promote evaluation of anti-bullying policy and practice in schools, and facilitate the sharing of good practice across the region;</li> </ul>
4) Inform & influence public policy, legislation & opinion in all matters relating to anti-bullying	<ul style="list-style-type: none"> <li>▪ Establish and develop relationships with policy making bodies, such as Departments, cross-departmental structures, Assembly Committees, Ministers, MLAs and civil servants;</li> <li>▪ Monitor key issues arising within the statutory and voluntary sectors, and identify key gaps in current policy and legislation;</li> <li>▪ Highlight calls for action and lobby for change at all levels of government; and</li> <li>▪ Promote the public profile of NIABF to carry out activities raising awareness of anti-bullying, and ensure it remains on the collective public agenda.</li> </ul>
<b>Source:</b> Northern Ireland Anti-Bullying Forum Strategy 2010/13	

## 4.4 DE Research into Pupil Bullying in the North of Ireland

Key findings from previous research into pupil bullying in the North of Ireland are presented in this section. Both previous studies involved one class of pupils from Year 6 in 60 primary schools and one class of pupils from Year 9 in 60 post-primary schools. A comparison of the results of the research exercises undertaken in 2002, 2007 and this 2011 update is covered in further detail in Section 6.

### 4.4.1 *Bullying in Schools: A Northern Ireland Study (2002)*

The overall aim of the research was to establish an evidence base about bullying in schools in North of Ireland in order to inform policy about effective approaches to countering the problem. The research set out to identify the nature and extent of bullying in primary and secondary schools from the pupils' perspective and to explore the attitudes and perceptions of schools' staff around a number of issues about bullying.

The research was carried out during May and June 2000 involving pupils in 120 schools. It also included interviews with key staff within participating schools. Table 10 presents key findings for victims of bullying, bullies and staff.

The 2002 study proposed 20 separate recommendations under the following categories: Bullying Policy; Role of Senior Management; In Service Management; Organisation of Teaching and Learning; and Initial Teacher Training.

**Table 10: Bullying in Schools: A Northern Ireland Study – Key Results 2002**

<b>VICTIMS</b>	
<b>Primary Pupils (Year 6)</b>	<b>Post-primary Pupils (Year 9)</b>
<ul style="list-style-type: none"> <li>○ 40% reported being bullied in the last 2 months;</li> <li>○ Name calling was the most common form of bullying;</li> <li>○ Bullying happened most often in the playground;</li> <li>○ Girls were usually bullied by a female classmate;</li> <li>○ Boys were usually bullied by an older boy;</li> <li>○ Support for victims would be sought from parents or friends first; and</li> <li>○ Pupils with a larger circle of friends (4 or more) were less likely to be bullied.</li> </ul>	<ul style="list-style-type: none"> <li>○ 30% reported being bullied in the last 2 months;</li> <li>○ Name calling was the most common form of bullying;</li> <li>○ Bullying happened most often in the playground;</li> <li>○ Girls were usually bullied by a female classmate;</li> <li>○ Boys were usually bullied by boys;</li> <li>○ Boys were more likely to have been bullied than girls;</li> <li>○ Girls held a more pro-victim and pro-teacher attitude than boys.</li> </ul>
<b>BULLIES</b>	
<b>Primary Pupils (Year 6)</b>	<b>Post-primary Pupils (Year 9)</b>
<ul style="list-style-type: none"> <li>○ 25% reported that they had bullied another pupil;</li> <li>○ Name calling was the most usual way;</li> <li>○ Boys were more likely to be involved than girls;</li> <li>○ A teacher was more likely to have discussed a pupil's bullying behaviour with them than someone at home.</li> </ul>	<ul style="list-style-type: none"> <li>○ 28% reported that they had bullied another pupil;</li> <li>○ Name calling was the most usual way;</li> <li>○ Boys were more likely to be involved than girls;</li> <li>○ Female bullies were more likely than their male counterparts to use methods of exclusion;</li> <li>○ About half of the bullies had not discussed their bullying behaviour with a teacher; and most of the bullies had not discussed their bullying behaviour with anyone at home.</li> </ul>
<b>STAFF ATTITUDES &amp; PERCEPTIONS</b>	
<b>Primary Pupils (Year 6)</b>	<b>Post-primary Pupils (Year 9)</b>
<ul style="list-style-type: none"> <li>○ Being threatened was the form of behaviour most frequently perceived to constitute bullying;</li> <li>○ Physical bullying, name calling, spreading rumours and being excluded were perceived as being more hurtful to girls than boys;</li> <li>○ 74% of staff reported that their school had an anti-bullying policy (often embedded within other policies);</li> <li>○ Staff reported feeling more confident about dealing with bullying than preventing it; and</li> <li>○ 75% of staff requested further training, mostly for counselling skills.</li> </ul>	<ul style="list-style-type: none"> <li>○ Being threatened was the form of behaviour most frequently perceived to constitute bullying;</li> <li>○ Blackmail, being threatened and being forced to hand over money were perceived as the forms of bullying most hurtful to boys;</li> <li>○ 90% of staff reported that their school had an anti-bullying policy (often embedded with other policies);</li> <li>○ Staff reported feeling more confident about dealing with bullying than preventing it; and</li> <li>○ 77% of staff requested further training, mostly for counselling and behaviour management skills.</li> </ul>
<b>Source:</b> DE (2002): Research Briefing Bullying in Schools: A Northern Ireland Study.	

#### **4.4.2 The Nature and Extent of Bullying in Schools in the North of Ireland (2007)**

This research was undertaken in 2006 and published in 2007; it provides an update to the findings of the previous evaluation (2002). It also involved pupils in 120 schools. Its aim was to identify the nature and extent of bullying in primary and post-primary schools in order to reduce marginalisation of bullies and victims. Table 11 presents key findings for victims of bullying and bullies.

**Table 11: The Nature and Extent of Bullying in Schools in the North of Ireland – Key Results 2007**

VICTIMS	
Primary Pupils (Year 6)	Post-primary Pupils (Year 9)
<ul style="list-style-type: none"> <li>○ 43% reported being bullied in the last 2 months;</li> <li>○ 'Called mean names, made fun of or teased in a hurtful way' was the most common form of bullying, followed by 'called mean names, comments or rude gestures' and 'other pupils told lies or spread false rumours about me and tried to make others dislike me';</li> <li>○ Girls recorded a tendency to be excluded more than boys, and boys to be victims of physical bullying more than girls;</li> <li>○ Bullying happened most often in the playground or athletic field, followed by the classroom (with teacher absent);</li> <li>○ Boys and girls were usually bullied by pupils in their own class;</li> <li>○ 75% of bullied pupils had told someone of their experience.</li> </ul>	<ul style="list-style-type: none"> <li>○ 29% reported being bullied in the last 2 months;</li> <li>○ 'Called mean names, made fun of or teased in a hurtful way' was the most common form of bullying, followed by 'other pupils told lies or spread false rumours about me and tried to make others dislike me' and 'other pupils left me out of things on purpose, left me out from their group of friends or completely ignored me';</li> <li>○ Girls recorded a tendency to be excluded more than boys, and boys to be victims of physical bullying more than girls;</li> <li>○ Bullying happened most often in the hallways/stairwell, followed by playground or athletic field;</li> <li>○ Boys and girls were usually bullied by pupils in their own class;</li> <li>○ 69% of bullied pupils had told someone of their experience.</li> </ul>
BULLIES	
Primary Pupils (Year 6)	Post-primary Pupils (Year 9)
<ul style="list-style-type: none"> <li>○ 22% reported that they had bullied another pupil;</li> <li>○ Calling other pupils 'mean names, making fun or teasing him/her in a hurtful way' was the most usual way, followed by 'keeping him or her out of things on purpose, excluding him/her from my group of friends or completely ignoring him/her' and bullying other pupils with 'mean names comments or rude gestures';</li> <li>○ Boys were more likely to be involved than girls; and</li> <li>○ A teacher was more likely to have discussed a pupil's bullying behaviour with them than someone at home.</li> </ul>	<ul style="list-style-type: none"> <li>○ 22% reported that they had bullied another pupil;</li> <li>○ Calling other pupils 'mean names, making fun or teasing him/her in a hurtful way' was the most usual way, followed by 'keeping him/her out of things on purpose, excluding him or her from my group of friends or completely ignoring him/her' and 'I hit, kicked, pushed and shoved him/her around or locked him/her indoors';</li> <li>○ Boys were more likely to be involved than girls; and</li> <li>○ A teacher was more likely to have discussed a pupil's bullying behaviour with them than someone at home.</li> </ul>
<p><b>Source:</b> DE (2007): The Nature and Extent of Bullying in Schools in the North of Ireland.</p>	

The 2007 study proposed 20 separate recommendations under the following categories: Legislation and Policies; Monitoring; Peer Organisation; Gender Specific Bullying; In Service Training; and Initial Teacher Education.

Overall the 2007 findings were similar to the 2002 study suggesting that challenges still faced 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'*. The 2007 study also noted that: *'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.'*

## 4.5 Summary

The seriousness with which the issue of bullying and cyber-bullying in schools is regarded is evident in the existence of legislation addressing these matters. These seek to protect and safeguard pupils, and provide a means of legal recourse in the event of offences being committed. Duties for Boards of Governors and Principals are also set out - including the need to consult with pupils and parents before determining measures to encourage good behaviour and to prevent bullying. Legislation also requires all grant-aided schools to include within their discipline policy, an anti-bullying policy which includes measures to prevent all forms of bullying among pupils.

DE has several policy and guidance documents which are relevant to the prevention of bullying and promotion of an anti-bullying culture within schools. It also refers to a number of resources and signposts (see [www.deni.gov.uk](http://www.deni.gov.uk)) to help pupils, parents and carers address issues relating to bullying. Taking into account the legislative framework and drawing on the sources of guidance above, all schools should have a clearly-enunciated anti-bullying policy which should be integral to their policy for pastoral care.

DE funds and is a member of the Northern Ireland Anti-Bullying Forum (NIABF). Its members (over 25 statutory and voluntary organisations) act to identify and champion future anti-bullying priorities. NIABF coordinates Anti-Bullying Week across the North of Ireland annually. This includes producing resources and activities for schools, delivering a public awareness raising campaign and engaging with various stakeholders to communicate key anti-bullying messages around a chosen theme. NIABF also hosts an **Inter-Board Anti-Bullying Group** which aims to promote shared anti-bullying policy and practice through collaborative working within and across the five ELBs. NIABF is represented on the **British and Irish Anti-Bullying Forum**; it comprises one statutory and one voluntary representative each from England, Scotland, Wales, and from both jurisdictions in Ireland.

DE has undertaken two previous studies into bullying in schools. The 2002 study<sup>8</sup> established an evidence base to inform policy about effective approaches to countering the problem. It described the nature and extent of bullying in primary and secondary schools from the pupils' perspective and explored the attitudes and perceptions of schools' staff on bullying. 20 recommendations were proposed; categorised under: Bullying Policy; Role of Senior Management; In Service Management; Organisation of Teaching and Learning; and Initial Teacher Training.

The 2007 study<sup>9</sup> findings were similar to the 2002 study suggesting that challenges still faced 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'*. However, it noted *'concerns about bullying on the grounds of disability, religion and ethnicity and has highlighted the need to change attitudes.'* It put forward 20 recommendations categorised under: Legislation and Policies; Monitoring; Peer Organisation; Gender Specific Bullying; In Service Training; and Initial Teacher Education.

---

<sup>8</sup> Bullying in Schools: A Northern Ireland Study (2002)

<sup>9</sup> The Nature and Extent of Bullying in Schools in the North of Ireland (2007)

## 5 PUPIL SURVEYS – KEY FINDINGS

### 5.1 Primary Schools – Year 6 Pupils

#### 5.1.1 Introduction

The sample of Year 6 pupils (904 in total) comprised 456 (50.4%) girls and 447 (49.4%) boys; one respondent did not specify gender.

Overall, boys tend to have a greater number of good friends in their class with 60.0% reporting that they *'have 6 or more good friends in my class'* compared with 54.8% of girls. At the other end of the scale, no boys indicate that they did not have any *'good friends in my class'* compared with 1.3% of Year 6 girls surveyed.

#### 5.1.2 Being Bullied By Other Pupils

Responses to the global question: *'How often have you been bullied at school in the past couple of months?'* are summarised in Table 12. Of the Year 6 pupils surveyed, 60.7% stated that they had not been bullied during the past couple of months and 22.1% said that *'it has only happened once or twice'*. The remaining 17.2% responded that they had been bullied *'two or three times a month'* or more often during the *'past couple of months'*. A slightly higher proportion of boys reported that they had not been bullied during the past couple of months; with a higher proportion of girls than boys reporting bullying at *'two or three times a month'* or more often.

**Table 12: 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	
	N	%	N	%	N	%
I haven't been bullied at school in the past couple of months	266	58.6%	278	63.0%	544	60.7%
It has only happened once or twice	97	21.4%	100	22.7%	198	22.1%
2 or 3 times a month	42	9.3%	27	6.1%	69	7.7%
About once a week	22	4.8%	19	4.3%	41	4.6%
Several times a week	27	5.9%	17	3.9%	44	4.9%
<b>Total</b>	<b>454</b>	<b>100%</b>	<b>441</b>	<b>100%</b>	<b>896</b>	<b>100%</b>

Note:  
 - Of the 904 respondents, 896 provided an answer to this question.  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 Source: FGS McClure Watters, May 2011

Specific types of bullying behaviour and their associated frequencies of occurrence *'in the last couple of months'* are summarised in Table 13. 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 taken place by **42.1%** of respondents in total. This group comprised 24.7% of pupils who stated that it had happened *'once or twice'* and 17.4% who recorded occurrences of at least *'2 or 3 times a month'*.

Three other common types of bullying were reported by around one third of pupils as follows:

- The second most frequently reported behaviour was bullying where *'Other pupils left me out of things on purpose, left me out from their group of friends or completely ignored me'* which was noted by **36.3%** of Year 6 pupils taking part in the study. 23.7% said that it had happened *'once or twice'* and 12.7% stated that it had happened *'2 or 3 times a month'* or more frequently.
- The third most common type of bullying, was bullying *'with mean names, comments or rude gestures'* which was reported by **35.1%** of Year 6 pupils. 24.0% of respondents recorded that it had occurred *'once or twice'* and 11.1% reported that it had happened at least *'2 or 3 times a month'*.
- The fourth 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 **33.3%** of Year 6 pupils. Of these, 22.1% noted that it had occurred *'once or twice'* and 11.2% that it had happened at least *'2 or 3 times a month'*.

Other types of bullying were less frequent: none of the other types of bullying were reported by more than around one quarter of Year 6 pupils. The next (fifth) most common type of bullying (*'I was bullied with mean names or comments about my ability'*) was reported by **27.9%**; all other types of bullying were reported by a smaller proportion than this. The least likely form of bullying among Year 6 pupils was *'with the use of mobile phones'*, recorded by **10.6%** as happening on one or more occasions. Bullied *'because of my religion'* was stated by **12.2%** of pupils as occurring on one or more occasions and bullying *'with the use of computers'*, reported to have happened at least *'once or twice'* by **12.9%** of pupils.

**Table 13: Specific Types of Bullying and Frequency of Bullying Experienced by Year 6 Pupils**

About Being Bullied by Other Pupils		I haven't been bullied at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		N Total
		N	%	N	%	N	%	N	%	N	%	
I was called mean names, was made fun of, or teased in a hurtful way.	Girls	261	57.5%	101	22.2%	42	9.3%	26	5.7%	24	5.3%	454
	Boys	257	58.1%	121	27.4%	29	6.6%	20	4.5%	15	3.4%	442
	<b>Total</b>	<b>519</b>	<b>57.9%</b>	<b>222</b>	<b>24.7%</b>	<b>71</b>	<b>7.9%</b>	<b>46</b>	<b>5.1%</b>	<b>39</b>	<b>4.3%</b>	<b>897</b>
Other pupils left me out of things on purpose, left me out from their group of friends or completely ignored me.	Girls	270	59.6%	114	25.2%	35	7.7%	20	4.4%	14	3.1%	453
	Boys	303	67.9%	98	22.0%	18	4.0%	16	3.6%	11	2.5%	446
	<b>Total</b>	<b>573</b>	<b>63.7%</b>	<b>213</b>	<b>23.7%</b>	<b>53</b>	<b>5.9%</b>	<b>36</b>	<b>4.0%</b>	<b>25</b>	<b>2.8%</b>	<b>900</b>
I was hit, kicked, pushed, shoved around or locked indoors.	Girls	352	78.0%	65	14.4%	12	2.7%	6	1.3%	16	3.5%	451
	Boys	326	73.8%	77	17.4%	19	4.3%	12	2.7%	8	1.8%	442
	<b>Total</b>	<b>678</b>	<b>75.8%</b>	<b>142</b>	<b>15.9%</b>	<b>32</b>	<b>3.6%</b>	<b>18</b>	<b>2.0%</b>	<b>24</b>	<b>2.7%</b>	<b>894</b>
Other pupils told lies or spread false rumours about me and tried to make others dislike me.	Girls	298	65.8%	100	22.1%	21	4.6%	17	3.8%	17	3.8%	453
	Boys	298	67.9%	96	21.9%	24	5.5%	9	2.1%	12	2.7%	439
	<b>Total</b>	<b>596</b>	<b>66.7%</b>	<b>197</b>	<b>22.1%</b>	<b>45</b>	<b>5.0%</b>	<b>26</b>	<b>2.9%</b>	<b>29</b>	<b>3.2%</b>	<b>893</b>
I had money or other things taken away from me or damaged.	Girls	380	84.1%	53	11.7%	7	1.5%	#	#	*	*	452
	Boys	382	86.8%	46	10.5%	6	1.4%	*	*	*	*	440
	<b>Total</b>	<b>763</b>	<b>85.4%</b>	<b>99</b>	<b>11.1%</b>	<b>13</b>	<b>1.5%</b>	<b>14</b>	<b>1.6%</b>	<b>*</b>	<b>*</b>	<b>893</b>
I was threatened or forced to do things I didn't want to do.	Girls	349	77.0%	77	17.0%	16	3.5%	*	*	#	#	453
	Boys	343	77.6%	75	17.0%	12	2.7%	#	#	*	*	442
	<b>Total</b>	<b>693</b>	<b>77.3%</b>	<b>152</b>	<b>17.0%</b>	<b>28</b>	<b>3.1%</b>	<b>12</b>	<b>1.3%</b>	<b>11</b>	<b>1.2%</b>	<b>896</b>
I was bullied with mean names or comments about my race or colour.	Girls	391	85.9%	43	9.5%	8	1.8%	#	#	#	#	455
	Boys	377	86.1%	40	9.1%	11	2.5%	#	#	*	*	438
	<b>Total</b>	<b>769</b>	<b>86.0%</b>	<b>83</b>	<b>9.3%</b>	<b>19</b>	<b>2.1%</b>	<b>14</b>	<b>1.6%</b>	<b>9</b>	<b>1.0%</b>	<b>894</b>

**Table 13: Specific Types of Bullying and Frequency of Bullying Experienced by Year 6 Pupils**

About Being Bullied by Other Pupils		I haven't been bullied at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		N Total
		N	%	N	%	N	%	N	%	N	%	
I was bullied with mean names or comments about my religion.	Girls	403	88.6%	38	8.4%	10	2.2%	*	*	*	*	455
	Boys	385	86.9%	40	9.0%	12	2.7%	*	*	#	#	443
	<b>Total</b>	<b>789</b>	<b>87.8%</b>	<b>78</b>	<b>8.7%</b>	<b>22</b>	<b>2.4%</b>	<b>*</b>	<b>*</b>	<b>#</b>	<b>#</b>	<b>899</b>
I was bullied with mean names or comments about my disability.	Girls	395	87.2%	43	9.5%	6	1.3%	*	*	#	#	453
	Boys	381	86.2%	47	10.6%	5	1.1%	#	#	*	*	442
	<b>Total</b>	<b>777</b>	<b>86.7%</b>	<b>90</b>	<b>10.0%</b>	<b>11</b>	<b>1.2%</b>	<b>11</b>	<b>1.2%</b>	<b>7</b>	<b>0.8%</b>	<b>896</b>
I was bullied with mean names, comments or rude gestures.	Girls	293	64.4%	112	24.6%	27	5.9%	15	3.3%	8	1.8%	455
	Boys	290	65.3%	104	23.4%	26	5.9%	14	3.2%	10	2.3%	444
	<b>Total</b>	<b>584</b>	<b>64.9%</b>	<b>216</b>	<b>24.0%</b>	<b>53</b>	<b>5.9%</b>	<b>29</b>	<b>3.2%</b>	<b>18</b>	<b>2.0%</b>	<b>900</b>
I was bullied with mean names or comments about my ability.	Girls	344	75.6%	76	16.7%	16	3.5%	10	2.2%	9	2.0%	455
	Boys	303	68.4%	102	23.0%	19	4.3%	11	2.5%	8	1.8%	443
	<b>Total</b>	<b>648</b>	<b>72.1%</b>	<b>178</b>	<b>19.8%</b>	<b>35</b>	<b>3.9%</b>	<b>21</b>	<b>2.3%</b>	<b>17</b>	<b>1.9%</b>	<b>899</b>
I was bullied with the use of mobile phones.	Girls	389	86.1%	45	10.0%	13	2.9%	*	*	*	*	452
	Boys	412	92.8%	19	4.3%	6	1.4%	*	*	*	*	444
	<b>Total</b>	<b>802</b>	<b>89.4%</b>	<b>64</b>	<b>7.1%</b>	<b>19</b>	<b>2.1%</b>	<b>6</b>	<b>0.7%</b>	<b>6</b>	<b>0.7%</b>	<b>897</b>
I was bullied with the use of computers.	Girls	391	86.3%	45	9.9%	7	1.5%	#	#	#	#	453
	Boys	389	87.8%	40	9.0%	5	1.1%	#	#	*	*	443
	<b>Total</b>	<b>781</b>	<b>87.1%</b>	<b>85</b>	<b>9.5%</b>	<b>12</b>	<b>1.3%</b>	<b>10</b>	<b>1.1%</b>	<b>9</b>	<b>1.0%</b>	<b>897</b>
I was bullied in another way.	Girls	353	79.5%	51	11.5%	8	1.8%	16	3.6%	16	3.6%	444
	Boys	370	85.1%	42	9.7%	6	1.4%	7	1.6%	10	2.3%	435
	<b>Total</b>	<b>724</b>	<b>82.3%</b>	<b>93</b>	<b>10.6%</b>	<b>14</b>	<b>1.6%</b>	<b>23</b>	<b>2.6%</b>	<b>26</b>	<b>3.0%</b>	<b>880</b>

**Note:**

- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '# '.

Source: FGS McClure Watters, May 2011

Respondents were invited to provide additional comments with regard to 'Other' types of bullying. Apart from types already mentioned, there were few other responses; these are included in Appendix 5 (5.3.1).

An examination of the year groups of perpetrators of bullying behaviour, (Table 14), revealed that there are some differences between boy and girl victims and the year groups of bullies. Both girls and boys tended to be bullied by pupils in their class or pupils in a higher year.

**Table 14: Year 6 Pupils - Year Group of Bullies**

In which class(es) is the pupil or pupils who bully you?	Girls		Boys		Total	
	N	%	N	%	N	%
I haven't been bullied at school in the past couple of months	257	56.4%	272	60.9%	529	58.5%
In my class	121	<b>26.5%</b>	92	<b>20.6%</b>	213	<b>23.6%</b>
In a different class but same year	21	4.6%	18	4.0%	39	4.3%
In a higher year	42	<b>9.2%</b>	46	<b>10.3%</b>	88	<b>9.7%</b>
In a lower year	20	4.4%	16	3.6%	37	4.1%
In different years	17	3.7%	20	4.5%	37	4.1%
<b>Total</b>	<b>456</b>	<b>-</b>	<b>447</b>	<b>-</b>	<b>904</b>	<b>-</b>

Note:  
 - Respondents could give more than one answer therefore sum of percentages may exceed 100%  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 Source: FGS McClure Watters, May 2011

There is also a relationship between the victim's gender and that of the bully. Analysis revealed that female victims tended to be bullied 'mainly by 1 girl' and then either 'by both boys and girls' or 'mainly by 1 boy', whilst male victims tended to be bullied 'mainly by one boy' or 'by several boys' (Table 15).

**Table 15: Year 6 Pupils – Gender of Bullies**

Have you been bullied by boys or girls?	Girls		Boys		Total	
	N	%	N	%	N	%
I haven't been bullied at school in the past couple of months	237	52.1%	265	59.7%	502	55.8%
Mainly by 1 girl	#	#	#	#	99	11.0%
By several girls	#	#	*	*	32	3.6%
Mainly by 1 boy	43	<b>9.5%</b>	89	<b>20.0%</b>	133	14.8%
By several boys	9	2.0%	54	<b>12.2%</b>	63	7.0%
By both boys and girls	45	<b>9.9%</b>	26	5.9%	71	7.9%
<b>Total</b>	<b>455</b>	<b>100%</b>	<b>444</b>	<b>100%</b>	<b>900</b>	<b>100%</b>

Note:  
 - Of the 904 respondents, 900 provided an answer to this question.  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

Those who are subjected to bullying are targeted by either 'mainly 1 pupil' or 'by a group of 2 – 3 pupils'. This is the case for both girls and boys - as shown in Table 16.

**Table 16: Year 6 Pupils – Number of Bullies**

By how many pupils have you usually been bullied?	Girls		Boys		Total	
	N	%	N	%	N	%
I haven't been bullied at school in the past couple of months	247	54.3%	259	58.7%	506	56.4%
Mainly by 1 pupil	102	22.4%	89	20.2%	192	21.4%
By a group of 2 -3 pupils	77	16.9%	64	14.5%	141	15.7%
By a group of 4 – 9 pupils	22	4.8%	18	4.1%	40	4.5%
By a group of more than 9 pupils	*	*	*	*	*	*
By several different pupils or groups of pupils	#	#	#	#	#	#
<b>Total</b>	<b>455</b>	<b>100%</b>	<b>441</b>	<b>100%</b>	<b>897</b>	<b>100%</b>

Note:  
 - Of the 904 respondents, 897 provided an answer to this question.  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

Overall, 20.9% of Year 6 pupils reported that they were subjected to bullying that lasted 'one or two weeks', 7.8% were subjected to bullying lasting 'about a month' and 3.1% of pupils were subjected to bullying that lasted 'about 6 months'. The frequencies increase to 4.4% of pupils enduring bullying for 'about a year' and 5.0% for 'several years', as shown in Table 17.

**Table 17: Year 6 Pupils – Duration of Bullying**

How long has the bullying lasted?	Girls		Boys		Total	
	N	%	N	%	N	%
I haven't been bullied at school in the past couple of months	255	56.2%	271	61.6%	526	58.8%
It lasted one or two weeks	99	21.8%	88	20.0%	187	20.9%
It lasted about a month	36	7.9%	33	7.5%	70	7.8%
It has lasted about 6 months	13	2.9%	15	3.4%	28	3.1%
It has lasted about a year	19	4.2%	20	4.5%	39	4.4%
It has gone on for several years	32	7.0%	13	3.0%	45	5.0%
<b>Total</b>	<b>454</b>	<b>100%</b>	<b>440</b>	<b>100%</b>	<b>895</b>	<b>100%</b>

Note:  
 - Of the 904 respondents, 895 provided an answer to this question.  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 Source: FGS McClure Watters, May 2011

When asked where bullying behaviour took place (Table 18), 32.6% 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 overall (13.6%) along with the 'lunch room' (13.6%). Girls were more likely than boys to be bullied in all of these locations.

The next most common locations reported by 10.8% and 10.3% of Year 6 pupils overall were: 'on the way to and from school' and 'in class (with teacher present)'. Girls were more likely to report bullying 'in class (with teacher present)'; boys were more likely to report bullying 'on the way to and from school'. It is also worth noting that 10.1% of boys reported that they had been bullied 'in the toilets'.

**Table 18: Year 6 Pupils – Locations where they have been bullied**

Have you been bullied....?	Girls		Boys		Total	
	N	%	N	%	N	%
On the playground/athletic field (during lunch or break times)?	155	34.0%	139	31.1%	295	32.6%
In the hallways/stairwells?	36	7.9%	15	3.4%	51	5.6%
In class (with teacher present)?	55	12.1%	38	8.5%	93	10.3%
In the classroom (with teacher absent)?	77	16.9%	46	10.3%	123	13.6%
In the toilets?	34	7.5%	45	10.1%	79	8.7%
In PE class or the changing room / shower?	24	5.3%	27	6.0%	51	5.6%
In the lunch room?	72	15.8%	51	11.4%	123	13.6%
On the way to and from school?	48	10.5%	50	11.2%	98	10.8%
At the school bus stop	5	1.1%	5	1.1%	10	1.1%
On the school bus?	20	4.4%	18	4.0%	38	4.2%
Somewhere else in school?	43	9.4%	38	8.5%	81	9.0%
<b>Total</b>	<b>456</b>	<b>-</b>	<b>447</b>	<b>-</b>	<b>904</b>	<b>-</b>

Note:  
- Respondents could give more than one answer therefore sum of percentages may exceed 100%  
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
Source: FGS McClure Watters, May 2011

Respondents were invited to provide additional comments with regard to 'somewhere else in school'. Many of their responses included places already listed above. Apart from types already mentioned, there were few other responses; these are included in Appendix 5 (5.3.2).

The majority of Year 6 pupils who had been subjected to bullying behaviour at school (76.1% of bullied pupils) confirmed that they have told someone of their experience (Table 19). Both boys and girls were most likely to have told a parent/guardian and/or a friend. Girls are more likely than boys to confide in someone across all categories of people in whom they might confide.

**Table 19: Year 6 Pupils –Those to whom pupils spoke about having been bullied**

Have you told (that you have been bullied)...	Girls		Boys		Total	
	N	%	N	%	N	%
Your class teacher	92	20.2%	72	16.1%	164	18.1%
Another adult at school (different teacher, principal/headmaster, school nurse, custodian/school caretaker, school psychologist/mental health professional etc.)	50	11.0%	45	10.1%	95	10.5%
Your parent(s)/guardian(s)	185	<b>40.6%</b>	122	<b>27.3%</b>	307	<b>34.0%</b>
Your brother(s) or sisters(s)	85	18.6%	66	14.8%	151	16.7%
Your friend(s)	137	<b>30.0%</b>	88	<b>19.7%</b>	226	<b>25.0%</b>
Somebody else	50	11.0%	28	6.3%	78	8.6%
<b>Total</b>	<b>456</b>	<b>-</b>	<b>447</b>	<b>-</b>	<b>904</b>	<b>-</b>

Note:  
- Respondents could give more than one answer therefore sum of percentages may exceed 100%  
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
Source: FGS McClure Watters, May 2011

Respondents were invited to provide additional comments with regard to 'somebody else'. Many of their responses included people already listed in the categories above. Apart from types already mentioned, there were few other responses; these are included in Appendix 5 (5.3.3) – the most common being other family members (e.g. aunts, uncles, cousins, grandparents).

A summary of the frequencies with which Year 6 pupils were bullied by the ELB in which their primary schools were located is shown in Table 20.

**Table 20: Year 6 Pupils - Frequency of bullying experienced - by ELB**

Board Area	How often have you been bullied at school in the past couple of months?										N Total
	I haven't been bullied at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
BELB	108	66.7%	33	20.4%	6	3.7%	8	4.9%	7	4.3%	162
NEELB	99	61.9%	33	20.6%	13	8.1%	#	#	#	#	160
SEELB	102	53.7%	52	<b>27.4%</b>	19	<b>10.0%</b>	8	4.2%	9	4.7%	190
SELB	133	55.9%	50	21.0%	23	9.7%	15	<b>6.3%</b>	17	<b>7.1%</b>	238
WELB	102	69.9%	30	20.5%	8	5.5%	*	*	*	*	146
<b>Total</b>	<b>544</b>	<b>60.7%</b>	<b>198</b>	<b>22.1%</b>	<b>69</b>	<b>7.7%</b>	<b>41</b>	<b>4.6%</b>	<b>44</b>	<b>4.9%</b>	<b>896</b>

Note:  
- Of the 904 respondents, 896 provided an answer to this question  
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
Source: FGS McClure Watters, May 2011

This shows higher levels of bullying in SEELB and SELB with 46.3% and 44.1% of Year 6 pupils reporting that they had been bullied compared with 30.1% in WELB, 33.3% in BELB and 38.1% in NEELB. In SEELB, the proportion who had been bullied 'only once or twice' or

'2 or 3 times a month' was much higher than in other ELBs, whereas in SELB, the proportion of pupils bullied 'about once a week' or 'several times a week' is highest across all ELBs.

### 5.1.3 Bullying Other Pupils

Year 6 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 21. When asked about their involvement in bullying other pupils at school, 78.6% of Year 6 respondents said that they had not taken part in bullying other pupils during the past couple of months; 21.4% admitted that they had been involved in bullying other pupils during the past couple of months, but 17.6% said that this had 'only happened once or twice'. Only 3.9% of Year 6 pupils stated that they had been involved in bullying other pupils 'two or three times a month' or more frequently. Year 6 boys were more likely to have been involved in bullying other pupils than Year 6 girls (25.7% compared to 17.4%).

**Table 21: Year 6 Pupils – Frequency of 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	
	N	%	N	%	N	%
I haven't bullied another pupil(s) at school in the past couple of months	376	82.6%	330	74.3%	707	78.6%
It has only happened once or twice	67	14.7%	91	20.5%	158	17.6%
2 or 3 times a month	5	1.1%	15	3.4%	20	2.2%
About once a week	#	#	*	*	10	1.1%
Several times a week	#	#	#	#	5	0.6%
<b>Total</b>	<b>455</b>	<b>100%</b>	<b>444</b>	<b>100%</b>	<b>900</b>	<b>100%</b>

**Note:**

- Of the 904 respondents, 900 provided an answer to this question.
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '# '.

Source: FGS McClure Watters, May 2011

Specific types of bullying carried out by Year 6 pupils are summarised in Table 22. Calling other pupils 'mean names, making fun or teasing him or her in a hurtful way' was the most common form of bullying - reported by 21.8% of pupils; 19.3% admitting that they had done this 'once or twice' and 2.4% recording occurrences of at least '2 or 3 times a month'. The second most common form of bullying behaviour, recorded by 17.7% 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'. 15.3% of pupils said they had excluded other pupils 'once or twice' and 2.3% stated that they had done this '2 or 3 times a month' or more often.

Two other forms of bullying were reported by similar numbers of respondents:

- bullying other pupils with 'mean names comments or rude gestures' reported by 11.2% of Year 6 pupils; with 9.4% saying that this had happened 'once or twice' and 1.8% at least '2 or 3 times a month'.

- 10.8% of Year 6 pupils who exhibited bullying behaviour as *'hit, kicked, pushed and shoved him or her around or locked him or her indoors'*, with 8.9% saying that this had happened *'once or twice'* and 1.9% at least *'2 or 3 times a month'*.

The least frequent form of bullying others was *'with the use of computers'* recorded by 3.5% of pupils. Taking *'money or other things from him or her or damaged his or her possessions'* was noted by 3.8% of pupils and bullying *'with the use of mobile phones'* was reported by 3.8% of pupils.

There are associations between pupils' gender and their response to several of the more specific questions relating to particular bullying behaviours with boys, in general more frequently admitting to having bullied other pupils. This is particularly evident for some types of bullying to a greater extent than others - 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'*. Also, 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'*. Boys also admitted more frequently than girls to having *'bullied him or her with mean names comments, or rude gestures'*.

**Table 22: Year 6 Pupils – Specific Types of Bullying Carried Out**

About Bullying Other Pupils		I haven't been bullied at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		N Total
		N	%	N	%	N	%	N	%	N	%	
I called another pupil(s) mean names, was made fun of, or teased him or her in a hurtful way.	Girls	379	83.1%	72	15.8%	*	*	*	*	0	0.0%	456
	Boys	325	73.2%	102	23.0%	#	#	*	*	7	1.6%	444
	<b>Total</b>	<b>705</b>	<b>78.2%</b>	<b>174</b>	<b>19.3%</b>	<b>9</b>	<b>1.0%</b>	<b>6</b>	<b>0.7%</b>	<b>7</b>	<b>0.8%</b>	<b>901</b>
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	378	83.3%	66	14.5%	#	#	#	#	0	0.0%	454
	Boys	362	81.3%	72	16.2%	*	*	*	*	*	*	445
	<b>Total</b>	<b>741</b>	<b>82.3%</b>	<b>138</b>	<b>15.3%</b>	<b>9</b>	<b>1.0%</b>	<b>#</b>	<b>#</b>	<b>*</b>	<b>*</b>	<b>900</b>
I hit, kicked, pushed, shoved him or her around or locked him or her indoors.	Girls	417	92.3%	34	7.5%	*	*	#	#	0	0.0%	452
	Boys	382	86.0%	46	10.4%	#	#	*	*	*	*	444
	<b>Total</b>	<b>800</b>	<b>89.2%</b>	<b>80</b>	<b>8.9%</b>	<b>11</b>	<b>1.2%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>897</b>
I spread false rumours about him or her and tried to make others dislike him or her	Girls	417	92.1%	35	7.7%	*	*	#	#	0	0.0%	453
	Boys	407	91.5%	29	6.5%	*	*	*	*	*	*	445
	<b>Total</b>	<b>825</b>	<b>91.8%</b>	<b>64</b>	<b>7.1%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>899</b>
I took money or other things from him or her or damaged his or her possessions	Girls	442	97.6%	11	2.4%	0	0.0%	0	0.0%	0	0.0%	453
	Boys	420	94.8%	19	4.3%	*	*	*	*	*	*	443
	<b>Total</b>	<b>863</b>	<b>96.2%</b>	<b>30</b>	<b>3.3%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>897</b>
I threatened or forced him or her to do things he or she didn't want to do.	Girls	436	96.2%	15	3.3%	*	*	0	0.0%	*	*	453
	Boys	412	92.6%	25	5.6%	*	*	*	*	*	*	445
	<b>Total</b>	<b>849</b>	<b>94.4%</b>	<b>40</b>	<b>4.4%</b>	<b>5</b>	<b>0.6%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>899</b>
I bullied him or her mean names or comments about his or her race or colour.	Girls	431	95.1%	20	4.4%	*	*	0	0.0%	*	*	453
	Boys	406	91.0%	31	7.0%	#	#	*	*	0	0.0%	446
	<b>Total</b>	<b>838</b>	<b>93.1%</b>	<b>51</b>	<b>5.7%</b>	<b>7</b>	<b>0.8%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>900</b>
I bullied him or her with mean names or comments about his or her religion.	Girls	441	97.6%	10	2.2%	0	0.0%	*	*	0	0.0%	452
	Boys	419	93.7%	24	5.4%	0	0.0%	*	*	*	*	447
	<b>Total</b>	<b>861</b>	<b>95.7%</b>	<b>34</b>	<b>3.8%</b>	<b>0</b>	<b>0.0%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>900</b>

**Table 22: Year 6 Pupils – Specific Types of Bullying Carried Out**

About Bullying Other Pupils		I haven't been bullied at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		N Total
		N	%	N	%	N	%	N	%	N	%	
I bullied him or her with mean names or comments about his or her disability.	Girls	427	94.1%	23	5.1%	*	*	*	*	0	0.0%	454
	Boys	416	93.1%	22	4.9%	#	#	*	*	0	0.0%	447
	<b>Total</b>	<b>844</b>	<b>93.6%</b>	<b>45</b>	<b>5.0%</b>	<b>8</b>	<b>0.9%</b>	<b>5</b>	<b>0.6%</b>	<b>0</b>	<b>0.0%</b>	<b>902</b>
I bullied him or her with mean names, comments or rude gestures.	Girls	417	92.3%	34	7.5%	#	#	*	*	0	0.0%	452
	Boys	381	85.2%	51	11.4%	*	*	#	#	6	1.3%	447
	<b>Total</b>	<b>799</b>	<b>88.8%</b>	<b>85</b>	<b>9.4%</b>	<b>*</b>	<b>*</b>	<b>#</b>	<b>#</b>	<b>6</b>	<b>0.7%</b>	<b>900</b>
I bullied him or her with mean names or comments about his or her ability.	Girls	418	94.6%	19	4.3%	*	*	0	0.0%	*	*	442
	Boys	392	89.7%	37	8.5%	*	*	*	*	*	*	437
	<b>Total</b>	<b>811</b>	<b>92.2%</b>	<b>56</b>	<b>6.4%</b>	<b>8</b>	<b>0.9%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>880</b>
I bullied him or her with the use of mobile phones.	Girls	436	96.0%	15	3.3%	*	*	*	*	0	0.0%	454
	Boys	430	96.4%	12	2.7%	*	*	*	*	*	*	446
	<b>Total</b>	<b>867</b>	<b>96.2%</b>	<b>27</b>	<b>3.0%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>901</b>
I bullied him or her with the use of computers.	Girls	430	97.3%	10	2.3%	*	*	*	*	0	0.0%	442
	Boys	417	95.6%	12	2.8%	#	#	*	*	*	*	436
	<b>Total</b>	<b>848</b>	<b>96.5%</b>	<b>22</b>	<b>2.5%</b>	<b>6</b>	<b>0.7%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>879</b>
I bullied him or her in another way <sup>10</sup> .	Girls	437	96.9%	11	2.4%	0	0.0%	*	*	#	#	451
	Boys	421	95.7%	17	3.9%	0	0.0%	*	*	*	*	440
	<b>Total</b>	<b>859</b>	<b>96.3%</b>	<b>28</b>	<b>3.1%</b>	<b>0</b>	<b>0.0%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>892</b>

**Note:**

- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '# '.

Source: FGS McClure Watters, May 2011

<sup>10</sup> All of the 'other' responses provided by respondents mentioned types of bullying already listed in the categories above.

Tables 23 and 24 summarise interventions from both teachers and other 'adults at home'. 68.9% of pupils, who admitted that they had taken part in bullying others, reported that their teachers had spoken with them regarding their bullying behaviour. 53.4% 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' or 'an adult at home' had talked with them about their 'bullying other pupils at school in the past couple of months'.

**Table 23: Year 6 Pupils – Involved in bullying others, whose teachers have spoken with them about their bullying**

Has your class teacher or any other teacher talked with you about you bullying other pupils at school in the past couple of months?	Girls		Boys		Total	
	N	%	N	%	N	%
No they haven't talked with me about it	27	35.5%	24	27.3%	51	31.1%
Yes, they have talked with me about it once	38	50.0%	56	63.6%	94	57.3%
Yes, they have talked with me about it several times	11	14.5%	8	9.1%	19	11.6%
<b>Total</b>	<b>76</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>164</b>	<b>100%</b>
Note: - 164 Year 6 pupils who admitted bullying other pupils responded to this question - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses Source: FGS McClure Watters, May 2011						

**Table 24: Year 6 Pupils – Involved in bullying others, where an 'adult at home' has spoken with them about their bullying**

Has any adult at home talked with you about you bullying other pupils at school in the past couple of months?	Girls		Boys		Total	
	N	%	N	%	N	%
No they haven't talked with me about it	37	50.7%	37	43.0%	74	46.5%
Yes, they have talked with me about it once	27	37.0%	40	46.5%	67	42.1%
Yes, they have talked with me about it several times	9	12.3%	9	10.5%	18	11.3%
<b>Total</b>	<b>73</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>169</b>	<b>100%</b>
Note: - 169 Year 6 pupils who admitted bullying other pupils responded to this question - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses Source: FGS McClure Watters, May 2011						

Year 6 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 (see Table 25).

**Table 25: Year 6 Pupils - Frequency of bullying perpetrated – by Rural / Urban**

Rural/ Urban Location	How often have you taken part in bullying another pupil(s) at school the past couple of months?										N Total
	I haven't bullied another pupil(s) at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
Rural	321	77.9%	68	16.5%	11	2.7%	#	#	*	*	412
Urban	386	79.1%	90	18.4%	9	1.8%	*	*	*	*	488
<b>Total</b>	<b>707</b>	<b>78.6%</b>	<b>158</b>	<b>17.6%</b>	<b>20</b>	<b>2.1%</b>	<b>10</b>	<b>1.1%</b>	<b>5</b>	<b>0.6%</b>	<b>900</b>

Note:  
 - Of the 904 respondents, 900 provided an answer to this question  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

Table 26 considers how often Year 6 pupils had *'taken part in bullying another pupil(s) at school'* and the FSM band of the school. The 30-39% FSM band contained the greatest proportion (30.6%) of pupils who recorded their involvement in bullying others, while the 10-19% FSM band contained the lowest proportion of pupils who recorded their involvement in bullying others (14.5%) but the largest percentage of pupils who had reported that they had bullied others *'several times a week'*.

**Table 26: Year 6 Pupils - Frequency of bullying perpetrated - by FSM band**

FSM Band	How often have you taken part in bullying another pupil(s) at school the past couple of months?										N Total
	I haven't bullied another pupil(s) at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
0-9%	252	79.0%	56	17.6%	*	*	5	1.6%	*	*	319
10-19%	219	85.5%	26	10.2%	6	2.3%	*	*	*	*	256
20-29%	102	75.0%	28	20.6%	#	#	*	*	-	-	136
30-39%	59	69.4%	#	#	*	*	*	*	-	-	85
40%+	75	72.1%	#	#	*	*	-	-	-	-	104
<b>Total</b>	<b>707</b>	<b>78.6%</b>	<b>158</b>	<b>17.6%</b>	<b>20</b>	<b>2.1%</b>	<b>10</b>	<b>1.1%</b>	<b>5</b>	<b>0.6%</b>	<b>900</b>

Note:  
 - Of the 904 respondents, 900 provided an answer to this question  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

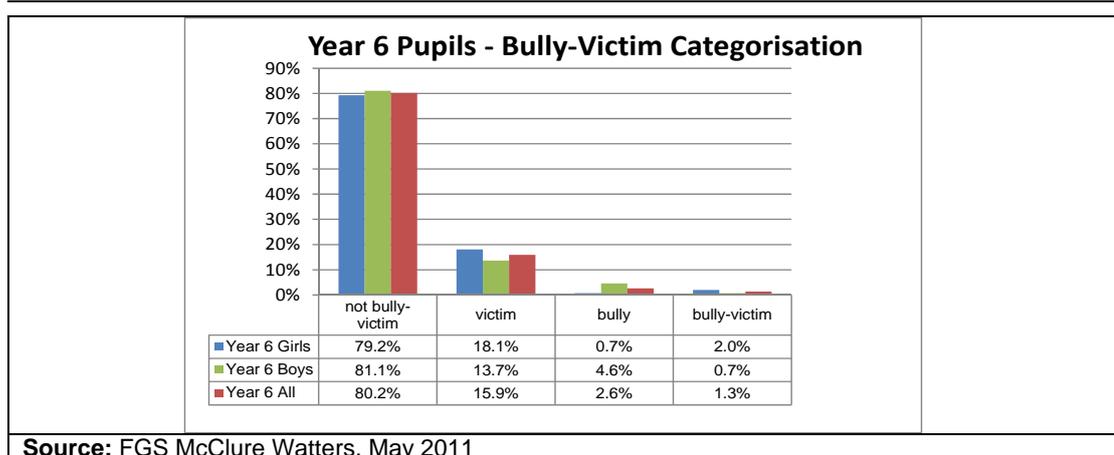
### 5.1.4 Bully-victim

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 (see Section 3.3.4). Using the lower bound cut-off point described in Section 3.3.4:

- 80.2% of Year 6 respondents (79.2% of girls and 81.1% of boys surveyed) had not been involved with bullying behaviour (according to the Olweus definition);
- 15.9% of Year 6 pupils (18.1% of girls, 13.7% of boys) had been victims of bullying only;
- 2.6% of Year 6 pupils (0.7% of girls, 4.6% of boys) had been involved in bullying others only;
- 1.3% of Year 6 pupils (2.0% of girls, 0.7% of boys) are defined as both victims and perpetrators of bullying behaviour – illustrated as bully-victim.

This is illustrated in Table 27 which also shows some gender differences in the categorisation of bullies and victims. Overall, one third of the Year 6 pupils that bully other pupils are also victims of bullying, described as bully-victims. Boys are more than 6 times as likely to be in the bully-only category as girls (4.6% of boys as opposed to 0.7% of girls). Year 6 boys are less than half as likely to be bully-victims as girls (0.7% of boys compared with 2.0% of girls).

**Table 27: Summary of Year 6 pupils' involvement/non-involvement in bullying behaviour**



Source: FGS McClure Watters, May 2011

### 5.1.5 Pupils' Perceptions and Attitudes towards Bullying Behaviour

Pupils' perception of support is summarised in Tables 28, 29 and 30. 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 49.1% reporting that teachers would 'almost always' intervene and 15.6% stating that teachers 'often' intervened. Similarly, the majority of pupils responded that their teachers had done 'much' (39.2%) or 'a good deal' (30.9%) 'to stop bullying in the past couple of months'. Pupil intervention was less common with 31.6% of pupils reporting that other pupils have intervened 'sometimes' and 19.6% saying that other pupils 'almost never' got involved in 'trying to put a stop to it when a pupil is being bullied'.

**Table 28: Year 6 Pupils – Perception of support from teachers**

How often do the teachers or other adults at school try to put a stop to it when a pupil is being bullied at school?	Girls		Boys		Total	
	N	%	N	%	N	%
Almost never	50	11.2%	65	14.9%	115	13.1%
Once in a while	41	9.2%	43	9.9%	84	9.5%
Sometimes	68	15.3%	44	10.1%	112	12.7%
Often	65	14.6%	71	16.3%	137	15.6%
Almost always	221	49.7%	212	48.7%	433	49.1%
<b>Total</b>	<b>445</b>	<b>100%</b>	<b>435</b>	<b>100%</b>	<b>881</b>	<b>100%</b>

Note:  
 - Of the 904 respondents, 881 provided an answer to this question.  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 Source: FGS McClure Watters, May 2011

**Table 29: Year 6 Pupils – Year 6 pupils' perception of support from other pupils**

How often do other pupils try to put a stop to it when a pupil is being bullied at school?	Girls		Boys		Total	
	N	%	N	%	N	%
Almost never	88	19.9%	84	19.4%	172	19.6%
Once in a while	55	12.4%	71	16.4%	126	14.4%
Sometimes	147	33.4%	130	30.0%	277	31.6%
Often	84	19.0%	71	16.4%	155	17.7%
Almost always	68	15.4%	78	18.0%	147	16.8%
<b>Total</b>	<b>442</b>	<b>100%</b>	<b>434</b>	<b>100%</b>	<b>877</b>	<b>100%</b>

Note:  
 - Of the 904 respondents, 877 provided an answer to this question.  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 Source: FGS McClure Watters, May 2011

**Table 30: Year 6 Pupils – Perception of support from class teacher**

Overall, how much do you think your class teacher has done to stop bullying in the past couple of months?	Girls		Boys		Total	
	N	%	N	%	N	%
Little or nothing	36	8.1%	45	10.4%	81	9.3%
Fairly little	44	10.0%	49	11.3%	93	10.6%
Somewhat	45	10.2%	43	10.0%	88	10.1%
A good deal	138	31.2%	131	30.3%	270	30.9%
Much	179	40.5%	164	38.0%	343	39.2%
<b>Total</b>	<b>442</b>	<b>100%</b>	<b>432</b>	<b>100%</b>	<b>875</b>	<b>100%</b>

Note:  
 - Of the 904 respondents, 875 provided an answer to this question.  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 Source: FGS McClure Watters, May 2011

Overall, Year 6 pupils expressed a pro-victim attitude, reporting that they supported or empathised with the victims of bullying behaviour: 76.3% stated that when they have seen

another pupil being bullied, they *'feel sorry for him or her and want to help them'*. Responses on attitudes to bullying behaviour are summarised in Tables 31, 32, 33 and 34. Considering gender and pupils' attitudes towards bullying:

- Girls were more likely to want to help the victim than boys (80.7% compared to 71.7%);
- When asked if they thought that they *'could join in bullying a pupil whom you didn't like'* girls (80.4%) tended to say *'definitely no'* or *'no'* more often than boys (69.6%). Boys were more likely to respond that they *'could join in'* compared with girls.
- When asked about their reaction to seeing or understanding that another pupil was being bullied, boys were more likely than girls to *'take part'* and also more likely *'just watch what goes on'* (4.5% of boys, 3.3% of girls).
- Girls tended to be more *'afraid of being bullied by other pupils in school'* than boys (34.5% of Year 6 girls are *'never afraid'* compared with 53.6% of boys who are *'never afraid'*).

**Table 31: Year 6 Pupils - Attitudes to bullying – thoughts and feelings**

When you see a pupil your age being bullied at school, what do you <u>feel</u> or <u>think</u> ?	Girls		Boys		Total	
	N	%	N	%	N	%
That is probably what he or she deserves	#	#	#	#	21	2.3%
I don't feel much	*	*	#	#	26	2.9%
I feel a bit sorry for him or her	78	17.1%	88	19.9%	166	18.5%
I feel sorry for him or her and want to help him or her	367	80.7%	317	71.7%	685	76.3%
<b>Total</b>	<b>455</b>	<b>100%</b>	<b>442</b>	<b>100%</b>	<b>898</b>	<b>100%</b>

**Note:**

- Of the 904 respondents, 898 provided an answer to this question.
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '# '.

Source: FGS McClure Watters, May 2011

**Table 32: Year 6 Pupils –Attitudes to bullying – joining in**

Do you think you could join in bullying a pupil whom you didn't like?	Girls		Boys		Total	
	N	%	N	%	N	%
Yes	*	*	#	#	28	3.1%
Yes, maybe	#	#	#	#	28	3.1%
I don't know	46	10.1%	54	12.2%	100	11.1%
No I don't think so	33	7.3%	35	7.9%	68	7.6%
No	66	14.5%	70	15.8%	137	15.2%
Definitely no	299	65.9%	239	53.8%	538	59.8%
<b>Total</b>	<b>454</b>	<b>100%</b>	<b>444</b>	<b>100%</b>	<b>899</b>	<b>100%</b>

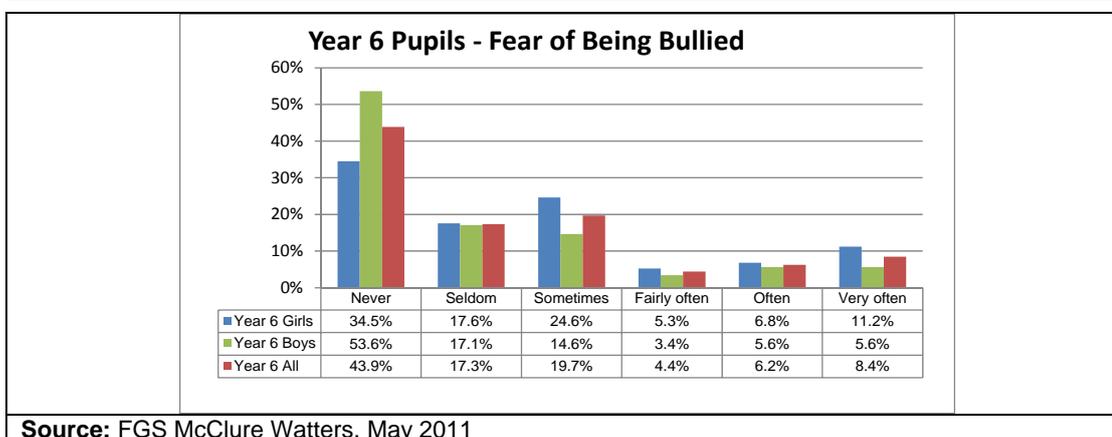
Note:  
- Of the 904 respondents, 899 provided an answer to this question.  
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
Source: FGS McClure Watters, May 2011

**Table 33: Year 6 Pupils – Attitudes to bullying – reaction to bullying**

How do you usually react if you see or understand that a pupil your age is being bullied by other pupils?	Girls		Boys		Total	
	N	%	N	%	N	%
I have never noticed that pupils my age have been bullied	136	29.9%	146	32.9%	282	31.3%
I take part in the bullying	*	*	#	#	7	0.8%
I don't do anything, but I think the bullying is OK	*	*	*	*	5	0.6%
I just watch what goes on	15	3.3%	20	4.5%	35	3.9%
I don't do anything, but I think I ought to help the bullied pupil	72	15.8%	65	14.6%	137	15.2%
I try to help the bullied pupil in one way or another	228	50.1%	205	46.2%	434	48.2%
<b>Total</b>	<b>455</b>	<b>100%</b>	<b>444</b>	<b>100%</b>	<b>900</b>	<b>100%</b>

Note:  
- Of the 904 respondents, 900 provided an answer to this question.  
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
Source: FGS McClure Watters, May 2011

**Table 34: Year 6 Pupils – Attitudes to bullying – fear of bullying**



Source: FGS McClure Watters, May 2011

### 5.1.6 Issues relating to Section 75

#### Race or Skin Colour, Disability and Religion

Pupils were asked for their opinions on equality issues including ethnicity, religion and disability (questions and pupil responses in Tables 35 and 36). 37.6% of Year 6 pupils thought that a pupil's race or skin colour could make them 'more likely' to be bullied; while 50.3% of pupils felt it 'doesn't make a difference'. The majority of pupils (40.1%) felt that a pupil's disability could make them 'more likely' to be bullied. Finally, 54.1% of participants thought that a pupil's religion 'doesn't make a difference' and around a quarter (25.2%) of Year 6 pupils felt that it could make them 'more likely' to be bullied.

**Table 35: Year 6 Pupils' Opinions on Bullying due to Race/Skin Colour, Disability, Religion**

		More likely		Less Likely		Doesn't make a difference		N Total
		N	%	N	%	N	%	
Does a pupil's race or skin colour make them more likely or less likely to be bullied?	Girls	160	35.3%	55	12.1%	238	52.5%	453
	Boys	177	40.0%	54	12.2%	212	47.9%	443
	<b>Total</b>	<b>337</b>	<b>37.6%</b>	<b>109</b>	<b>12.2%</b>	<b>451</b>	<b>50.3%</b>	<b>897</b>
Thinking about pupils with a disability does their disability make them more likely or less likely to be bullied?	Girls	169	37.2%	91	20.0%	194	42.7%	454
	Boys	192	43.1%	95	21.3%	158	35.5%	445
	<b>Total</b>	<b>361</b>	<b>40.1%</b>	<b>187</b>	<b>20.8%</b>	<b>352</b>	<b>39.1%</b>	<b>900</b>
Does a pupil's religion make them more likely or less likely to be bullied?	Girls	110	24.2%	94	20.7%	250	55.1%	454
	Boys	116	26.1%	92	20.7%	237	53.3%	445
	<b>Total</b>	<b>227</b>	<b>25.2%</b>	<b>186</b>	<b>20.7%</b>	<b>487</b>	<b>54.1%</b>	<b>900</b>

**Note:** One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses

Source: FGS McClure Watters, May 2011

Further questions about bullying in relation to pupils' ethnicity, disability and religion highlight some differences in responses according to the respondents' gender.

**Table 36: Year 6 Pupils' Thoughts on Bullying due to Race/Skin Colour, Disability, Religion**

		Always wrong		Sometimes wrong		Unsure		Sometimes right		Always Right		N Total
		N	%	N	%	N	%	N	%	N	%	
What do you think about bullying other pupils because of their race or skin colour?	Girls	410	89.9%	#	#	31	6.8%	*	*	-	-	456
	Boys	361	80.8%	#	#	47	10.5%	*	*	#	#	447
	<b>Total</b>	<b>772</b>	<b>85.4%</b>	<b>45</b>	<b>5.0%</b>	<b>78</b>	<b>8.6%</b>	<b>*</b>	<b>*</b>	<b>#</b>	<b>#</b>	<b>904</b>
Thinking about pupils with a disability, what do you think about bullying these pupils because of their disability?	Girls	422	92.7%	#	#	23	5.1%	*	*	-	-	455
	Boys	384	86.1%	#	#	44	9.9%	*	*	*	*	446
	<b>Total</b>	<b>807</b>	<b>89.5%</b>	<b>19</b>	<b>2.1%</b>	<b>67</b>	<b>7.4%</b>	<b>#</b>	<b>#</b>	<b>*</b>	<b>*</b>	<b>902</b>
What do you think about bullying other pupils because of their religion?	Girls	409	89.7%	11	2.4%	36	7.9%	-	-	-	-	456
	Boys	367	82.1%	#	#	48	10.7%	*	*	-	-	447
	<b>Total</b>	<b>777</b>	<b>86.0%</b>	<b>#</b>	<b>#</b>	<b>84</b>	<b>9.3%</b>	<b>*</b>	<b>*</b>	<b>-</b>	<b>-</b>	<b>904</b>

**Note:**

- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 -To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

In terms of 'bullying other pupils because of their race or skin colour', many more Year 6 boys than girls (10.5% of boys, 6.8% of girls) said that they were 'unsure' whether this was right or wrong. A similar pattern (although lesser difference) is evident with regard to 'bullying other pupils because of their religion'; more Year 6 boys (10.7%) than girls (7.9%) said that they were 'unsure' whether this was right or wrong. Similarly, when asked about 'bullying other pupils because of their disability', boys in the sample were almost twice as likely (9.9% of boys, 5.1% of girls) to say that they were 'unsure' whether this was right or wrong.

**Ethnicity**

Pupils at those schools with more than 10 ethnic minority pupils take part in bullying on a less frequent basis as shown in Table 37.

**Table 37: Year 6 Pupils - Frequency of bullying perpetrated - by number of ethnic minority pupils enrolled at school**

No. of ethnic minority pupils in school	How often have you taken part in bullying another pupil(s) at school the past couple of months?										N Total
	I haven't bullied another pupil(s) at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
0	189	78.8%	39	16.3%	#	#	*	*	*	*	240
1-10	434	78.2%	101	18.2%	10	1.8%	#	#	*	*	555
11-20	72	85.7%	#	#	-	-	*	*	-	-	84
21-30	-	-	-	-	-	-	-	-	-	-	-
31+	12	60.0%	#	#	*	*	-	-	-	-	20
<b>Total</b>	<b>707</b>	<b>78.6%</b>	<b>158</b>	<b>17.6%</b>	<b>19</b>	<b>2.1%</b>	<b>10</b>	<b>1.1%</b>	<b>5</b>	<b>0.6%</b>	<b>899</b>

Note:  
 - Of the 904 respondents, 899 provided an answer to this question  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'. Source: FGS McClure Watters, May 2011

## Religion

Pupils were also asked which religious community they belonged to (see Table 38).

**Table 38: Year 6 Pupils – Which religious community do you belong to?**

	Girls		Boys		Total	
	N	%	N	%	N	%
Protestant Community	139	31.1%	151	34.5%	290	32.7%
Roman Catholic Community	219	49.0%	196	44.7%	416	47.0%
Neither	27	6.0%	47	10.7%	74	8.4%
Other*	62	13.9%	44	10.0%	106	12.0%
<b>Total</b>	<b>447</b>	<b>100%</b>	<b>438</b>	<b>100%</b>	<b>886</b>	<b>100%</b>

Note:  
 - Of the 904 respondents, 886 provided an answer to this question.  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 - \*Details of other responses are included in Appendix 5 (5.4)– the most common being 'Don't Know'  
 Source: FGS McClure Watters, May 2011

From Table 39, there appears to be a tendency for Year 6 pupils from 'Neither' (43.8%) and 'Other' religious communities (49.5%) to report that they had '*been bullied at school in the past couple of months*' more often than pupils from Roman Catholic (35.3%) and Protestant (39.7%) communities.

**Table 39: Year 6 Pupils - Frequency of bullying experienced - by religious community**

Which religious community do you belong to?	How often have you been bullied at school in the past couple of months?										N Total
	I haven't been bullied at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
Protestant Community	173	60.3%	58	20.2%	27	9.4%	15	5.2%	14	4.9%	287
Roman Catholic Community	268	64.7%	91	22.0%	29	7.0%	14	3.4%	12	2.9%	414
Neither	41	56.2%	16	21.9%	*	*	#	#	6	8.2%	73
Other	53	50.5%	29	27.6%	#	#	#	#	10	9.5%	105
<b>Total</b>	<b>535</b>	<b>60.9%</b>	<b>194</b>	<b>22.1%</b>	<b>67</b>	<b>7.6%</b>	<b>41</b>	<b>4.7%</b>	<b>42</b>	<b>4.8%</b>	<b>879</b>

Note:  
 - Of the 904 respondents, 879 provided an answer to this question  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

Table 40 demonstrates differences, however, in the frequencies of Year 6 pupils being '*bullied with mean names or comments about my religion*' by their religious community. Larger proportions from 'Neither' (20.3%) and 'Other' religious communities (19.2%) reported that they had been verbally bullied about their religion than those from Roman Catholic (8.7%) or Protestant communities (12.1%).

**Table 40: Year 6 Pupils - Frequency of bullying 'with mean names or comments about my religion' experienced - by religious community**

Which religious community do you belong to?	I was bullied with mean names or comments about my religion										N Total
	It hasn't happened to me in the past couple of months		Only once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
Protestant Community	254	87.9%	27	9.3%	*	*	*	*	*	*	289
Roman Catholic Community	378	91.3%	23	5.6%	11	2.7%	*	*	*	*	414
Neither	59	79.7%	11	14.9%	*	*	0	0%	*	*	74
Other	84	80.8%	16	15.4%	*	*	0	0%	*	*	104
<b>Total</b>	<b>775</b>	<b>88.0%</b>	<b>77</b>	<b>8.8%</b>	<b>20</b>	<b>2.3%</b>	<b>*</b>	<b>*</b>	<b>#</b>	<b>#</b>	<b>881</b>

Note:  
 - Of the 904 respondents, 881 provided an answer to this question  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

Table 41 shows the frequency of Year 6 pupils bullying other pupils 'with mean names or comments about his or her religion' by religious community. 'Protestant' and 'Other' pupils were involved in infrequent verbal bullying other pupils about their religion – no more than 'once or twice'. 'Roman Catholic' and 'Neither' pupils also tended to be only involved in infrequent bullying; however, a small number of more frequent incidents are also recorded.

**Table 41: Year 6 Pupils -- Frequency of bullying 'with mean names or comments about my religion' perpetrated - by religious community**

Which religious community do you belong to	I bullied him or her with mean names or comments about his or her religion										N Total
	I haven't bullied another pupil(s) at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
Protestant Community	275	95.5%	13	4.5%	-	-	-	-	-	-	288
Roman Catholic Community	401	96.9%	9	2.2%	-	-	*	*	*	*	414
Neither	#	#	#	#	-	-	*	*	-	-	74
Other	#	#	*	*	-	-	-	-	-	-	106
<b>Total</b>	<b>845</b>	<b>95.8%</b>	<b>32</b>	<b>3.6%</b>	-	-	*	*	*	*	<b>882</b>

Note:  
 -Of the 904 respondents, 882 provided an answer to this question  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

From Table 42, it is evident that over 50% of pupils from most religious backgrounds (apart from 'Other') felt that a pupil's religion 'doesn't make a difference' as to whether they would be bullied. Overall, around one quarter felt that a pupil's religion made them 'more likely' to be bullied and around one fifth felt that a pupil's religion made them 'less likely' to be bullied.

**Table 42: Year 6 Pupils - Opinions regarding whether 'a pupil's religion makes them 'more likely or less likely to be bullied' – by religious community**

Which religious community do you belong to?	Does a pupil's religion make them more likely or less likely to be bullied?						N Total
	More likely		Less likely		Doesn't make a difference		
	N	%	N	%	N	%	
Protestant Community	79	27.3%	55	19.0%	155	53.6%	289
Roman Catholic Community	95	22.9%	79	19.1%	240	58.0%	414
Neither	19	25.7%	17	23.0%	38	51.4%	74
Other	29	27.4%	32	30.2%	45	42.5%	106
<b>Total</b>	<b>222</b>	<b>25.1%</b>	<b>183</b>	<b>20.7%</b>	<b>478</b>	<b>54.1%</b>	<b>883</b>

Note: Of the 904 primary respondents, 883 provided an answer to this question  
 Source: FGS McClure Watters, May 2011

A greater percentage of pupils from the 'Other' (12.3%) than any other group, said they were 'unsure' as to whether 'bullying other pupils because of their religion' was right or wrong (Table 43). None of the Year 6 respondents from any religious background said that it was 'always right' to bully 'other pupils because of their religion' and very few that it was 'sometimes right'.

**Table 43: Year 6 Pupils - Thoughts regarding 'bullying other pupils because of their religion' – by religious community**

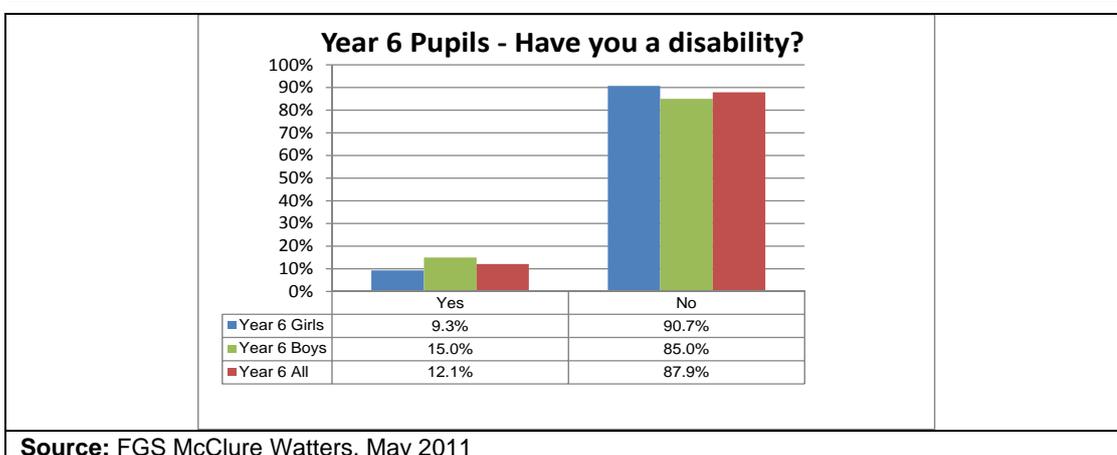
Which religious community do you belong to?	What do you think about bullying other pupils because of their religion?										N Total
	Always wrong		Sometimes wrong		Unsure		Sometimes right		Always right		
	N	%	N	%	N	%	N	%	N	%	
Protestant Community	249	85.9%	#	#	26	9.0%	*	*	-	-	290
Roman Catholic Community	362	87.0%	#	#	36	8.7%	*	*	-	-	416
Neither	63	85.1%	*	*	7	9.5%	-	-	-	-	74
Other	87	82.1%	6	5.7%	13	12.3%	-	-	-	-	106
<b>Total</b>	<b>761</b>	<b>85.9%</b>	<b>#</b>	<b>#</b>	<b>82</b>	<b>9.3%</b>	<b>*</b>	<b>*</b>	<b>-</b>	<b>-</b>	<b>886</b>

Note:  
 -Of the 904 respondents, 886 provided an answer to these questions  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

### Disability

Pupils were also asked if they had a disability (Table 44). Year 6 pupils were almost twice as likely as Year 9 pupils to state they had a disability (12.1% of Year 6 school pupils compared to 6.2% of year 9 respondents (see Table 94)). More of the Year 6 boys than girls stated that they had a disability (15.0% and 9.3% respectively).

**Table 44: Year 6 Pupils – Have you a disability?**



There is a difference in the frequencies of bullying experienced by Year 6 pupils and whether they recorded having a disability (Table 45). A greater proportion of pupils (44.3%) who reported that they had a disability also reported that they had been recipients of bullying behaviour at least *'once or twice'* compared to 38.6% of those without a disability.

**Table 45: Year 6 Pupils - Frequency of bullying experienced – by disability**

Have you a disability?	How often have you been bullied at school in the past couple of months?										N Total
	I haven't been bullied at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
No	478	61.4%	170	21.9%	60	7.7%	34	4.4%	36	4.6%	778
Yes	59	55.7%	24	22.6%	9	8.5%	7	6.6%	7	6.6%	106
<b>Total</b>	<b>537</b>	<b>60.7%</b>	<b>194</b>	<b>21.9%</b>	<b>69</b>	<b>7.8%</b>	<b>41</b>	<b>4.6%</b>	<b>43</b>	<b>4.9%</b>	<b>884</b>

Note: Of the 904 respondents, 884 provided an answer to this question  
Source: FGS McClure Watters, May 2011

There are also differences in the frequencies of bullying *'with mean names or comments about my disability'* experienced by Year 6 pupils and whether they had a disability (Table 46). About a third of pupils who had a disability stated that they had been bullied verbally regarding their disability (34.0% at least *'once or twice'*); most (23.6%) had been bullied *'with mean names or comments about my disability'* only once or twice.

**Table 46: Year 6 Pupils - Frequency of bullying 'with mean names or comments about my disability' experienced - by disability**

Have you a disability?	I was bullied with mean names or comments about my disability										N Total
	It hasn't happened to me in the past couple of months		Only once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
Yes	70	66.0%	25	23.6%	5	4.7%	#	#	*	*	108

Note: To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
Source: FGS McClure Watters, May 2011

An association is also evident between whether a pupil had a disability and the frequency of pupils taking part in bullying others (Table 47). Pupils with a disability tended to report that they had bullied other pupils more often than pupils who did not (27.8% versus 20.8%).

**Table 47: Year 6 Pupils - Frequency of bullying perpetrated – by disability**

Have you a disability?	How often have you taken part in bullying another pupil(s) at school the past couple of months?										N Total
	I haven't bullied another pupil(s) at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
No	618	79.2%	131	16.8%	#	#	10	1.3%	*	*	780
Yes	78	72.2%	26	24.1%	*	*	0	0.0%	*	*	108
<b>Total</b>	<b>696</b>	<b>78.5%</b>	<b>157</b>	<b>17.7%</b>	<b>20</b>	<b>2.1%</b>	<b>10</b>	<b>1.1%</b>	<b>5</b>	<b>0.6%</b>	<b>888</b>

**Note:**  
 - Of the 904 respondents, 888 provided an answer to this question  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

Pupils who recorded a disability also tended to bully other pupils *'with mean names or comments about his or her disability'* more frequently than pupils who did not (see Table 48).

**Table 48: Year 6 Pupils - Frequency of bullying 'with mean names or comments about his or her disability' perpetrated - by disability**

Have you a disability?	I bullied him or her with mean names or comments about his or her disability										N Total
	I haven't bullied another pupil(s) at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
No	736	94.0%	#	#	#	#	5	0.6%	0	0%	783
Yes	97	90.7%	#	#	*	*	0	0.0%	0	0%	107
<b>Total</b>	<b>833</b>	<b>93.6%</b>	<b>44</b>	<b>4.9%</b>	<b>8</b>	<b>0.9%</b>	<b>5</b>	<b>0.6%</b>	<b>0</b>	<b>0%</b>	<b>890</b>

**Note:**  
 - Of the 904 respondents, 890 provided an answer to this question  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

### 5.1.7 Cyber-bullying

#### About being cyber-bullied

Overall, 15.5% of Year 6 pupils indicated that they had experienced cyber-bullying in the past couple of months. The most common types of cyber-bullying (Table 49) included:

- I received a message that showed people were talking about me nastily online (6.1%);
- I received a threatening message via IM, text, email (6.0%);

- I received a message calling me racist comments or names (4.9%);
- A rumour was spread about me on-line (4.0%).

The most common method (see Table 50) for pupils subjected to cyber-bullying included:

- Text message (8.1%);
- Social networking site (5.9%); and
- Interactive games (4.2%).

**Table 49: Year 6 Pupils – How were you bullied using mobile phones or computers?**

	Girls		Boys		Total	
	N	%	N	%	N	%
It hasn't happened to me in the past couple of months	379	83.1%	384	85.9%	764	84.5%
I received a threatening message via IM, text, email	31	6.8%	23	5.1%	54	6.0%
I received a message that showed people were talking about me nastily online	26	5.7%	29	6.5%	55	6.1%
I received a message calling me racist comments or names	25	5.5%	19	4.3%	44	4.9%
I received a message with insults about disability	#	#	#	#	13	1.4%
Private material (IM, text, email) was forwarded without my permission	14	3.1%	7	1.6%	21	2.3%
A rumour was spread about me on-line	22	4.8%	14	3.1%	36	4.0%
An embarrassing photo of me was posted on-line without my permission	12	2.6%	11	2.5%	23	2.5%
An unkind website was developed about me	*	*	#	#	8	0.9%
A negative message board / online blog entry was posted about me	11	2.4%	5	1.1%	16	1.8%
<b>Total</b>	<b>456</b>	<b>-</b>	<b>447</b>	<b>-</b>	<b>904</b>	<b>-</b>

**Note:**

- Respondents could give more than one answer therefore sum of percentages may exceed 100%
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '# '.

Source: FGS McClure Watters, May 2011

**Table 50: Year 6 Pupils – What method was used to bully you using mobile phones or computers?**

	Girls		Boys		Total	
	N	%	N	%	N	%
It hasn't happened to me in the past couple of months	367	80.5%	365	81.7%	733	81.1%
Text message	47	10.3%	26	5.8%	73	8.1%
Email	17	3.7%	15	3.4%	32	3.5%
Chatroom (e.g. instant messenger)	13	2.9%	10	2.2%	23	2.5%
Social networking site (e.g. facebook, bebo)	32	7.0%	21	4.7%	53	5.9%
Virtual world (e.g. Second Life)	9	2.0%	8	1.8%	17	1.9%
Interactive games	7	1.5%	31	6.9%	38	4.2%
Other*	14	3.1%	11	2.5%	25	2.8%
<b>Total respondents</b>	<b>456</b>	<b>-</b>	<b>447</b>	<b>81.7%</b>	<b>904</b>	<b>-</b>
<p>Note:            - Respondents could give more than one answer therefore sum of percentages may exceed 100%            - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses            - *Other responses are included in Appendix 5 (5.5)            Source: FGS McClure Watters, May 2011</p>						

Year 6 pupils subjected to cyber-bullying were almost four times as likely to experience this outside school hours rather than during school hours (see Table 51).

**Table 51: Year 6 Pupils – When have you been cyber-bullied – using mobile phones or computers?**

	Girls		Boys		Total	
	N	%	N	%	N	%
I haven't been cyber-bullied in the past couple of months.	370	81.1%	378	84.6%	749	82.9%
I have been cyber-bullied during school hours in the past couple of months.	21	4.6%	13	2.9%	34	3.8%
I have been cyber-bullied outside school hours (evenings, weekends) in the past couple of months.	70	15.4%	56	12.5%	126	13.9%
<b>Total</b>	<b>456</b>	<b>-</b>	<b>447</b>	<b>-</b>	<b>904</b>	<b>-</b>
<p>Note:            - Respondents could give more than one answer therefore sum of percentages may exceed 100%            - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses            Source: FGS McClure Watters, May 2011</p>						

### About cyber-bullying other pupils

Overall, 5.2% of Year 6 pupils admitted to cyber-bullying other pupils in the past couple of months. The most common types of cyber-bullying (see Table 52) included:

- I sent a message that showed people were talking about him or her nastily online (1.8%);
- I sent him or her a threatening message via IM, text, email (1.7%);

- I sent him or her a message calling him or her racist comments or names (1.5%);
- I spread a rumour about him or her on-line (1.4%).

The most common method (see Table 53) for pupils perpetrating cyber-bullying included:

- Text message (3.4%);
- Social networking site (2.1%); and
- Interactive games (2.0%).

**Table 52: Year 6 Pupils – How did you bully another pupil using mobile phones or computers?**

	Girls		Boys		Total	
	N	%	N	%	N	%
I haven't cyber-bullied other pupil(s) at school in the past couple of months.	434	95.2%	422	94.4%	857	94.8%
I sent him or her a threatening message via IM, text, email	*	*	#	#	15	1.7%
I sent a message that showed people were talking about him or her nastily online	*	*	#	#	16	1.8%
I sent him or her a message calling him or her racist comments or names	5	1.1%	9	2.0%	14	1.5%
I sent him or her a message with insults about disability	*	*	*	*	5	0.6%
I forwarded private material (IM, text, email) about him or her without permission	-	-	6	1.3%	6	0.7%
I spread a rumour about him or her on-line	*	*	#	#	13	1.4%
I posted an embarrassing photo of him or her on-line without permission	*	*	#	#	9	1.0%
I developed an unkind website about him or her	*	*	*	*	5	0.6%
I posted a negative message board / online blog entry about him or her	*	*	*	*	6	0.7%
<b>Total</b>	<b>456</b>	<b>-</b>	<b>447</b>	<b>-</b>	<b>904</b>	<b>-</b>
<p><b>Note:</b></p> <ul style="list-style-type: none"> <li>- Respondents could give more than one answer therefore sum of percentages may exceed 100%</li> <li>- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses</li> <li>- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '# '.</li> </ul> <p>Source: FGS McClure Watters, May 2011</p>						

**Table 53: Year 6 Pupils – What method did you use to bully another pupil with mobile phones or computers?**

	Girls		Boys		Total	
	N	%	N	%	N	%
I haven't cyber-bullied other pupil(s) at school in the past couple of months	433	95.0%	409	91.5%	843	93.3%
Text message	11	2.4%	20	4.5%	31	3.4%
Email	*	*	#	#	11	1.2%
Chatroom (e.g. instant messenger)	*	*	#	#	10	1.1%
Social networking site (e.g. facebook, bebo)	6	1.3%	13	2.9%	19	2.1%
Virtual world (e.g. Second Life)	*	*	#	#	6	0.7%
Interactive games	*	*	#	#	18	2.0%
Other*	*	*	*	*	5	0.6%
<b>Total</b>	<b>456</b>	<b>-</b>	<b>447</b>	<b>-</b>	<b>904</b>	<b>-</b>

Note:  
 - Respondents could give more than one answer therefore sum of percentages may be greater than 100%.  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 - \*Other responses are included in Appendix 5 (5.5)  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

Year 6 pupils who carried out cyber-bullying were around twice as likely to do this outside school hours rather than during school hours (see Table 54).

**Table 54: Year 6 Pupils – When did you carry out bullying another pupil with mobile phones or computers?**

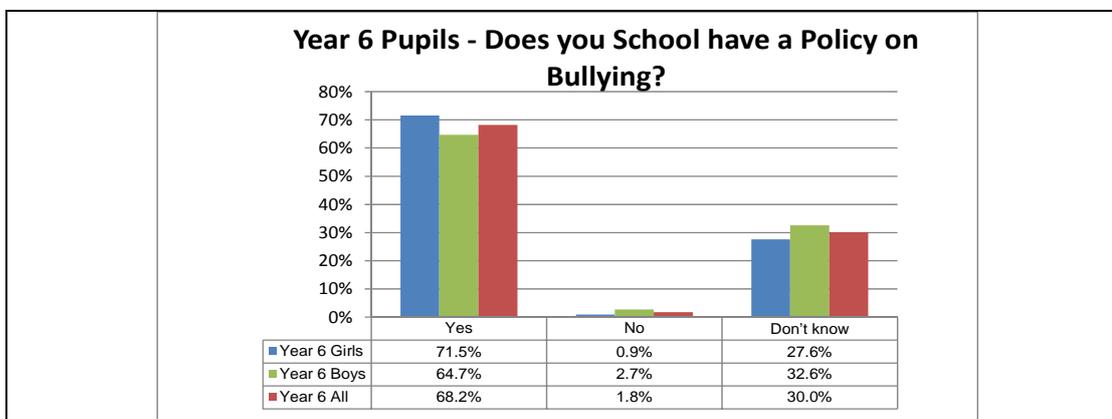
	Girls		Boys		Total	
	N	%	N	%	N	%
I haven't bullied other pupil(s) at school in the past couple of months.	429	94.1%	414	92.6%	844	93.4%
I did this during school hours in the past couple of months	7	1.5%	13	2.9%	20	2.2%
I did this outside school hours (evenings, weekends) in the past couple of months.	15	3.3%	22	4.9%	37	4.1%
<b>Total</b>	<b>456</b>	<b>-</b>	<b>447</b>	<b>-</b>	<b>904</b>	<b>-</b>

Note:  
 - Respondents could give more than one answer therefore sum of percentages may exceed 100%  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 Source: FGS McClure Watters, May 2011

### 5.1.8 Help and Support to Stop Bullying and Cyber-Bullying

Over two thirds of Year 6 pupils knew that their school had a policy on bullying, but around 30% did not (Table 55). A very small minority indicated that their school did not have a policy.

**Table 55: Year 6 Pupils – Does your school have a policy on bullying?**



Source: FGS McClure Watters, May 2011

The vast majority (close to 90%) of Year 6 pupils knew who to talk to in school if they had been bullied; the remainder did not know (Table 56).

**Table 56: Year 6 Pupils – Do you know who you should talk to in school if you have been bullied?**

	Girls		Boys		Total	
	N	%	N	%	N	%
Yes*	415	92.2%	364	82.0%	780	87.2%
No / Don't know	35	7.8%	70	18.0%	115	12.9%
<b>Total</b>	<b>450</b>	<b>100%</b>	<b>444</b>	<b>100%</b>	<b>895</b>	<b>100%</b>

Note:

- Of the 904 respondents, 895 provided an answer to this question.

- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses

Source: FGS McClure Watters, May 2011

Responses provided by those who indicated 'Yes\*' – please state who<sup>11</sup> included:

- **Girls (402 Year 6 girls provided 617 responses):**
  - Teacher (x323)
  - Headmaster / Principal / Vice-Principal (x165)
  - Family Member (38)
  - Non-Teaching staff Member (35)
  - Friend (x23)
  - Adult (x13)
  - Staff (x10)

<sup>11</sup> Not all respondents who provided "other" as a response gave further details. Where further details are provided, analysis shows that these are not all "new" responses i.e. some are the same / similar to other responses to this question. Therefore the information provided here only shows responses from those who indicated "other" and gave details not already covered by an existing response.

- Counsellor (x5)
- **Boys (325 Year 6 boys provided 381 responses):**
  - Teacher (231)
  - Headmaster / Principal / Vice-Principal (x92)
  - Non-Teaching staff Member (21)
  - Family Member (15)
  - Friend (x7)

The full list of responses provided is included in Appendix 5 (5.6). A wide range of other individuals were mentioned by Year 6 pupils – but none mentioned by more than 5 pupils.

In terms of sources of help and support, those that were most widely known (Table 57) were: Childline (78.5%); NIABF (47.1%); Save the Children (42.4%); and NSPCC (41.4%).

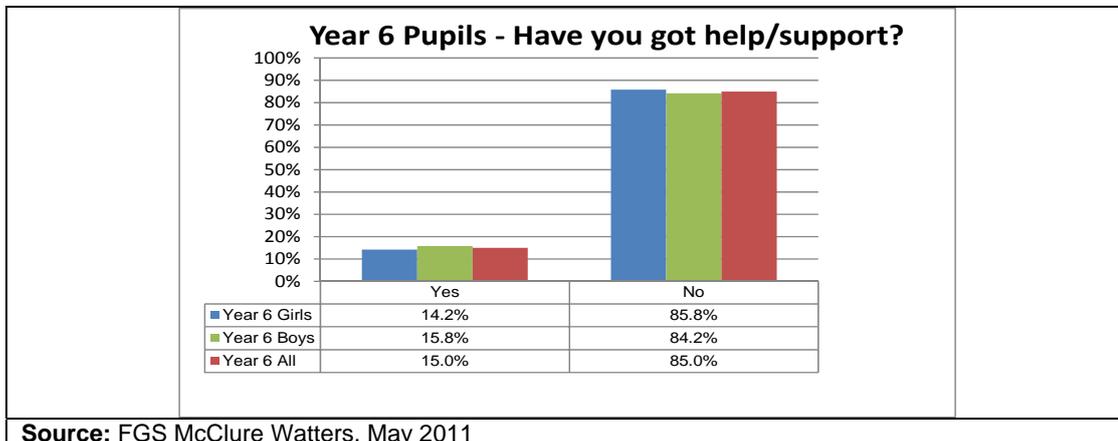
**Table 57: Year 6 Pupils – Thinking about where you might get help and support to prevent bullying, are you aware of any of the following organisations that would provide this?**

	Girls		Boys		Total	
	N	%	N	%	N	%
Action for Children	163	35.7%	136	30.4%	300	33.2%
Barnardo's	136	29.8%	117	26.2%	253	28.0%
Childline	379	83.1%	330	73.8%	710	<b>78.5%</b>
Children's Law Centre	67	14.7%	72	16.1%	140	15.5%
The Fostering Network	76	16.7%	70	15.7%	146	16.2%
Mencap	17	3.7%	17	3.8%	34	3.8%
Mindwise	24	5.3%	30	6.7%	54	6.0%
National Children's Bureau (NCB)	55	12.1%	40	8.9%	95	10.5%
National Deaf Children's Society (NDCS)	64	14.0%	35	7.8%	99	11.0%
NI Anti-Bullying Forum	233	51.1%	192	43.0%	426	<b>47.1%</b>
National Society for the Prevention of Cruelty to Children (NSPCC)	209	45.8%	164	36.7%	374	<b>41.4%</b>
Northern Ireland Council for Ethnic Minorities (NICEM)	38	8.3%	43	9.6%	82	9.1%
Parents Advice Centre	57	12.5%	59	13.2%	116	12.8%
The Rainbow Project	54	11.8%	52	11.6%	107	11.8%
Save the Children	203	44.5%	179	40.0%	383	<b>42.4%</b>
<b>Total</b>	<b>456</b>	<b>-</b>	<b>447</b>	<b>-</b>	<b>904</b>	

Note:  
 - Respondents could give more than one answer therefore sum of percentages may exceed 100%  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 Source: FGS McClure Watters, May 2011

Of the 15.0% of Year 6 pupils who had got help and support (Tables 58 and 59), those that were most widely accessed were: Childline (45.8%); Save the Children (24.4%); and NIABF (22.9%).

**Table 58: Year 6 Pupils – Have you got help and support to prevent bullying from any of the organisations listed above?**



Source: FGS McClure Watters, May 2011

**Table 59: Year 6 Pupils – If yes, please tell us which organisation(s) you got help and support from?**

	Girls		Boys		Total	
	N	%	N	%	N	%
Action for Children	6	9.5%	17	25.0%	23	17.6%
Barnardo's	5	7.9%	10	14.7%	15	11.5%
Childline	25	39.7%	35	51.5%	60	<b>45.8%</b>
Children's Law Centre	5	7.9%	9	13.2%	14	10.7%
The Fostering Network	6	9.5%	6	8.8%	12	9.2%
Mencap	*	*	*	*	7	5.3%
Mindwise	*	*	*	*	6	4.6%
National Children's Bureau (NCB)	*	*	#	#	7	5.3%
National Deaf Children's Society (NDCS)	*	*	#	#	7	5.3%
NI Anti-Bullying Forum	11	17.5%	19	27.9%	30	<b>22.9%</b>
National Society for the Prevention of Cruelty to Children (NSPCC)	7	11.1%	12	17.6%	19	14.5%
Northern Ireland Council for Ethnic Minorities (NICEM)	*	*	#	#	10	7.6%
Parents Advice Centre	*	*	#	#	10	7.6%
The Rainbow Project	*	*	#	#	6	4.6%
Save the Children	9	14.3%	23	33.8%	32	<b>24.4%</b>
Other*	10	15.9%	14	20.6%	24	18.3%
<b>Total</b>	<b>63</b>	-	<b>68</b>	-	<b>131</b>	-

**Note:**

- Only asked of those who said they got help and support.
- Respondents could give more than one answer therefore sum of percentages may exceed 100%
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses
- \* Other responses included in Appendix 5 (5.6)
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '# '.

Source: FGS McClure Watters, May 2011

Of the 15.0% of Year 6 pupils who had got help and support, the most common methods were 'phoned a helpline' or 'visited a website' (Table 60).

**Table 60: Year 6 Pupils – If yes, please tell us how you got help and support?**

	Girls		Boys		Total	
	N	%	N	%	N	%
Phoned a helpline	23	36.5%	20	29.4%	43	32.8%
Sent a text	*	*	#	#	13	9.9%
Visited a website	6	9.5%	12	17.6%	18	13.7%
Sent an email	*	*	*	*	*	*
Posted a message on a message board	0	0.0%	*	*	*	*
Other*	13	20.6%	17	25.0%	30	22.9%
<b>Total</b>	<b>63</b>	<b>-</b>	<b>68</b>	<b>-</b>	<b>131</b>	<b>-</b>

**Note:**  
- Only asked of those who said they got help and support.  
- Respondents could give more than one answer therefore sum of percentages may exceed 100%  
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
- \* Other responses included in Appendix 5 (5.6)  
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
**Source:** FGS McClure Watters, May 2011

## 5.2 Post-Primary Schools – Year 9 Pupils

### 5.2.1 Introduction

The sample of Year 9 pupils (1297 in total) comprised 666 (51.3%) girls and 630 (48.6%) boys; one respondent did not specify gender.

Overall, boys tend to have a greater number of good friends in their class with 57.0% reporting that they *'have 6 or more good friends in my class'* compared with 54.7% of girls.

### 5.2.2 Being Bullied By Other Pupils

Responses to the global question: *'How often have you been bullied at school in the past couple of months?'* are summarised in Table 61. Of the Year 9 pupils surveyed, 70.6% stated that they had not been bullied during the past couple of months and 18.4% said that *'it has only happened once or twice'*. The remaining 11.1% responded that they had been bullied *'two or three times a month'* or more often during the *'past couple of months'*. A slightly higher proportion of girls than boys reported that they had not been bullied during the past couple of months; with the proportion of girls reporting bullying at *'two or three times a month'* or more often lower than for boys.

**Table 61: 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	
	N	%	N	%	N	%
I haven't been bullied at school in the past couple of months	489	73.6%	422	67.4%	911	70.6%
It has only happened once or twice	115	17.3%	122	19.5%	238	18.4%
2 or 3 times a month	27	4.1%	28	4.5%	55	4.3%
About once a week	20	3.0%	22	3.5%	42	3.3%
Several times a week	13	2.0%	32	5.1%	45	3.5%
<b>Total</b>	<b>664</b>	<b>100%</b>	<b>626</b>	<b>100%</b>	<b>1291</b>	<b>100%</b>
Note: - Of the 1297 respondents, 1291 provided an answer to this question. - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses Source: FGS McClure Watters, May 2011						

Specific types of bullying behaviour and their associated frequencies of occurrence *'in the last couple of months'* are summarised in Table 62. 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 taken place by **36.4%** of respondents in total; this group comprised 22.9% of pupils who stated that it had happened *'once or twice'* and 13.5% who recorded occurrences of at least *'2 or 3 times'* a month.

Three other common types of bullying were reported by overall as follows:

- The second 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 **29.8%** of Year 9 pupils. Of these, 21.6% noted that it had occurred *'once or twice'* and 8.2% that it had happened at least *'2 or 3 times a month'*.
- Overall, the third most frequently reported behaviour was bullying where *'Other pupils left me out of things on purpose, left me out from their group of friends or completely ignored me'* which was noted by **25.7%** of Year 9 pupils. 18.8% said that it had happened *'once or twice'* and 6.9% stated that it had happened *'2 or 3 times a month'* or more frequently.
- The fourth most common type of bullying overall, was bullying *'with mean names or comments about my ability'* which was reported by **18.5%** of Year 9 pupils. 13.3% of respondents recorded that it had occurred *'once or twice'* and 5.2% reported that it had happened at least *'2 or 3 times a month'*.

The other types of bullying were less frequent than those discussed above: none of the other types of bullying were reported by more than **14.1%** of Year 9 pupils i.e. the next (fifth) most common type of bullying (*'I was hit, kicked, pushed, shoved around or locked indoors'*) was reported by 14.1%. All other types of bullying were reported by a smaller proportion than this. The least likely form of bullying among Year 9 pupils was *'mean names or comments about my disability'*, recorded by **5.0%** as happening on one or more occasions. Bullied *'with mean names or comments about my religion'* was stated by **6.4%** of pupils as occurring on one or more occasions and bullying *'with mean names or comments about my race or colour'*, reported to have happened at least *'once or twice'* by **7.6%** of pupils.

**Table 62: Specific Types of Bullying and Frequency of Bullying Experienced by Year 9 Pupils**

About Being Bullied by Other Pupils		I haven't been bullied at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		N Total
		N	%	N	%	N	%	N	%	N	%	
I was called mean names, was made fun of, or teased in a hurtful way.	Girls	454	68.6%	131	19.8%	25	3.8%	32	4.8%	20	3.0%	662
	Boys	366	58.4%	164	26.2%	29	4.6%	26	4.1%	42	6.7%	627
	<b>Total</b>	<b>820</b>	<b>63.6%</b>	<b>296</b>	<b>22.9%</b>	<b>54</b>	<b>4.2%</b>	<b>58</b>	<b>4.5%</b>	<b>62</b>	<b>4.8%</b>	<b>1290</b>
Other pupils left me out of things on purpose, left me out from their group of friends or completely ignored me	Girls	462	69.6%	150	22.6%	25	3.8%	10	1.5%	17	2.6%	664
	Boys	498	79.4%	92	14.7%	13	2.1%	15	2.4%	9	1.4%	627
	<b>Total</b>	<b>960</b>	<b>74.3%</b>	<b>243</b>	<b>18.8%</b>	<b>38</b>	<b>2.9%</b>	<b>25</b>	<b>1.9%</b>	<b>26</b>	<b>2.0%</b>	<b>1292</b>
I was hit, kicked, pushed, shoved around or locked indoors.	Girls	606	91.1%	45	6.8%	7	1.1%	*	*	*	*	665
	Boys	504	80.4%	88	14.0%	13	2.1%	#	#	#	#	627
	<b>Total</b>	<b>1111</b>	<b>85.9%</b>	<b>133</b>	<b>10.3%</b>	<b>20</b>	<b>1.5%</b>	<b>14</b>	<b>1.1%</b>	<b>15</b>	<b>1.2%</b>	<b>1293</b>
Other pupils told lies or spread false rumours about me and tried to make others dislike me	Girls	468	70.6%	142	21.4%	22	3.3%	17	2.6%	14	2.1%	663
	Boys	437	69.8%	135	21.6%	24	3.8%	17	2.7%	13	2.1%	626
	<b>Total</b>	<b>905</b>	<b>70.2%</b>	<b>278</b>	<b>21.6%</b>	<b>46</b>	<b>3.5%</b>	<b>34</b>	<b>2.6%</b>	<b>27</b>	<b>2.1%</b>	<b>1290</b>
I had money or other things taken away from me or damaged	Girls	607	91.3%	45	6.8%	*	*	#	#	*	*	665
	Boys	558	89.4%	59	9.5%	#	#	*	*	*	*	624
	<b>Total</b>	<b>1166</b>	<b>90.4%</b>	<b>104</b>	<b>8.1%</b>	<b>9</b>	<b>0.7%</b>	<b>7</b>	<b>0.5%</b>	<b>*</b>	<b>*</b>	<b>1290</b>
I was threatened or forced to do things I didn't want to do.	Girls	591	89.0%	59	8.9%	5	0.8%	*	*	#	#	664
	Boys	569	90.9%	47	7.5%	5	0.8%	*	*	*	*	626
	<b>Total</b>	<b>1161</b>	<b>89.9%</b>	<b>106</b>	<b>8.2%</b>	<b>10</b>	<b>0.8%</b>	<b>6</b>	<b>0.5%</b>	<b>8</b>	<b>0.6%</b>	<b>1291</b>
I was bullied with mean names or comments about my race or colour.	Girls	617	93.5%	26	3.9%	*	*	7	1.1%	#	#	660
	Boys	573	91.2%	33	5.3%	#	#	9	1.4%	#	#	628
	<b>Total</b>	<b>1191</b>	<b>92.4%</b>	<b>59</b>	<b>4.6%</b>	<b>9</b>	<b>0.7%</b>	<b>16</b>	<b>1.2%</b>	<b>14</b>	<b>1.1%</b>	<b>1289</b>

**Table 62: Specific Types of Bullying and Frequency of Bullying Experienced by Year 9 Pupils**

About Being Bullied by Other Pupils		I haven't been bullied at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		N Total
		N	%	N	%	N	%	N	%	N	%	
I was bullied with mean names or comments about my religion.	Girls	629	94.9%	24	3.6%	#	#	*	*	*	*	663
	Boys	577	92.2%	36	5.8%	*	*	#	#	#	#	626
	<b>Total</b>	<b>1207</b>	<b>93.6%</b>	<b>60</b>	<b>4.7%</b>	<b>7</b>	<b>0.5%</b>	<b>8</b>	<b>0.6%</b>	<b>8</b>	<b>0.6%</b>	<b>1290</b>
I was bullied with mean names or comments about my disability.	Girls	636	95.9%	22	3.3%	*	*	*	*	0	0.0%	663
	Boys	588	94.1%	20	3.2%	#	#	0	0.0%	#	#	625
	<b>Total</b>	<b>1225</b>	<b>95.0%</b>	<b>42</b>	<b>3.3%</b>	<b>10</b>	<b>0.8%</b>	<b>*</b>	<b>*</b>	<b>10</b>	<b>0.8%</b>	<b>1289</b>
I was bullied with mean names, comments or rude gestures with a sexual meaning.	Girls	584	88.0%	55	8.3%	12	1.8%	6	0.9%	7	1.1%	664
	Boys	529	84.4%	58	9.3%	13	2.1%	13	2.1%	14	2.2%	627
	<b>Total</b>	<b>1114</b>	<b>86.2%</b>	<b>113</b>	<b>8.7%</b>	<b>25</b>	<b>1.9%</b>	<b>19</b>	<b>1.5%</b>	<b>21</b>	<b>1.6%</b>	<b>1292</b>
I was bullied with mean names or comments about my ability.	Girls	550	82.8%	83	12.5%	18	2.7%	#	#	*	*	664
	Boys	501	80.0%	89	14.2%	15	2.4%	#	#	#	#	626
	<b>Total</b>	<b>1052</b>	<b>81.5%</b>	<b>172</b>	<b>13.3%</b>	<b>33</b>	<b>2.5%</b>	<b>18</b>	<b>1.4%</b>	<b>16</b>	<b>1.2%</b>	<b>1291</b>
I was bullied with the use of mobile phones.	Girls	573	86.3%	73	11.0%	#	#	*	*	*	*	664
	Boys	584	93.4%	34	5.4%	#	#	0	0.0%	*	*	625
	<b>Total</b>	<b>1158</b>	<b>89.8%</b>	<b>107</b>	<b>8.3%</b>	<b>16</b>	<b>1.2%</b>	<b>*</b>	<b>*</b>	<b>#</b>	<b>#</b>	<b>1290</b>
I was bullied with the use of computers.	Girls	562	84.9%	73	11.0%	18	2.7%	*	*	#	#	662
	Boys	581	93.1%	39	6.3%	0	0.0%	*	*	*	*	624
	<b>Total</b>	<b>1144</b>	<b>88.9%</b>	<b>112</b>	<b>8.7%</b>	<b>18</b>	<b>1.4%</b>	<b>*</b>	<b>*</b>	<b>#</b>	<b>#</b>	<b>1287</b>
I was bullied in another way	Girls	607	93.5%	20	3.1%	8	1.2%	8	1.2%	6	0.9%	649
	Boys	550	89.3%	34	5.5%	5	0.8%	12	1.9%	15	2.4%	616
	<b>Total</b>	<b>1157</b>	<b>91.4%</b>	<b>55</b>	<b>4.3%</b>	<b>13</b>	<b>1.0%</b>	<b>20</b>	<b>1.5%</b>	<b>21</b>	<b>1.6%</b>	<b>1266</b>

**Note:**

- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '# '.

Source: FGS McClure Watters, May 2011

Respondents were invited to provide additional comments with regard to 'Other' types of bullying. Apart from types already mentioned, there were few other responses; these are included in Appendix 6 (6.3.1).

An examination of the year groups of perpetrators of bullying behaviour (Table 63) revealed similar patterns for boy and girl victims and the year groups of the bullies. Both girls and boys tended to be bullied by pupils in their class or pupils in a different class but same year.

**Table 63: Year 9 Pupils – Year Group of Bullies**

In which class(es) is the pupil or pupils who bully you?	Girls		Boys		Total	
	N	%	N	%	N	%
I haven't been bullied at school in the past couple of months	467	70.1%	437	69.4%	905	69.8
In my class	114	17.1%	103	16.3%	217	16.7%
In a different class but same year	55	8.3%	55	8.7%	110	8.5%
In a higher year	37	5.6%	34	5.4%	71	5.5%
In a lower year	7	1.1%	5	0.8%	12	0.9%
In different years	9	1.4%	19	3.0%	28	2.2%
<b>Total</b>	<b>666</b>	<b>-</b>	<b>630</b>	<b>-</b>	<b>1297</b>	<b>-</b>

Note:  
 - Respondents could give more than one answer therefore sum of percentages may exceed 100%  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 Source: FGS McClure Watters, May 2011

There is also a relationship between the victim's gender and that of the bully. Analysis revealed that female victims tended to be bullied 'mainly by 1 girl' and then either 'by both boys and girls' or 'by several girls', whilst male victims tended to be bullied 'mainly by one boy' or 'by several boys', as shown in Table 64.

**Table 64: Year 9 Pupils – Gender of Bullies**

Have you been bullied by boys or girls?	Girls		Boys		Total	
	N	%	N	%	N	%
I haven't been bullied at school in the past couple of months	447	67.6%	441	71.0%	889	69.3%
Mainly by 1 girl	78	11.8%	5	0.8%	83	6.5%
By several girls	#	#	*	*	37	2.9%
Mainly by 1 boy	32	4.8%	64	10.3%	96	7.5%
By several boys	#	#	#	#	119	9.3%
By both boys and girls	45	6.8%	14	2.3%	59	4.6%
<b>Total</b>	<b>661</b>	<b>100%</b>	<b>621</b>	<b>100%</b>	<b>1283</b>	<b>100%</b>

Note:  
 - Of the 1297 respondents, 1283 provided an answer to this question.  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

Those who are subjected to bullying are targeted by either 'mainly 1 pupil' or 'by a group of 2 – 3 pupils'.

**Table 65: Year 9 Pupils – Number of Bullies**

By how many pupils have you usually been bullied?	Girls		Boys		Total	
	N	%	N	%	N	%
I haven't been bullied at school in the past couple of months	462	69.7%	431	69.3%	894	69.5%
Mainly by 1 pupil	99	14.9%	70	11.3%	169	13.1%
By a group of 2 -3 pupils	65	9.8%	79	12.7%	144	11.2%
By a group of 4 – 9 pupils	#	#	#	#	#	#
By a group of more than 9 pupils	*	*	*	*	*	*
By several different pupils or groups of pupils	18	2.7%	10	1.6%	28	2.2%
<b>Total</b>	<b>663</b>	<b>100%</b>	<b>622</b>	<b>100%</b>	<b>1286</b>	<b>100%</b>

Note:  
- Of the 1297 respondents, 1286 provided an answer to this question.  
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
Source: FGS McClure Watters, May 2011

Overall, 14.3% of Year 9 pupils reported that they were subjected to bullying that lasted 'one or two weeks', 6.0% were subjected to bullying lasting 'about a month' and 3.3% of pupils were subjected to bullying that lasted 'about 6 months'. The frequencies remain at 3.3% of pupils enduring bullying for 'about a year' and then drops to 3.0% for 'several years', as shown in Table 66.

**Table 66: Year 9 Pupils – Duration of Bullying**

How long has the bullying lasted?	Girls		Boys		Total	
	N	%	N	%	N	%
I haven't been bullied at school in the past couple of months	460	69.7%	439	70.5%	900	70.1%
It lasted one or two weeks	109	16.5%	74	11.9%	183	14.3%
It lasted about a month	36	5.5%	41	6.6%	77	6.0%
It has lasted about 6 months	24	3.6%	19	3.0%	43	3.3%
It has lasted about a year	18	2.7%	25	4.0%	43	3.3%
It has gone on for several years	13	2.0%	25	4.0%	38	3.0%
<b>Total</b>	<b>660</b>	<b>100%</b>	<b>623</b>	<b>100%</b>	<b>1284</b>	<b>100%</b>

Note:  
- Of the 1297 respondents, 1284 provided an answer to this question.  
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
Source: FGS McClure Watters, May 2011

When asked where bullying behaviour took place, 13.1% of Year 9 pupils responded that they had been bullied 'In the classroom (with teacher absent)'. 'In the playground or athletic field' was the second most common location overall (12.9% of pupils) along with 'in the hallways / stairwells' (12.3% of pupils). Boys were more likely than girls to be bullied in all of these locations. The fourth most common location, reported by 10.4% of Year 9 pupils overall is: 'In class (with teacher present)'. Girls were more likely to report this type of bullying than boys.

**Table 67: Year 9 Pupils – Locations where they have been bullied**

Have you been bullied....?	Girls		Boys		Total	
	N	%	N	%	N	%
On the playground/athletic field (during lunch or break times)?	66	9.9%	101	16.0%	167	12.9%
In the hallways/stairwells?	69	10.4%	91	14.4%	160	12.3%
In class (with teacher present)?	75	11.3%	60	9.5%	135	10.4%
In the classroom (with teacher absent)?	82	12.3%	88	14.0%	170	13.1%
In the toilets?	22	3.3%	18	2.9%	40	3.1%
In PE class or the changing room / shower?	42	6.3%	55	8.7%	97	7.5%
In the lunch room?	42	6.3%	48	7.6%	90	6.9%
On the way to and from school?	42	6.3%	44	7.0%	86	6.6%
At the school bus stop	20	3.0%	13	2.1%	33	2.5%
On the school bus?	42	6.3%	34	5.4%	76	5.9%
Somewhere else in school?	27	4.1%	25	4.0%	52	4.0%
<b>Total</b>	<b>666</b>	<b>-</b>	<b>630</b>	<b>-</b>	<b>1297</b>	<b>-</b>

Note:  
 - Respondents could give more than one answer therefore sum of percentages may exceed 100%  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 Source: FGS McClure Watters, May 2011

Respondents were invited to provide additional comments with regard to 'somewhere else in school'. Many of their response included places already listed above. Apart from types already mentioned, there were few other responses; these are included in Appendix 6 (6.3.2).

The majority of Year 9 pupils who had been subjected to bullying behaviour at school (71.9% 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. Girls are more likely than boys to confide in someone – across most categories of people in whom they might confide.

**Table 68: Year 9 Pupils –Those to whom they spoke about having been bullied**

Have you told (that you have been bullied)...	Girls		Boys		Total	
	N	%	N	%	N	%
Your class teacher	55	8.3%	59	9.4%	114	8.8%
School Counsellor	17	2.6%	13	2.1%	30	2.3%
Another adult at school (different teacher, principal/headmaster, school nurse, custodian/school caretaker, school psychologist/ mental health professional etc.)	42	6.3%	31	4.9%	73	5.6%
Your parent(s)/guardian(s)	111	16.7%	114	18.1%	225	17.3%
Your brother(s) or sisters(s)	68	10.2%	49	7.8%	117	9.0%
Your friend(s)	138	20.7%	82	13.0%	220	17.0%
Somebody else	26	3.9%	18	2.9%	44	3.4%
<b>Total</b>	<b>666</b>	<b>-</b>	<b>630</b>	<b>-</b>	<b>1297</b>	<b>-</b>

Note:  
 - Respondents could give more than one answer therefore sum of percentages may exceed 100%  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 Source: FGS McClure Watters, May 2011

Respondents were invited to provide additional comments with regard to 'somebody else'. Many of their responses included people already listed in the categories above. Apart from types already mentioned, there were few other responses; these are included in Appendix 6 (6.3.3) – the most common being other family members (e.g. aunts, uncles, cousins, grandparents).

Table 69 shows the frequency with which Year 9 pupils were bullied by school management type. This shows higher levels of bullying in Controlled and Catholic Maintained Schools compared with Voluntary schools. Given the relatively small numbers of pupils in the other categories, it would be unwise to place too much weight on interpreting data for these.

**Table 69: Year 9 Pupils - Frequency of bullying experienced - by School Management Type**

Management type	How often have you been bullied at school in the past couple of months?										N Total
	I haven't been bullied at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
Controlled	318	67.8%	96	20.5%	23	4.9%	19	4.1%	13	2.8%	469
Voluntary	224	75.4%	42	14.1%	#	#	11	3.7%	#	#	297
Catholic Maintained	290	68.9%	80	19.0%	18	4.3%	12	2.9%	21	5.0%	421
Other Maintained	#	#	-	-	-	-	-	-	-	-	#
Controlled Integrated	#	#	*	*	-	-	-	-	-	-	#
Grant Maintained Integrated	55	71.4%	#	#	*	*	-	-	*	*	77
<b>Total</b>	<b>911</b>	<b>70.6%</b>	<b>238</b>	<b>18.4%</b>	<b>55</b>	<b>4.3%</b>	<b>42</b>	<b>3.3%</b>	<b>45</b>	<b>3.5%</b>	<b>1291</b>

Note:

- Of the 1297 primary respondents, 1291 provided an answer to this question
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '# '.

Source: FGS McClure Watters, May 2011

Table 70 shows the frequency with which Year 9 pupils had 'been bullied at school in the past couple of months' and the ELB in which the school is located. This shows higher levels of being bullied in NEELB and WELB with 33.7% and 31.5% of Year 9 pupils reporting that they had bullied other pupils compared with 27.0% in BELB, 26.4% in SEELB and 27.4% in SELB.

**Table 70: Year 9 Pupils - Frequency of bullying experienced - by ELB area**

Board Area	How often have you been bullied at school in the past couple of months?										N Total
	I haven't been bullied at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
BELB	197	73.0%	45	16.7%	10	3.7%	9	3.3%	9	3.3%	270
NEELB	181	66.3%	57	20.9%	15	5.5%	11	4.0%	9	3.3%	273
SEELB	120	73.6%	27	16.6%	7	4.3%	#	#	*	*	163
SELB	215	72.6%	53	17.9%	10	3.4%	*	*	#	#	296
WELB	198	68.5%	56	19.4%	13	4.5%	12	4.2%	10	3.5%	289
<b>Total</b>	<b>911</b>	<b>70.6%</b>	<b>238</b>	<b>18.4%</b>	<b>55</b>	<b>4.3%</b>	<b>42</b>	<b>3.3%</b>	<b>45</b>	<b>3.5%</b>	<b>1291</b>

Notes:  
 - Of the 1297 primary respondents, 1291 provided an answer to this question  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

### 5.2.3 Bullying Other Pupils

Year 9 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 71. When asked about their involvement in bullying other pupils at school, 78.8% of Year 9 respondents said that they had not taken part in bullying other pupils during the past couple of months; 21.2% admitted that they had been involved in bullying other pupils during the past couple of months, but 17.8% said that this had 'only happened once or twice'. Only 3.4% of Year 9 pupils stated that they had been involved in bullying other pupils 'two or three times a month' or more frequently. Year 9 boys were more likely to have been involved in bullying other pupils than Year 9 girls (25.9% compared to 16.9%).

**Table 71: Year 9 Pupils – Frequency of involvement in bullying other pupils**

How often have you taken part in bullying another pupil(s) at school the past couple of months?	Girls		Boys		Total	
	N	%	N	%	N	%
I haven't bullied another pupil(s) at school in the past couple of months	552	83.1%	463	74.1%	1016	78.8%
It has only happened once or twice	100	15.1%	130	20.8%	230	17.8%
2 or 3 times a month	*	*	#	#	21	1.6%
About once a week	7	1.1%	7	1.1%	14	1.1%
Several times a week	*	*	#	#	9	0.7%
<b>Total</b>	<b>664</b>	<b>100%</b>	<b>625</b>	<b>100%</b>	<b>1290</b>	<b>100%</b>

Note:  
 - Of the 1297 respondents, 1290 provided an answer to this question.  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

Specific types of bullying carried out by Year 9 pupils are summarised in Table 72. Calling other pupils *'mean names, making fun or teasing him or her in a hurtful way'* was the most common form of bullying - reported by 27.1% of Year 9 pupils; 22.9% admitting that they had done this *'once or twice'* and 4.1% recording occurrences of at least *'2 or 3 times a month'*.

The second most common form of bullying behaviour, recorded by 16.7% of Year 9 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'*. 13.5% of pupils said they had excluded other pupils *'once or twice'* and 3.2% stated that they had done this *'2 or 3 times a month'* or more often.

The other forms of bullying were admitted to by no more than 7.5% of respondents. The least frequent form of bullying others overall for Year 9 pupils was *'I bullied him or her with mean names or comments about his or her disability.'* recorded by 1.9% of pupils. Taking *'money or other things from him or her or damaged his or her possessions'* was noted by 2.5% of pupils and *'I threatened or forced him or her to do things he or she didn't want to do'* was reported by 2.7% of pupils.

There are associations between pupils' gender and their response to several of the more specific questions relating to particular bullying behaviours with boys, in general more frequently admitting to having bullied other pupils.

**Table 72: Year 9 Pupils – Specific Types of Bullying Carried Out**

About Bullying Other Pupils		I haven't been bullied at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		N Total
		N	%	N	%	N	%	N	%	N	%	
I called another pupil(s) mean names, was made fun of, or teased him or her in a hurtful way.	Girls	514	77.4%	132	19.9%	10	1.5%	#	#	*	*	664
	Boys	426	68.2%	164	26.2%	12	1.9%	#	#	#	#	625
	<b>Total</b>	<b>941</b>	<b>72.9%</b>	<b>296</b>	<b>22.9%</b>	<b>22</b>	<b>1.7%</b>	<b>15</b>	<b>1.2%</b>	<b>16</b>	<b>1.2%</b>	<b>1290</b>
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	550	82.8%	100	15.1%	5	0.8%	#	#	*	*	664
	Boys	523	83.8%	74	11.9%	9	1.4%	#	#	#	#	624
	<b>Total</b>	<b>1074</b>	<b>83.3%</b>	<b>174</b>	<b>13.5%</b>	<b>14</b>	<b>1.1%</b>	<b>14</b>	<b>1.1%</b>	<b>13</b>	<b>1.0%</b>	<b>1289</b>
I hit, kicked, pushed, shoved him or her around or locked him or her indoors.	Girls	643	97.0%	17	2.6%	*	*	*	*	*	*	663
	Boys	550	87.9%	59	9.4%	#	#	*	*	#	#	626
	<b>Total</b>	<b>1194</b>	<b>92.6%</b>	<b>76</b>	<b>5.9%</b>	<b>7</b>	<b>0.5%</b>	<b>5</b>	<b>0.4%</b>	<b>8</b>	<b>0.6%</b>	<b>1290</b>
I spread false rumours about him or her and tried to make others dislike him or her	Girls	619	93.2%	38	5.7%	*	*	*	*	*	*	664
	Boys	585	93.2%	33	5.3%	#	#	#	#	#	#	628
	<b>Total</b>	<b>1205</b>	<b>93.2%</b>	<b>71</b>	<b>5.5%</b>	<b>9</b>	<b>0.7%</b>	<b>*</b>	<b>*</b>	<b>#</b>	<b>#</b>	<b>1293</b>
I took money or other things from him or her or damaged his or her possessions	Girls	648	97.9%	#	#	*	*	0	0.0%	*	*	662
	Boys	607	97.1%	#	#	0	0.0%	0	0.0%	*	*	625
	<b>Total</b>	<b>1256</b>	<b>97.5%</b>	<b>28</b>	<b>2.2%</b>	<b>*</b>	<b>*</b>	<b>0</b>	<b>0.0%</b>	<b>*</b>	<b>*</b>	<b>1288</b>
I threatened or forced him or her to do things he or she didn't want to do.	Girls	647	97.6%	13	2.0%	*	*	*	*	*	*	663
	Boys	606	97.0%	14	2.2%	*	*	*	*	*	*	625
	<b>Total</b>	<b>1254</b>	<b>97.3%</b>	<b>27</b>	<b>2.1%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>1289</b>
I bullied him or her mean names or comments about his or her race or colour.	Girls	647	97.4%	#	#	0	0.0%	0	0.0%	*	*	664
	Boys	590	94.2%	#	#	5	0.8%	*	*	#	#	626
	<b>Total</b>	<b>1238</b>	<b>95.9%</b>	<b>41</b>	<b>3.2%</b>	<b>5</b>	<b>0.4%</b>	<b>*</b>	<b>*</b>	<b>#</b>	<b>#</b>	<b>1291</b>
I bullied him or her with mean names or comments about his or her religion.	Girls	652	98.2%	#	#	0	0.0%	0	0.0%	*	*	664
	Boys	598	95.5%	#	#	*	*	*	*	*	*	626
	<b>Total</b>	<b>1251</b>	<b>96.9%</b>	<b>33</b>	<b>2.6%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>1291</b>

**Table 72: Year 9 Pupils – Specific Types of Bullying Carried Out**

About Bullying Other Pupils		I haven't been bullied at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		N Total
		N	%	N	%	N	%	N	%	N	%	
I bullied him or her with mean names or comments about his or her disability.	Girls	655	98.6%	6	0.9%	*	*	*	*	*	*	664
	Boys	608	97.4%	10	1.6%	*	*	*	*	*	*	624
	<b>Total</b>	<b>1264</b>	<b>98.1%</b>	<b>16</b>	<b>1.2%</b>	*	*	*	*	*	*	<b>1289</b>
I bullied him or her with mean names, comments or rude gestures with a sexual meaning.	Girls	642	96.8%	15	2.3%	*	*	*	*	*	*	663
	Boys	569	90.9%	43	6.9%	#	#	*	*	*	*	626
	<b>Total</b>	<b>1212</b>	<b>94.0%</b>	<b>58</b>	<b>4.5%</b>	<b>9</b>	<b>0.7%</b>	<b>5</b>	<b>0.4%</b>	<b>6</b>	<b>0.5%</b>	<b>1290</b>
I bullied him or her with mean names or comments about his or her ability.	Girls	638	96.1%	24	3.6%	0	0.0%	*	*	*	*	664
	Boys	581	92.7%	35	5.6%	6	1.0%	*	*	*	*	627
	<b>Total</b>	<b>1220</b>	<b>94.4%</b>	<b>59</b>	<b>4.6%</b>	<b>6</b>	<b>0.5%</b>	*	*	*	*	<b>1292</b>
I bullied him or her with the use of mobile phones.	Girls	634	95.6%	24	3.6%	*	*	0	0.0%	*	*	663
	Boys	611	97.4%	12	1.9%	*	*	*	*	*	*	627
	<b>Total</b>	<b>1246</b>	<b>96.5%</b>	<b>36</b>	<b>2.8%</b>	*	*	*	*	*	*	<b>1291</b>
I bullied him or her with the use of computers.	Girls	624	94.3%	31	4.7%	*	*	*	*	*	*	662
	Boys	608	97.3%	13	2.1%	0	0.0%	*	*	*	*	625
	<b>Total</b>	<b>1233</b>	<b>95.7%</b>	<b>44</b>	<b>3.4%</b>	*	*	*	*	*	*	<b>1288</b>
I bullied him or her in another way. <sup>12</sup>	Girls	640	97.4%	#	#	0	0.0%	0	0.0%	*	*	657
	Boys	606	97.4%	#	#	*	*	0	0.0%	*	*	622
	<b>Total</b>	<b>1247</b>	<b>97.4%</b>	<b>25</b>	<b>2.0%</b>	*	*	<b>0</b>	<b>0.0%</b>	*	*	<b>1280</b>

**Note:**

- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '# '.

Source: FGS McClure Watters, May 2011

<sup>12</sup> All of the 'other' responses mention types of bullying already listed.

Intervention from both teachers and other 'adults at home' is summarised in Table 73 and Table 74. 55.2% of Year 9 pupils, who admitted that they had taken part in bullying others, reported that their teachers had spoken with them regarding their bullying behaviour. 39.3% 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' or 'an adult at home' had talked with them about their 'bullying other pupils at school in the past couple of months'.

**Table 73: Year 9 Pupils – Involved in bullying others, whose teachers have spoken with them about their bullying**

Has your class teacher or any other teacher talked with you about you bullying other pupils at school in the past couple of months?	Girls		Boys		Total	
	N	%	N	%	N	%
No they haven't talked with me about it	46	59.0%	36	34.3%	82	44.8%
Yes, they have talked with me about it once	21	26.9%	54	51.4%	75	41.0%
Yes, they have talked with me about it several times	11	14.1%	15	14.3%	26	14.2%
<b>Total</b>	<b>78</b>	<b>100%</b>	<b>105</b>	<b>100%</b>	<b>183</b>	<b>100%</b>
Note: - Of the 1297 respondents, 1274 provided an answer to this question. - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses Source: FGS McClure Watters, May 2011						

**Table 74: Year 9 Pupils – Involved in bullying others, where an 'adult at home' has spoken with them about their bullying**

Has any adult at home talked with you about you bullying other pupils at school in the past couple of months?	Girls		Boys		Total	
	N	%	N	%	N	%
No they haven't talked with me about it	46	63.9%	53	58.2%	99	60.7%
Yes, they have talked with me about it once	21	29.2%	30	33.0%	51	31.3%
Yes, they have talked with me about it several times	5	6.9%	8	8.8%	13	8.0%
<b>Total</b>	<b>72</b>	<b>100%</b>	<b>91</b>	<b>100%</b>	<b>163</b>	<b>100%</b>
Note: - Of the 1297 respondents, 1279 provided an answer to this question. - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses Source: FGS McClure Watters, May 2011						

The frequency of Year 9 pupils having 'taken part in bullying another pupil(s) at school' and the management type of the school is shown in Table 75.

**Table 75: Year 9 Pupils - Frequency of bullying carried out - by School Management Type**

Management type	How often have you taken part in bullying another pupil(s) at school the past couple of months?										
	I haven't bullied another pupil(s) at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		N Total
	N	%	N	%	N	%	N	%	N	%	
Controlled	359	76.7%	92	19.7%	6	1.3%	*	*	#	#	468
Voluntary	232	78.4%	54	18.2%	5	1.7%	*	*	*	*	296
Catholic Maintained	336	80.0%	70	16.7%	8	1.9%	6	1.4%	-	-	420
Other Maintained	#	#	*	*	*	*	-	-	-	-	9
Controlled Integrated	#	#	*	*	-	-	-	-	-	-	20
Grant Maintained Integrated	64	83.1%	11	14.3%	*	*	*	*	-	-	77
<b>Total</b>	<b>1016</b>	<b>78.8%</b>	<b>230</b>	<b>17.8%</b>	<b>21</b>	<b>1.6%</b>	<b>14</b>	<b>1.1%</b>	<b>9</b>	<b>0.7%</b>	<b>1290</b>

Note:  
- Of the 1297 primary respondents, 1290 provided an answer to this question  
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
Source: FGS McClure Watters, May 2011

A summary of the frequencies with which Year 9 pupils had 'taken part in bullying another pupil(s) at school' by ELB is shown in Table 76. This shows slightly higher levels of bullying in NEELB and WELB with 23.1% and 24.7% of Year 9 pupils reporting that they had bullied other pupils compared with 21.1% in BELB, 18.3% in SEELB and 18.0% in SELB.

**Table 76: Year 9 Pupils - Frequency of bullying carried out – by ELB area**

Board Area	How often have you taken part in bullying another pupil(s) at school the past couple of months?										
	I haven't bullied another pupil(s) at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		N Total
	N	%	N	%	N	%	N	%	N	%	
BELB	213	78.9%	50	18.5%	*	*	*	*	*	*	270
NEELB	210	76.9%	49	17.9%	8	2.9%	*	*	*	*	273
SEELB	134	81.7%	#	#		0.0%	*	*		0.0%	164
SELB	242	82.0%	43	14.6%	#	#	*	*	*	*	295
WELB	217	75.3%	59	20.5%	5	1.7%	*	*	*	*	288
<b>Total</b>	<b>1016</b>	<b>78.8%</b>	<b>230</b>	<b>17.8%</b>	<b>21</b>	<b>1.6%</b>	<b>14</b>	<b>1.1%</b>	<b>9</b>	<b>0.7%</b>	<b>1290</b>

Notes:  
- Of the 1297 primary respondents, 1290 provided an answer to this question  
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
Source: FGS McClure Watters, May 2011

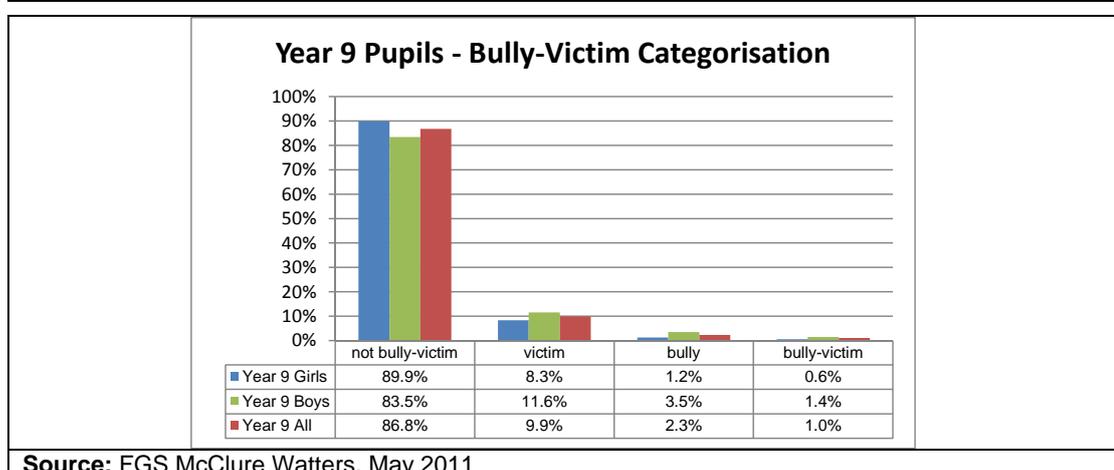
### 5.2.4 Bully-victim

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 (see Section 3.3.4). Using the lower bound cut-off point described in Section 3.3.4:

- 86.8% of Year 9 respondents (89.9% of girls and 83.5% of boys surveyed) had not been involved with bullying behaviour;
- 9.9% of Year 9 pupils (8.3% of girls, 11.6% of boys) had been victims of bullying only;
- 2.3% of Year 9 pupils (1.2% of girls, 3.5% of boys) had been involved in bullying others only;
- 1.0% of Year 9 pupils (0.6% of girls, 1.4% of boys) are defined as both victims and perpetrators of bullying behaviour – illustrated as bully-victim.

This is illustrated in Table 77 which also shows some gender differences in the categorisation of bullies and victims. Overall, around one third of the Year 9 pupils that bully other pupils are also victims of bullying, described in Table 75 as bully-victims. Considering gender and the involvement of pupils in bullying behavior: Year 9 boys are almost 3 times as likely to be in the bully-only category as girls (3.5% of boys as opposed to 1.2% of girls). Year 9 boys are more than twice as likely to be bully-victims as girls (1.4% of boys compared with 0.6% of girls).

**Table 77: Summary of Year 9 pupils' involvement/non-involvement in bullying behaviour**



### 5.2.5 Pupils' Perceptions and Attitudes towards Bullying Behaviour

Pupils' perception of support is summarised in Tables 78, 79 and 80. 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 44.1% reporting that teachers would 'almost always' and 21.2% stating that teachers 'often' intervened. Similarly, the majority of pupils responded that their class teachers had done 'much' (17.1%) or 'a good deal' (28.0%) 'to stop bullying in the past couple of months'. Pupil intervention was less common with 34.3% of pupils reporting that other

pupils have intervened 'sometimes' and 22.1% saying that other pupils 'almost never' got involved in 'trying to put a stop to it when a pupil is being bullied'.

**Table 78: Year 9 Pupils – Perception of support from teachers**

How often do the teachers or other adults at school try to put a stop to it when a pupil is being bullied at school?	Girls		Boys		Total	
	N	%	N	%	N	%
Almost never	55	8.4%	71	11.5%	126	9.9%
Once in a while	60	9.1%	55	8.9%	115	9.0%
Sometimes	102	15.5%	99	16.0%	202	15.8%
Often	143	21.8%	127	20.6%	270	21.2%
Almost always	297	45.2%	266	43.0%	563	44.1%
<b>Total</b>	<b>657</b>	<b>100%</b>	<b>618</b>	<b>100%</b>	<b>1276</b>	<b>100%</b>

Note:  
- Of the 1297 respondents, 1276 provided an answer to this question.  
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
Source: FGS McClure Watters, May 2011

**Table 79: Year 9 Pupils – Perception of support from other pupils**

How often do other pupils try to put a stop to it when a pupil is being bullied at school?	Girls		Boys		Total	
	N	%	N	%	N	%
Almost never	109	16.6%	172	27.9%	281	22.1%
Once in a while	122	18.6%	128	20.8%	251	19.7%
Sometimes	227	34.6%	210	34.1%	437	34.3%
Often	142	21.6%	69	11.2%	211	16.6%
Almost always	57	8.7%	37	6.0%	94	7.4%
<b>Total</b>	<b>657</b>	<b>100%</b>	<b>616</b>	<b>100%</b>	<b>1274</b>	<b>100%</b>

Note:  
- Of the 1297 respondents, 1274 provided an answer to this question.  
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
Source: FGS McClure Watters, May 2011

**Table 80: Year 9 Pupils – Perception of support from class teacher**

Overall, how much do you think your class teacher has done to stop bullying in the past couple of months?	Girls		Boys		Total	
	N	%	N	%	N	%
Little or nothing	101	15.3%	126	20.5%	227	17.8%
Fairly little	107	16.2%	104	16.9%	212	16.6%
Somewhat	138	20.9%	124	20.1%	262	20.5%
A good deal	190	28.7%	168	27.3%	358	28.0%
Much	125	18.9%	94	15.3%	219	17.1%
<b>Total</b>	<b>661</b>	<b>100%</b>	<b>616</b>	<b>100%</b>	<b>1278</b>	<b>100%</b>

Note:  
- Of the 1297 respondents, 1278 provided an answer to this question.  
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
Source: FGS McClure Watters, May 2011

Overall, Year 9 pupils expressed a pro-victim attitude, reporting that they supported or empathised with the victims of bullying behaviour with 59.8% 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 Tables 81, 82, 83 and 84.

Considering gender and pupils' attitudes towards bullying:

- Girls were more likely to want to help the victim than boys (73.0% compared to 45.6%);
- 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 (60.0% versus 46.1%). Boys were more likely to respond that they *'could join in'* (9.3% versus 4.4%).
- When asked about their reaction to seeing or understanding that another pupil was being bullied, boys were much more likely than girls to *'just watch what goes on'* (17.4% of boys, 6.6% of girls) and less likely to *'try to help the bullied pupil in one way or another'* (25.0% of boys, 33.5% of girls)
- Girls tended to be more *'afraid of being bullied by other pupils in school'* than boys (34.8% of Year 9 girls are *'never afraid'* compared with 52.8% of boys who are *'never afraid'*).

**Table 81: Year 9 Pupils - Attitudes to bullying – thoughts and feelings**

When you see a pupil your age being bullied at school, what do you feel or think?	Girls		Boys		Total	
	N	%	N	%	N	%
That is probably what he or she deserves	7	1.1%	27	4.4%	34	2.6%
I don't feel much	15	2.3%	74	11.9%	89	6.9%
I feel a bit sorry for him or her	157	23.6%	236	38.1%	393	30.6%
I feel sorry for him or her and want to help him or her	485	73.0%	283	45.6%	769	59.8%
<b>Total</b>	<b>664</b>	<b>100%</b>	<b>620</b>	<b>100%</b>	<b>1285</b>	<b>100%</b>
Note: - Of the 1297 respondents, 1285 provided an answer to this question. - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses Source: FGS McClure Watters, May 2011						

**Table 82: Year 9 Pupils – Attitudes to bullying – joining in**

Do you think you could join in bullying a pupil whom you didn't like?	Girls		Boys		Total	
	N	%	N	%	N	%
Yes	29	4.4%	58	9.3%	87	6.8%
Yes, maybe	43	6.5%	60	9.6%	103	8.0%
I don't know	99	15.0%	140	22.4%	239	18.6%
No I don't think so	93	14.1%	79	12.6%	173	13.4%
No	127	19.2%	111	17.8%	238	18.5%
Definitely no	270	40.8%	177	28.3%	447	34.7%
<b>Total</b>	<b>661</b>	<b>100%</b>	<b>625</b>	<b>100%</b>	<b>1287</b>	<b>100%</b>
Note: - Of the 1297 respondents, 1287 provided an answer to this question. - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses Source: FGS McClure Watters, May 2011						

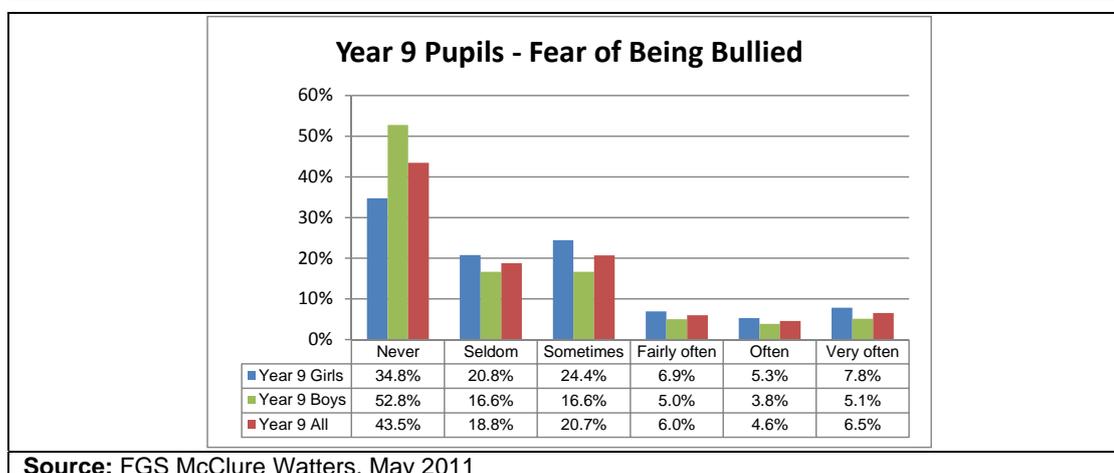
**Table 83: Year 9 Pupils – Attitudes to bullying – reaction to bullying**

How do you usually react if you see or understand that a pupil your age is being bullied by other pupils?	Girls		Boys		Total	
	N	%	N	%	N	%
I have never noticed that pupils my age have been bullied	146	22.0%	167	26.9%	313	24.4%
I take part in the bullying	*	*	*	*	*	*
I don't do anything, but I think the bullying is OK	*	*	*	*	#	#
I just watch what goes on	44	6.6%	108	17.4%	152	11.8%
I don't do anything, but I think I ought to help the bullied pupil	246	37.1%	188	30.3%	435	33.9%
I try to help the bullied pupil in one way or another	222	33.5%	155	25.0%	377	29.3%
<b>Total</b>	<b>663</b>	<b>100%</b>	<b>621</b>	<b>100%</b>	<b>1285</b>	<b>100%</b>

**Note:**  
- Of the 1297 respondents, 1285 provided an answer to this question.  
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
**Source:** FGS McClure Watters, May 2011

**Table 84: Year 9 Pupils – Attitudes to bullying – fear of bullying**

How often are you afraid of being bullied by other pupils in your school?



## 5.2.6 Issues relating to Section 75

### Race or Skin Colour, Disability and Religion

In addition to the Olweus questionnaire, pupils were asked for their opinions on equality issues including ethnicity, religion and disability. The specific questions and pupil responses are shown in Tables 85 and 86. In response to these questions, 63.0% of Year 9 pupils thought that a pupil's race or skin colour could make them 'more likely' to be bullied, while 33.3% of pupils felt that it 'doesn't make a difference'. The majority of pupils (59.8%) felt that a pupil's disability could make them 'more likely' to be bullied. Finally, 41.0% of participants

thought that a pupil's religion 'doesn't make a difference' and almost half (49.2%) of Year 9 pupils felt that it could make them 'more likely' to be bullied.

**Table 85: Year 9 Pupils – Opinions on Bullying Due to Race or Skin Colour, Disability and Religion**

		More likely		Less Likely		Doesn't make a difference		N Total
		N	%	N	%	N	%	
Does a pupil's race or skin colour make them more likely or less likely to be bullied?	Girls	416	62.7%	20	3.0%	227	34.2%	<b>663</b>
	Boys	396	63.4%	28	4.5%	201	32.2%	<b>625</b>
	<b>Total</b>	<b>812</b>	<b>63.0%</b>	<b>48</b>	<b>3.7%</b>	<b>429</b>	<b>33.3%</b>	<b>1289</b>
Thinking about pupils with a disability does their disability make them more likely or less likely to be bullied?	Girls	416	62.7%	75	11.3%	173	26.1%	<b>664</b>
	Boys	353	56.8%	97	15.6%	171	27.5%	<b>621</b>
	<b>Total</b>	<b>769</b>	<b>59.8%</b>	<b>172</b>	<b>13.4%</b>	<b>345</b>	<b>26.8%</b>	<b>1286</b>
Does a pupil's religion make them more likely or less likely to be bullied?	Girls	307	46.2%	74	11.1%	283	42.6%	<b>664</b>
	Boys	326	52.4%	52	8.4%	244	39.2%	<b>622</b>
	<b>Total</b>	<b>633</b>	<b>49.2%</b>	<b>126</b>	<b>9.8%</b>	<b>528</b>	<b>41.0%</b>	<b>1287</b>

**Note:**

- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses

Source: FGS McClure Watters, May 2011

Further questions about bullying in relation to pupils' ethnicity, disability and religion highlight some differences in responses according to the respondents' gender. Most felt that it was always wrong to bully other pupils because of their race or skin colour, disability or religion.

**Table 86: Year 9 Pupils –Thoughts on Bullying Due to Race or Skin Colour, Disability and Religion**

		Always wrong		Sometimes wrong		Unsure		Sometimes right		Always Right		N Total
		N	%	N	%	N	%	N	%	N	%	
What do you think about bullying other pupils because of their race or skin colour?	Girls	598	90.2%	21	3.2%	37	5.6%	*	*	*	*	663
	Boys	519	83.3%	53	8.5%	40	6.4%	#	#	*	*	623
	<b>Total</b>	<b>1118</b>	<b>86.9%</b>	<b>74</b>	<b>5.7%</b>	<b>77</b>	<b>6.0%</b>	<b>12</b>	<b>0.9%</b>	<b>6</b>	<b>0.5%</b>	<b>1287</b>
Thinking about pupils with a disability, what do you think about bullying these pupils because of their disability?	Girls	639	96.1%	11	1.7%	12	1.8%	*	*	*	*	665
	Boys	573	91.8%	24	3.8%	20	3.2%	#	#	#	#	624
	<b>Total</b>	<b>1213</b>	<b>94.0%</b>	<b>35</b>	<b>2.7%</b>	<b>32</b>	<b>2.5%</b>	<b>*</b>	<b>*</b>	<b>#</b>	<b>#</b>	<b>1290</b>
What do you think about bullying other pupils because of their religion?	Girls	579	87.2%	40	6.0%	36	5.4%	9	1.4%	-	-	664
	Boys	482	77.0%	64	10.2%	52	8.3%	20	3.2%	8	1.3%	626
	<b>Total</b>	<b>1062</b>	<b>82.3%</b>	<b>104</b>	<b>8.1%</b>	<b>88</b>	<b>6.8%</b>	<b>29</b>	<b>2.2%</b>	<b>8</b>	<b>0.6%</b>	<b>1291</b>

**Note:**

- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '# '.

Source: FGS McClure Watters, May 2011

**Ethnicity**

There is a relatively low level of bullying amongst Year 9 pupils with regard to bullying other pupils with *'mean names or comments about his or her race or colour'*. A broadly similar pattern emerges across all schools (by number of ethnic minority pupils in school).

**Table 87: Year 9 Pupils - Frequency of bullying 'with mean names or comments about his or her race colour' – by number of ethnic minority pupils enrolled at school**

No. of ethnic minority pupils in school	I bullied him or her with mean names or comments about his or her race or colour										N Total
	I haven't bullied another pupil(s) at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
0	112	95.7%	5	4.3%	-	-	-	-	-	-	117
1-10	707	95.7%	24	3.2%	*	*	*	*	*	*	739
11-20	276	97.2%	#	#	-	-	-	-	*	*	284
21-30	#	#	*	*	*	*	-	-	-	-	73
31+	#	#	*	*	-	-	-	-	-	-	78
<b>Total</b>	<b>1238</b>	<b>95.9%</b>	<b>41</b>	<b>3.2%</b>	<b>5</b>	<b>0.4%</b>	<b>*</b>	<b>*</b>	<b>6</b>	<b>0.5%</b>	<b>1291</b>

Note:  
 - Of the 1297 primary respondents, 1291 provided an answer to this question  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

### Religious Community Background

Pupils were also asked which religious community they belonged to (see Table 88).

**Table 88: Year 9 Pupils – Which religious community do you belong to?**

	Girls		Boys		Total	
	N	%	N	%	N	%
Protestant Community	300	45.5%	244	39.7%	544	42.7%
Roman Catholic Community	305	46.2%	317	51.6%	623	48.9%
Neither	30	4.5%	28	4.6%	58	4.5%
Other*	25	3.8%	25	4.1%	50	3.9%
<b>Total</b>	<b>660</b>	<b>100%</b>	<b>614</b>	<b>100%</b>	<b>1275</b>	<b>100%</b>

Note: Of the 1297 respondents, 1275 provided an answer to this question.  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 - \*Details of other responses are included in Appendix 6 (6.4)  
 Source: FGS McClure Watters, May 2011

Considering religious community and frequency of bullying experienced, there appears to be a tendency for Year 9 pupils from 'Neither' Protestant or Roman Catholic Communities (36.2%) and 'Other' religious communities (34.0%) to report that they had '*been bullied at school in the past couple of months*' more often than pupils from the Roman Catholic (27.5%) and Protestant (29.5%) communities (see Table 89).

**Table 89: Year 9 Pupils - Frequency of bullying experienced - by religious community**

Which religious community do you belong to?	How often have you been bullied at school in the past couple of months?										N Total
	I haven't been bullied at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
Protestant Community	383	70.5%	106	19.5%	23	4.2%	18	3.3%	13	2.4%	543
Roman Catholic Community	449	72.5%	104	16.8%	22	3.6%	17	2.7%	27	4.4%	619
Neither	37	63.8%	12	20.7%	#	#	*	*	*	*	58
Other	33	66.0%	10	20.0%	*	*	#	#	*	*	50
<b>Total</b>	<b>902</b>	<b>71.0%</b>	<b>232</b>	<b>18.3%</b>	<b>52</b>	<b>4.1%</b>	<b>41</b>	<b>3.2%</b>	<b>43</b>	<b>3.4%</b>	<b>1270</b>

**Note:**  
- Of the 1297 respondents, 1270 provided an answer to this question  
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
**Source:** FGS McClure Watters, May 2011

Table 90 demonstrates that there are differences, however, in the frequencies of Year 9 pupils being '*bullied with mean names or comments about my religion*' in relation to the religious communities they belong to. Larger proportions of pupils from 'neither' (19.0%) and 'other' religious communities (14.0%) reported that they had been verbally bullied about their religion than pupils from either Roman Catholic (3.9%) or Protestant communities (7.2%).

**Table 90: Year 9 Pupils - Frequency of bullying 'with mean names or comments about my religion' experienced - by religious community**

Which religious community do you belong to?	I was bullied with mean names or comments about my religion										N Total
	It hasn't happened to me in the past couple of months		Only once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
Protestant Community	502	92.8%	29	5.4%	*	*	*	*	*	*	541
Roman Catholic Community	596	96.1%	18	2.9%	*	*	*	*	*	*	620
Neither	47	81.0%	8	13.8%		0.0%	*	*	*	*	58
Other	43	86.0%	5	10.0%	*	*	*	*	-	-	50
<b>Total</b>	<b>1188</b>	<b>93.6%</b>	<b>60</b>	<b>4.7%</b>	<b>7</b>	<b>0.6%</b>	<b>7</b>	<b>0.6%</b>	<b>7</b>	<b>0.6%</b>	<b>1269</b>

**Note:**  
- Of the 1297 respondents, 1269 provided an answer to this question  
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
**Source:** FGS McClure Watters, May 2011

Table 91 illustrates the frequency of Year 9 pupils bullying other pupils '*with mean names or comments about his or her religion*' in relation to the religious communities they belong to. More pupils from the Protestant community than other religious backgrounds were involved in

verbal bullying other pupils about their religion. However, there is a relatively small level of incidents overall.

**Table 91: Year 9 Pupils - Frequency of bullying 'with mean names or comments about my religion' perpetrated - by religious community**

Which religious community do you belong to	I bullied him or her with mean names or comments about his or her religion										
	I haven't bullied another pupil(s) at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		N Total
	N	%	N	%	N	%	N	%	N	%	
Protestant Community	521	95.9%	#	#	*	*	-	-	-	-	543
Roman Catholic Community	610	98.2%	8	1.3%	*	*	*	*	-	-	621
Neither	#	#	*	*	-	-	-	-	-	-	56
Other	#	#	-	-	-	-	-	-	*	*	50
<b>Total</b>	<b>1235</b>	<b>97.2%</b>	<b>30</b>	<b>2.4%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>1270</b>

Note:  
 - Of the 1297 respondents, 1270 provided an answer to this question  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

From Table 92, it is evident that over 50% of pupils from 'Neither' or 'Other' religious communities felt that a pupil's religion 'doesn't make a difference' as to whether they would be bullied, but the level for Protestant and Roman Catholic is lower. Overall around a half of Year 9 pupils felt that a pupil's religion made them 'more likely' to be bullied and around 10% overall felt that a pupil's religion made them 'less likely' to be bullied.

**Table 92: Year 9 Pupils - Opinions regarding whether 'a pupil's religion makes them more likely or less likely to be bullied' – by religious community**

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		N Total
	N	%	N	%	N	%	
Protestant Community	302	55.8%	44	8.1%	195	36.0%	541
Roman Catholic Community	279	44.9%	71	11.4%	271	43.6%	621
Neither	#	#	#	#	28	50.0%	56
Other	#	#	*	*	25	51.0%	49
<b>Total</b>	<b>623</b>	<b>49.2%</b>	<b>125</b>	<b>9.9%</b>	<b>519</b>	<b>41.0%</b>	<b>1267</b>

Note:  
 - Of the 1297 primary respondents, 1267 provided an answer to this question  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

The majority (over 80%) of Year 9 pupils stated that it was 'always wrong' to 'bully other pupils because of their religion' (Table 93). A greater proportion of Year 9 pupils from the 'Neither' than any other group, said they were 'unsure' as to whether 'bullying other pupils because of their religion' was right or wrong. Overall 6.8% of Year 9 pupils 'unsure' as to whether 'bullying other pupils because of their religion' was right or wrong. A small proportion of Year 9 pupils felt that it was 'sometimes right' to bully 'other pupils because of their religion' and very few that it was 'always right'.

**Table 93: Year 9 Pupils - Thoughts regarding 'bullying other pupils because of their religion' – by religious community**

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		N Total
	N	%	N	%	N	%	N	%	N	%	
Protestant Community	439	80.8%	50	9.2%	43	7.9%	#	#	*	*	543
Roman Catholic Community	521	83.8%	44	7.1%	37	5.9%	#	#	*	*	622
Neither	47	82.5%	*	*	#	#	*	*	-	-	57
Other	40	81.6%	#	#	*	*	*	*	*	*	49
<b>Total</b>	<b>1047</b>	<b>82.4%</b>	<b>102</b>	<b>8.0%</b>	<b>87</b>	<b>6.8%</b>	<b>28</b>	<b>2.2%</b>	<b>7</b>	<b>0.6%</b>	<b>1271</b>

Note:  
 - Of the 1297 respondents, 1271 provided an answer to these questions  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

### Disability

Year 6 pupils (see Table 44) were almost twice as likely as Year 9 pupils (see Table 94) to state they had a disability (12.1% of Year 6 pupils compared to 6.2% of Year 9 pupils). More of the Year 9 boys than girls stated that they had a disability (7.3% and 5.1% respectively).

**Table 94: Year 9 Pupils – Have you a disability?**

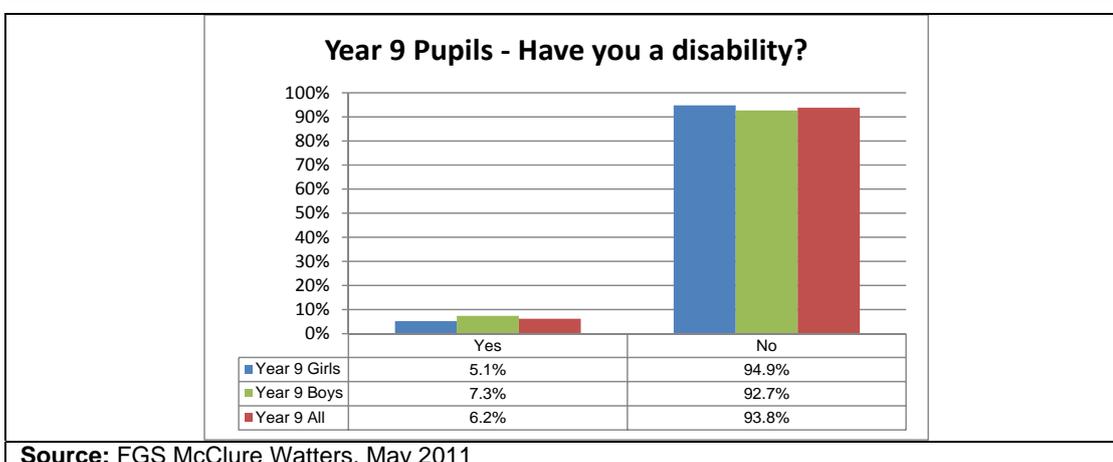


Table 95 shows differences in the frequencies of bullying experienced by Year 9 pupils by disability. A greater proportion of pupils (44.9%) who had a disability had experienced bullying behaviour at least 'once or twice' compared to 28.2% of those without a disability.

**Table 95: Year 9 Pupils - Frequency of bullying experienced - by disability**

Have you a disability?	How often have you been bullied at school in the past couple of months?										N Total
	I haven't been bullied at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
No	858	71.8%	217	18.2%	32	2.7%	#	#	#	#	1195
Yes	43	55.1%	16	20.5%	9	11.5%	#	#	*	*	78
<b>Total</b>	<b>901</b>	<b>70.8%</b>	<b>233</b>	<b>18.3%</b>	<b>41</b>	<b>3.2%</b>	<b>54</b>	<b>4.2%</b>	<b>44</b>	<b>3.5%</b>	<b>1273</b>

Note:  
 - Of the 1297 respondents, 1273 provided an answer to these questions  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

There are also differences in the frequencies of bullying 'with mean names or comments about my disability' experienced by Year 9 pupils by disability (see Table 96). Over 40% of pupils who recorded that they had a disability stated that they had been bullied verbally regarding their disability (41.8% at least 'once or twice'); most (25.3%) had been bullied 'with mean names or comments about my disability' only once or twice.

**Table 96: Year 9 Pupils - Frequency of bullying 'with mean names or comments about my disability' experienced - by disability**

Have you a disability?	I was bullied with mean names or comments about my disability										N Total
	It hasn't happened to me in the past couple of months		Only once or twice		2 or 3 times a month		About once a week		Several times a week		
	N	%	N	%	N	%	N	%	N	%	
Yes	46	58.2%	20	25.3%	*	*	#	#	6	7.6%	79

Note:  
 - Of the 1297 respondents, 1271 provided an answer to these questions  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

An association is also evident between whether a pupil had a disability and the frequency of pupils taking part in bullying others (Table 97). 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 (29.1% of those with a disability perpetrated bullying compared to 20.5% of those without).

**Table 97: Year 9 Pupils - Frequency of taking part in bullying another pupil(s) at school in the past couple of months – by disability**

Have you a disability?	How often have you taken part in bullying another pupil(s) at school in the past couple of months?										
	I haven't bullied another pupil(s) at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		N Total
	N	%	N	%	N	%	N	%	N	%	
No	948	79.5%	211	17.7%	15	1.3%	#	#	#	#	1193
Yes	56	70.9%	16	20.3%	5	6.3%	*	*	*	*	79
<b>Total</b>	<b>1004</b>	<b>78.9%</b>	<b>227</b>	<b>17.8%</b>	<b>20</b>	<b>1.6%</b>	<b>13</b>	<b>1.0%</b>	<b>8</b>	<b>0.6%</b>	<b>1272</b>

Note:  
 - Of the 1297 respondents, 1272 provided an answer to these questions  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

Pupils who recorded that they had a disability also tended to bully other pupils *'with mean names or comments about his or her disability'* more than pupils who did not record that they had a disability (Table 98). More than three times the percentage of pupils with a disability (5.1%) than those without a disability (1.6%) reported that they had taken part in bullying another pupil regarding his or her disability.

**Table 98: Year 9 Pupils - Frequency of taking part in bullying others 'with mean names or comments about his or her disability' by disability**

Have you a disability?	I bullied him or her with mean names or comments about his or her disability										
	I haven't bullied another pupil(s) at school in the past couple of months		It has only happened once or twice		2 or 3 times a month		About once a week		Several times a week		N Total
	N	%	N	%	N	%	N	%	N	%	
No	1175	98.4%	#	#	*	*	*	*	*	*	1194
Yes	74	94.9%	*	*	*	*	-	-	-	-	78
<b>Total</b>	<b>1249</b>	<b>98.2%</b>	<b>16</b>	<b>1.3%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>1272</b>

Note:  
 - Of the 1297 respondents, 1272 provided an answer to these questions  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

## 5.2.7 Cyber-bullying

### About being cyber-bullied

Overall, 17.0% of Year 9 pupils indicated that they had experienced cyber-bullying in the past couple of months. The most common types of cyber-bullying (Table 99) included:

- I received a message that showed people were talking about me nastily online (5.5%);
- I received a threatening message via IM, text, email (5.3%);

- I received a message with insults calling me gay (whether true or not) (4.9%);
- An embarrassing photo of me was posted on-line without my permission (4.5%); and
- A rumour was spread about me on-line (4.4%).

The most common method for Year 9 pupils subjected to cyber-bullying (see Table 100) included:

- Social networking site (10.6%);
- Text message (9.6%);
- Chatroom (4.5%).

**Table 99: Year 9 Pupils – How were you bullied using mobile phones or computers?**

	Girls		Boys		Total	
	N	%	N	%	N	%
It hasn't happened to me in the past couple of months	520	78.1%	555	88.1%	1076	83.0%
I received a threatening message via IM, text, email	52	7.8%	17	2.7%	69	5.3%
I received a message that showed people were talking about me nastily online	56	8.4%	15	2.4%	71	5.5%
I received a message with unwanted sexual suggestions, jokes or threats	35	5.3%	12	1.9%	47	3.6%
I received a message with insults calling me gay (Whether true or not)	25	3.8%	39	6.2%	64	4.9%
I received a message calling me racist comments or names	14	2.1%	6	1.0%	20	1.5%
I received a message with insults about disability	#	#	#	#	11	0.8%
Private material (IM, text, email) was forwarded without my permission	22	3.3%	7	1.1%	29	2.2%
A rumour was spread about me on-line	45	6.8%	12	1.9%	57	4.4%
An embarrassing photo of me was posted on-line without my permission	48	7.2%	10	1.6%	58	4.5%
An unkind website was developed about me	*	*	*	*	5	0.4%
A negative message board / online blog entry was posted about me	26	3.9%	13	2.1%	39	3.0%
<b>Total</b>	<b>666</b>	<b>-</b>	<b>630</b>	<b>-</b>	<b>1297</b>	<b>-</b>
<p>Note:</p> <ul style="list-style-type: none"> <li>- Respondents could give more than one answer therefore sum of percentages may exceed 100%</li> <li>- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses</li> <li>- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'</li> </ul> <p>Source: FGS McClure Watters, May 2011</p>						

**Table 100: Year 9 Pupils – What method was used to bully you using mobile phones or computers?**

	Girls		Boys		Total	
	N	%	N	%	N	%
It hasn't happened to me in the past couple of months	512	76.9%	542	86.0%	1055	81.3%
Text message	86	12.9%	38	6.0%	124	9.6%
Email	14	2.1%	7	1.1%	21	1.6%
Chatroom (e.g. instant messenger)	50	7.5%	8	1.3%	58	4.5%
Social networking site (e.g. facebook, bebo)	99	14.9%	39	6.2%	138	10.6%
Virtual world (e.g. Second Life)	*	*	*	*	7	0.5%
Interactive games	#	#	#	#	20	1.5%
Other*	9	1.4%	9	1.4%	18	1.4%
<b>Total</b>	<b>666</b>	<b>-</b>	<b>630</b>	<b>-</b>	<b>1297</b>	<b>-</b>

Note:  
 - Respondents could give more than one answer therefore sum of percentages may exceed 100%  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 - \*Other responses are included in Appendix 6 (6.5)  
 - To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
 Source: FGS McClure Watters, May 2011

Year 9 pupils subjected to cyber-bullying were around four times as likely to experience this outside school hours rather than during school hours (see Table 101).

**Table 101: Year 9 Pupils – When have you been cyber-bullied – using mobile phones or computers?**

	Girls		Boys		Total	
	N	%	N	%	N	%
I haven't been cyber-bullied in the past couple of months.	483	72.5%	510	81.0%	994	76.6%
I have been cyber-bullied during school hours in the past couple of months.	19	2.9%	14	2.2%	33	2.5%
I have been cyber-bullied outside school hours (evenings, weekends) in the past couple of months.	92	13.8%	49	7.8%	141	10.9%
<b>Total</b>	<b>666</b>	<b>-</b>	<b>630</b>	<b>-</b>	<b>1297</b>	<b>-</b>

Note:  
 - Respondents could give more than one answer therefore sum of percentages may exceed 100%  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 Source: FGS McClure Watters, May 2011

### About cyber-bullying other pupils

Overall, 6.6% of Year 9 pupils admitted to cyber-bullying other pupils in the past couple of months. The most common types of cyber-bullying (see Table 102) included:

- I sent him or her a message with insults calling him or her gay (whether true or not) (2.1%);

- I sent him or her a threatening message via IM, text, email (1.9%); and
- I sent a message that showed people were talking about him or her nastily online (1.5%).

The most common method for pupils perpetrating cyber-bullying (see Table 103) included:

- Social networking site (3.2%);
- Text message (2.7%); and
- Chatroom (1.7%).

**Table 102: Year 9 Pupils – How did you bully another pupil using mobile phones or computers?**

	Girls		Boys		Total	
	N	%	N	%	N	%
I haven't cyber-bullied other pupil(s) at school in the past couple of months.	614	92.2%	597	94.8%	1212	93.4%
I sent him or her a threatening message via IM, text, email	15	2.3%	10	1.6%	25	1.9%
I sent a message that showed people were talking about him or her nastily online	14	2.1%	6	1.0%	20	1.5%
I sent him or her a message with unwanted sexual suggestions, jokes or threats	9	1.4%	6	1.0%	15	1.2%
I sent him or her a message with insults calling him or her gay (whether true or not)	14	2.1%	13	2.1%	27	2.1%
I sent him or her a message calling him or her racist comments or names	*	*	#	#	8	0.6%
I sent him or her a message with insults about disability	*	*	*	*	7	0.5%
I forwarded private material (IM, text, email) about him or her without permission	#	#	*	*	11	0.8%
I spread a rumour about him or her on-line	12	1.8%	6	1.0%	18	1.4%
I posted an embarrassing photo of him or her on-line without permission	13	2.0%	5	0.8%	18	1.4%
I developed an unkind website about him or her	*	*	*	*	6	0.5%
I posted a negative message board / online blog entry about him or her	11	1.7%	7	1.1%	18	1.4%
<b>Total</b>	<b>666</b>	<b>-</b>	<b>630</b>	<b>-</b>	<b>1297</b>	<b>-</b>

**Note:**

- Respondents could give more than one answer therefore sum of percentages may exceed 100%
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '# '.

Source: FGS McClure Watters, May 2011

**Table 103: Year 9 Pupils – What method did you use to bully another pupil with mobile phones or computers?**

	Girls		Boys		Total	
	N	%	N	%	N	%
I haven't cyber-bullied other pupil(s) at school in the past couple of months	615	92.3%	593	94.1%	1209	93.2%
Text message	20	3.0%	15	2.4%	35	2.7%
Email	#	#	*	*	#	#
Chatroom (e.g. instant messenger)	14	2.1%	8	1.3%	22	1.7%
Social networking site (e.g. facebook, bebo)	30	4.5%	12	1.9%	42	3.2%
Virtual world (e.g. Second Life)	*	*	*	*	*	*
Interactive games	*	*	#	#	10	0.8%
Other*	*	*	#	#	8	0.6%
<b>Total</b>	<b>666</b>	<b>-</b>	<b>630</b>	<b>-</b>	<b>1297</b>	<b>-</b>

**Note:**  
- Respondents could give more than one answer therefore sum of percentages may exceed 100%  
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
- \*Other responses: no further details were provided by those who responded: 'Other'.  
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '#'.  
Source: FGS McClure Watters, May 2011

Year 9 pupils who carried out cyber-bullying were more than three times as likely to do this outside school hours rather than during school hours (see Table 104).

**Table 104: Year 9 Pupils – When did you carry out bullying another pupil with mobile phones or computers?**

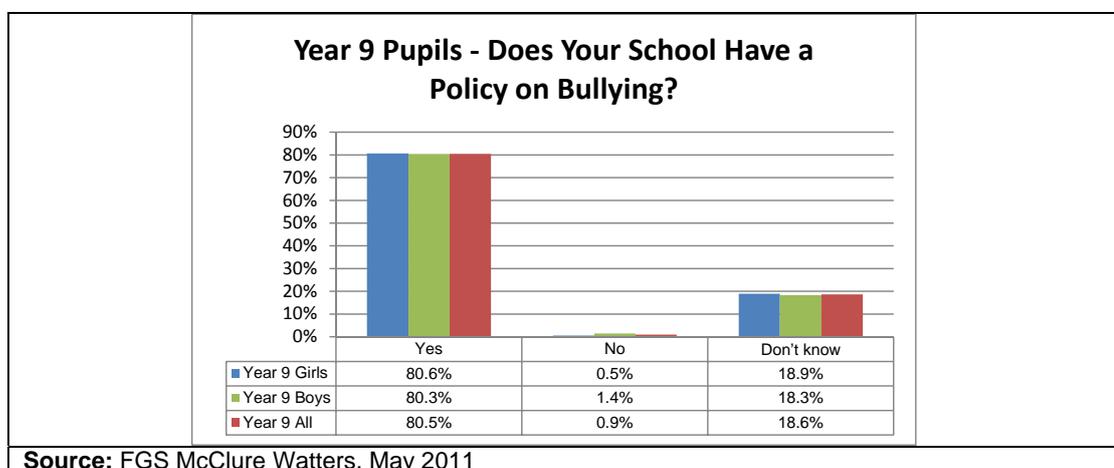
	Girls		Boys		Total	
	N	%	N	%	N	%
I haven't bullied other pupil(s) at school in the past couple of months.	615	92.3%	600	95.2%	1216	93.8%
I did this during school hours in the past couple of months	9	1.4%	8	1.3%	17	1.3%
I did this outside school hours (evenings, weekends) in the past couple of months.	38	5.7%	16	2.5%	54	4.2%
<b>Total</b>	<b>666</b>	<b>-</b>	<b>630</b>	<b>-</b>	<b>1297</b>	<b>-</b>

**Note:**  
- Respondents could give more than one answer therefore sum of percentages may exceed 100%  
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
Source: FGS McClure Watters, May 2011

### 5.2.8 Help and Support to Stop Bullying and Cyber-Bullying

Over four fifths of Year 9 pupils knew that their school had a policy on bullying, but almost 20% didn't know. A very small minority indicated that their school did not have a policy on bullying (see Table 105).

**Table 105: Year 9 Pupils – Does your school have a policy on bullying?**



Source: FGS McClure Watters, May 2011

The vast majority (over 85%) of Year 9 pupils knew who to talk to in school if they had been bullied; the remainder did not know (see Table 106).

**Table 106: Year 9 Pupils – Do you know who you should talk to in school if you have been bullied?**

	Girls		Boys		Total	
	N	%	N	%	N	%
Yes*	594	89.5%	512	81.2%	1107	85.7%
No / Don't Know	70	10.6%	114	18.2%	184	14.3%
<b>Total</b>	<b>664</b>	<b>100%</b>	<b>626</b>	<b>100%</b>	<b>1291</b>	<b>100%</b>

Note:  
 - Of the 1297 respondents, 1291 provided an answer to this question.  
 - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses  
 Source: FGS McClure Watters, May 2011

Responses provided by those who indicated 'Yes' – please state who<sup>13</sup> included:

- **Girls (565 Year 9 girls provided 1,029 responses):**
  - Teacher (x628)
  - Counsellor (x128)
  - Headmaster / Principal / Vice-principal (x110)
  - Family member (x56)
  - Friends (x50)
  - Non-teaching staff Member (x34)
- **Boys (440 Year 9 boys provided 702 responses):**

<sup>13</sup> Not all respondents who provided "Yes" as a response gave further details. Where further details are provided, analysis shows that these are not all "new" responses i.e. some are the same / similar to other responses to this question. Therefore the information provided here only shows responses from those who indicated "other" and gave details not already covered by an existing response.

- Teacher (x414)
- Counsellor (x92)
- Headmaster / Principal / Vice-principal (x88)
- Family member (x44)
- Friends (x28)
- Non-teaching staff Member (x19)

The full list of responses provided is included in Appendix 6 (6.6). A wide range of other individuals were mentioned by Year 9 pupils – but none was mentioned by more than 5 pupils.

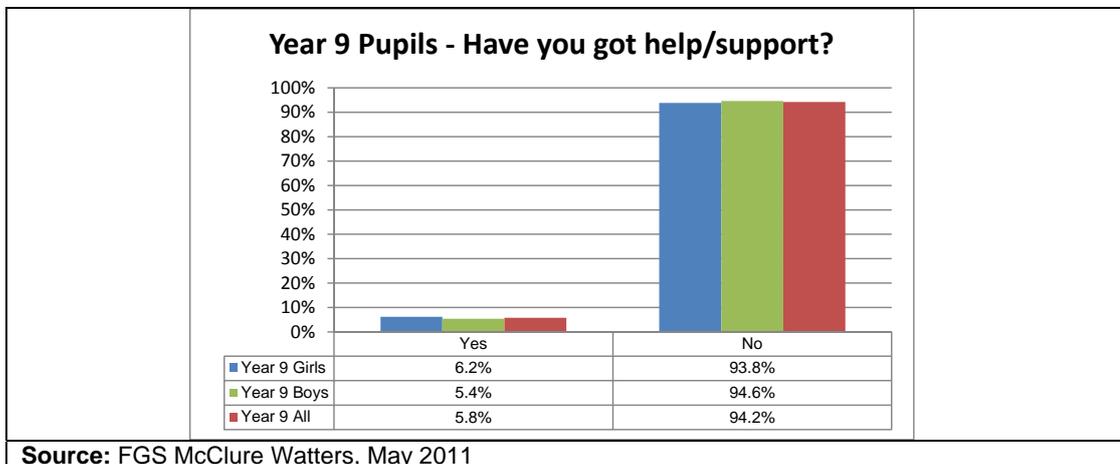
In terms of sources of help and support, those that were most widely known (see Table 107) were: Childline (87.7%); NIABF (50.2%); Action for Children (47.5%); NSPCC (45.6%); Save the Children (44.3%); and Barnardo's (41.2%).

**Table 107: Year 9 Pupils – Thinking about where you might get help and support to prevent bullying, are you aware of any of the following organisations that would provide this?**

	Girls		Boys		Total	
	N	%	N	%	N	%
Action for Children	335	50.3%	281	44.6%	616	<b>47.5%</b>
Barnardo's	281	42.2%	254	40.3%	535	<b>41.2%</b>
Childline	605	90.8%	531	84.3%	1137	<b>87.7%</b>
Children's Law Centre	68	10.2%	94	14.9%	162	12.5%
The Fostering Network	84	12.6%	74	11.7%	158	12.2%
Mencap	45	6.8%	52	8.3%	97	7.5%
Mindwise	41	6.2%	48	7.6%	89	6.9%
National Children's Bureau (NCB)	91	13.7%	107	17.0%	198	15.3%
National Deaf Children's Society (NDCS)	75	11.3%	82	13.0%	157	12.1%
NI Anti-Bullying Forum	332	49.8%	319	50.6%	651	<b>50.2%</b>
National Society for the Prevention of Cruelty to Children (NSPCC)	326	48.9%	265	42.1%	592	<b>45.6%</b>
Northern Ireland Council for Ethnic Minorities (NICEM)	73	11.0%	88	14.0%	161	12.4%
Parents Advice Centre	86	12.9%	88	14.0%	174	13.4%
The Rainbow Project	135	20.3%	101	16.0%	236	18.2%
Save the Children	321	48.2%	254	40.3%	575	<b>44.3%</b>
<b>Total</b>	<b>666</b>	<b>-</b>	<b>630</b>	<b>-</b>	<b>1297</b>	<b>-</b>
<p>Note:            - Respondents could give more than one answer therefore sum of percentages may exceed 100%            - One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses            Source: FGS McClure Watters, May 2011</p>						

Of the 5.8% of Year 9 pupils who had got help and support (see Table 108 and Table 109), those that were most widely accessed were: Childline (53.4%); Action for Children (24.7%); NSPCC (23.3%); and Save the Children (20.5%).

**Table 108: Year 9 Pupils – Have you got help and support to prevent bullying from any of the organisations listed above?**



Source: FGS McClure Watters, May 2011

**Table 109: Year 9 Pupils – If yes, please tell us which organisation(s) you got help and support from?**

	Girls		Boys		Total	
	N	%	N	%	N	%
Action for Children	8	20.0%	10	30.3%	18	<b>24.7%</b>
Barnardo's	*	*	#	#	11	15.1%
Childline	18	45.0%	21	63.6%	39	<b>53.4%</b>
Children's Law Centre	*	*	#	#	9	12.3%
The Fostering Network	*	*	#	#	9	12.3%
Mencap	*	*	#	#	9	12.3%
Mindwise	*	*	#	#	8	11.0%
National Children's Bureau (NCB)	*	*	#	#	9	12.3%
National Deaf Children's Society (NDCS)	5	12.5%	6	18.2%	11	15.1%
NI Anti-Bullying Forum	5	12.5%	9	27.3%	14	19.2%
National Society for the Prevention of Cruelty to Children (NSPCC)	8	20.0%	9	27.3%	17	<b>23.3%</b>
Northern Ireland Council for Ethnic Minorities (NICEM)	*	*	#	#	9	12.3%
Parents Advice Centre	*	*	#	#	10	13.7%
The Rainbow Project	*	*	#	#	10	13.7%
Save the Children	6	15.0%	9	27.3%	15	<b>20.5%</b>
Other*	8	20.0%	9	27.3%	18	24.7%
<b>Total</b>	<b>40</b>	<b>-</b>	<b>33</b>	<b>-</b>	<b>73</b>	<b>-</b>

Note:

- Only asked of those who said they got help and support. Respondents could provide more than one answer therefore sum of percentages may exceed 100%
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses
- \* Other responses included in Appendix 6 (6.6)
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '# '.

Source: FGS McClure Watters, May 2011

Of the 5.8% of Year 9 pupils who had got help and support, the most common methods were 'phoned a helpline' or 'visited a website' (see Table 110).

**Table 110: Year 9 Pupils – If yes, please tell us how you got help and support?**

	Girls		Boys		Total	
	N	%	N	%	N	%
Phoned a helpline	16	40.0%	18	54.5%	34	46.6%
Sent a text	#	#	*	*	#	#
Visited a website	9	22.5%	10	30.3%	19	26.0%
Sent an email	*	*	*	*	8	11.0%
Posted a message on a message board	*	*	*	*	*	*
Other*	11	27.5%	5	15.2%	17	23.3%
<b>Total</b>	<b>40</b>	<b>-</b>	<b>33</b>	<b>-</b>	<b>73</b>	<b>-</b>

**Note:**

- Only asked of those who said they got help and support.
- Respondents could give more than one answer therefore sum of percentages may exceed 100%
- One respondent did not specify gender therefore in some cases the sum of responses from girls + sum of responses from boys may not equal the total number of responses
- \* Other responses included in Appendix 6 (6.6)
- To protect the identity of individual pupils who responded to the survey statistical disclosure control has been applied to the presentation of the results. Where the number of respondents is fewer than 5 the value has been replaced with an asterisk (\*). Values of 5 or more within a table may also be suppressed where it is necessary to protect the identity of respondents. In such cases the value has been replaced with '# '.

Source: FGS McClure Watters, May 2011

## 5.3 Summary

### 5.3.1 Bullies and Victims

This research has sought to update the evidence base with regard to the nature and extent of pupil bullying in primary and secondary schools in the North of Ireland – one strand has been from the pupils’ perspective. Key findings are presented in Table 111 and Table 112, based on surveys with 904 Year 6 pupils and 1297 Year 9 pupils in 60 primary schools and 60 post-primary schools.

**Table 111: Bullying in Schools: Key Results 2011 – Pupil Surveys – Victims**

Primary Pupils (Year 6)	Post-primary Pupils (Year 9)
<ul style="list-style-type: none"> <li>o 39% reported being bullied at school in the last 2 months;</li> <li>o ‘Called mean names, made fun of or teased in a hurtful way’ was the most common form of bullying, followed by ‘other pupils left me out of things on purpose left me out from their group of friends or completely ignored me’, then ‘called mean names, comments or rude gestures’ and ‘other pupils told lies or spread false rumours about me and tried to make others dislike me’;</li> <li>o Girls recorded a tendency to be excluded more than boys, and to be bullied with mobile phones more than boys;</li> <li>o Boys tended to be victims of physical bullying more than girls and to be bullied ‘with mean names or comments about my ability’ more than girls;</li> <li>o Bullying happened most often in the playground or athletic field;</li> <li>o Girls were usually bullied by a female classmate;</li> <li>o Boys were usually bullied by a male classmate;</li> <li>o 76% of bullied pupils had told someone of their experience with support for victims sought from parents or friends first;</li> </ul>	<ul style="list-style-type: none"> <li>o 29% reported being bullied at school in the last 2 months;</li> <li>o ‘Called mean names, made fun of or teased in a hurtful way’ was the most common form of bullying, followed by ‘other pupils told lies or spread false rumours about me and tried to make others dislike me’ then, ‘other pupils left me out of things on purpose, left me out from their group of friends or completely ignored me’ and bullying ‘with mean names or comments about my ability’;</li> <li>o Girls recorded a tendency to be excluded more than boys, and to be bullied more with mobile phone and with computers;</li> <li>o Boys tended to be victims of physical bullying more than girls and to be bullied ‘with mean names, was made fun of, or teased on a hurtful way’ more than girls;</li> <li>o Bullying happened most often in the classroom (with teacher absent), closely followed by on the playground or athletic field and then in the hallways/stairwell;</li> <li>o Girls were usually bullied by a female classmate;</li> <li>o Boys were more likely to be bullied by several boys or 1 boy; and by those in their own class;</li> <li>o 72% of bullied pupils had told someone of their experience with support for victims sought from parents or friends first</li> </ul>
<p><b>Source:</b> FGS McClure Watters, May 2011</p>	

**Table 112: Bullying in Schools: Key Results 2011 – Pupil Surveys – Bullies**

Primary Pupils (Year 6)	Post-primary Pupils (Year 9)
<ul style="list-style-type: none"> <li>○ 21% reported that they had bullied another pupil;</li> <li>○ Calling other pupils 'mean names, making fun or teasing him/her in a hurtful way' was the most usual way, followed by 'keeping him or her out of things on purpose, excluding him/her from my group of friends or completely ignoring him/her', then 'bullying other pupils with 'mean names comments or rude gestures' and 'hit, kicked pushed and shoved him or her around or locked him or her indoors';</li> <li>○ Boys were more likely to be involved than girls for almost all types of bullying; the level of involvement in bullying with mobile phones was similar for both boys and girls.</li> <li>○ A teacher was more likely to have discussed a pupil's bullying behaviour with them than someone at home. (Around two thirds of pupils involved in bullying others indicated that their teacher had spoken with them about their bullying compared with just over half where an adult at home had spoken to them).</li> <li>○ 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 and that teachers had done much or a good deal to stop bullying in the past couple of months;</li> <li>○ Pupils were perceived to be less likely to try to put a stop to a bullying incident – 20% indicating that pupils would 'almost never' do this.</li> <li>○ Girls held a more pro-victim attitude than boys– being more likely to want to help the victim, less likely to join in bullying a pupil whom they didn't like and more likely to try to help a bullied pupil.</li> <li>○ More than half of Year 6 boys were 'never' afraid of being bullied compared with around one third of Year 9 girls.</li> </ul>	<ul style="list-style-type: none"> <li>○ 21% reported that they had bullied another pupil;</li> <li>○ Calling other pupils 'mean names, making fun or teasing him/her in a hurtful way' was the most usual way, followed by 'keeping him/her out of things on purpose, excluding him or her from my group of friends or completely ignoring him/her' and 'I hit, kicked, pushed and shoved him/her around or locked him/her indoors';</li> <li>○ Boys were more likely to be involved than girls for almost all types of bullying</li> <li>○ However, the level of involvement in bullying with mobile phones and with computers was higher for girls. Female bullies were slightly more likely than their male counterparts to use methods of exclusion;</li> <li>○ A teacher was more likely to have discussed a pupil's bullying behaviour with them than someone at home. (Around 55% of pupils involved in bullying others indicated that their teacher had spoken with them about their bullying compared with almost 40% where an adult at home had spoken to them).</li> <li>○ 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 and that teachers had done much or a good deal to stop bullying in the past couple of months;</li> <li>○ Pupils were perceived to be less likely to try to put a stop to a bullying incident – 22% indicating that pupils would 'almost never' do this.</li> <li>○ Girls held a more pro-victim attitude than boys– being more likely to want to help the victim, less likely to join in bullying a pupil whom they didn't like and more likely to try to help a bullied pupil.</li> <li>○ More than half of Year 9 boys were 'never' afraid of being bullied compared with around one third of Year 9 girls.</li> </ul>
<p><b>Source:</b> FGS McClure Watters, May 2011</p>	

In Table 113, we present pupils' experiences of being bullied - ranked in order of frequency. This shows a high level of consistency across the top five types of bullying experienced by Year 6 and Year 9 boys and girls – these are shaded in the table. The most common type of bullying experienced by all pupils is:

- *'I was called mean names, was made fun of, or teased in a hurtful way – which is ranked first across all groups'.*

Three other types of bullying feature in the top five for boys and girls in Year 6 and Year 9 (although there is some variation in the rank across the Year groups and genders):

- *‘Other pupils left me out of things on purpose, left me out from their group of friends or completely ignored me.’*
- *‘Other pupils told lies or spread false rumours about me and tried to make others dislike me.’*
- *‘I was bullied with mean names or comments about my ability.’*

After this, there is more variation – with the following types of bullying ranked in the top five of Year 6 pupils (boys and girls):

- *‘I was bullied with mean names, comments or rude gestures.’*

The fifth most common type of bullying experienced by Year 9 pupils (overall, and boys) is:

- *‘I was hit, kicked, pushed, shoved around or locked indoors’*

However, for Year 9 girls the fifth most common type of bullying experienced is:

- *‘I was bullied with the use of computers.’*

**Table 113: Types of Bullying Experienced by Year 6 and Year 9 Pupils – Ranked**

About Being Bullied by Other Pupils	Year 6 – Rank Order			Year 9 – Rank Order		
	All	Girls	Boys	All	Girls	Boys
I was called mean names, was made fun of, or teased in a hurtful way.	1	1	1	1	1	1
Other pupils left me out of things on purpose, left me out from their group of friends or completely ignored me.	2	2	4	3	2	3
I was hit, kicked, pushed, shoved around or locked indoors.	6	7	6	5	9	5
Other pupils told lies or spread false rumours about me and tried to make others dislike me.	4	4	3	2	3	2
I had money or other things taken away from me or damaged.	9	9	11	10	10	8
I was threatened or forced to do things I didn't want to do.	7	6	7	9	8	9
I was bullied with mean names or comments about my race or colour.	10	10	9	12	11	10
I was bullied with mean names or comments about my religion.	13	14	12	13	13	11
I was bullied with mean names or comments about my disability.	11	13	10	14	14	14
I was bullied with mean names, comments or rude gestures.	3	3	2	n/a	n/a	n/a
I was bullied with mean names, comments or rude gestures with a sexual meaning.	n/a	n/a	n/a	6	7	6
I was bullied with mean names or comments about my ability.	5	5	5	4	4	4
I was bullied with the use of mobile phones.	14	11	14	8	6	13
I was bullied with the use of computers.	12	12	13	7	5	12
I was bullied in another way	8	8	8	11	12	7

Source: FGS McClure Watters, May 2011

In Table 114, we present pupils' experiences of carrying out bullying - ranked in order of frequency. This shows a high level of consistency across the top five types of bullying carried out by Year 6 and Year 9 boys and girls – these are shaded in the table.

**Table 114: Types of Bullying Carried Out by Year 6 and Year 9 Pupils – Ranked**

About Bullying Other Pupils	Year 6 – Rank Order			Year 9 – Rank Order		
	All	Girls	Boys	All	Girls	Boys
I called another pupil(s) mean names, made fun of or teased him or her in a hurtful way.	1	1	1	1	1	1
I kept him or her out of things on purpose, excluding him or her from my group of friends or completely ignored him or her.	2	2	2	2	2	2
I hit, kicked, pushed and shoved him or her around or locked him or her indoors.	4	4	4	3	8	3
I spread false rumours about him or her and tried to make others dislike him or her.	5	3	7	4	3	6
I took money or other things from him or her or damaged his or her belongings.	11	14	11	13	12	10
I threatened or forced him or her to do things he or she didn't want to do.	9	10	8	11	11	9
I bullied him or her with mean names or comments about his or her race or colour.	7	8	6	8	10	7
I bullied him or her with mean names or comments about his or her religion.	10	13	10	10	13	8
I bullied him or her with mean names or comments about his or her disability.	8	6	9	14	14	13
I bullied him or her with mean names, comments or rude gestures.	3	4	3	n/a	n/a	n/a
I bullied him or her with mean names, comments or rude gestures with a sexual meaning.	n/a	n/a	n/a	5	7	4
I bullied him or her with mean names or comments about his or her ability.	6	7	5	6	6	5
I bullied him or her with the use of mobile phones.	12	9	14	9	5	14
I bullied him or her with the use of computers.	14	12	12	7	4	11
I bullied him or her in another way.	13	11	13	12	9	12

Source: FGS McClure Watters, May 2011

The two most common types of bullying carried out by all pupils (ranked first and second for boys and girls in Year 6 and Year 9) are:

- *'I called another pupil(s) mean names, made fun of or teased him or her in a hurtful way';*
- *'I kept him or her out of things on purpose, excluding him or her from my group of friends or completely ignored him or her.'*

Three other types of bullying feature in most of top five for boys and girls in Year 6 and Year 9 (although there is some variation in the rank across the Year groups and genders):

- *'I hit, kicked, pushed and shoved him or her around or locked him or her indoors'* – ranked in the top five for all groups except Year 9 girls.
- *'I spread false rumours about him or her and tried to make others dislike him or her'* – ranked in the top five for all groups except Year 6 boys and Year 9 boys.
- *'I bullied him or her with mean names, comments or rude gestures (with a sexual meaning)<sup>14</sup>* – ranked in the top five for all groups except Year 9 girls.

<sup>14</sup> (with a sexual meaning) only in the statement asked of Year 9 pupils

After this, there is more variation – the following type of bullying is ranked fifth for boys in Year 6 and in Year 9 ranking:

- *'I bullied him or her with mean names or comments about his or her ability.'*

For Year 9 girls the fourth and fifth most common types of bullying carried out were:

- *'I bullied him or her with the use of computers.'*
- *'I bullied him or her with the use of mobile phones.'*

### 5.3.2 Section 75

#### Race or Skin Colour, Religion and Disability

Over 85% of Year 6 pupils and over 82% of Year 9 pupils thought it was *'always wrong'* to bully other pupils because of either race or skin colour, disability or religion; the proportion of girls who held this view was higher than the proportion of boys. In both Year 6 and Year 9, boys were more likely to say it was *'sometimes wrong'* or that they were *'unsure'* if it was wrong to bully other pupils because of either race or skin colour, disability or religion.

#### Race or Skin Colour

Over one third of Year 6 pupils thought that a pupil's race or skin colour could make them *'more likely'* to be bullied, while around a half felt that it *'doesn't make a difference'*. In contrast, almost two thirds of Year 9 pupils thought that a pupil's race or skin colour could make them *'more likely'* to be bullied, while around one third felt that it *'doesn't make a difference'*.

Most (over 90% of Year 6 and Year 9) pupils felt that it was *'wrong'*<sup>15</sup> to bully other pupils on account of their race or skin colour. However, 6.9% of Year 6 pupils and 4.1% of Year 9 pupils admitted bullying other pupils *'with mean names or comments about his or her race or colour'*. Also, 14.0% of Year 6 and 7.6% of Year 9 pupils indicated that they had been bullied *'with mean names or comments about my race or colour'*.

#### Religion

Over half of Year 6 pupils and just over 40% of Year 9 pupils thought that a pupil's religion *'doesn't make a difference'* but around a quarter of Year 6 pupils and almost half of Year 9 pupils felt that it could make them *'more likely'* to be bullied.

More Year 6 pupils from 'Neither' Protestant or Roman Catholic Communities (43.8%) and 'Other' religious communities (49.5%) reported that they had *'been bullied at school in the past couple of months'* than pupils from the Roman Catholic (35.3%) and Protestant (39.7%) communities. Although lower levels of bullying were reported by Year 9 pupils by religion, a similar pattern is evident. More pupils from 'Neither' Protestant or Roman Catholic Communities (36.2%) and 'Other' religious communities (34.0%) reported that they had *'been*

---

<sup>15</sup> 85.4% of Year 6 thought it was *'always wrong'* and 5.0% *'sometimes wrong'*; 89.5% of Year 9 thought it was *'always wrong'* and 2.1% *'sometimes wrong'*

*bullied at school in the past couple of months'* than pupils from the Roman Catholic (27.5%) and Protestant (29.5%) communities.

Over 50% of Year 6 pupils from most religious backgrounds (apart from 'Other') felt that a pupil's religion *'doesn't make a difference'* as to whether they would be bullied. Around one quarter overall felt that a pupil's religion made them *'more likely'* to be bullied and around one fifth overall felt that a pupil's religion made them *'less likely'* to be bullied. Over 50% of Year 9 pupils from 'Neither' or 'Other' religions felt that a pupil's religion *'doesn't make a difference'* as to whether they would be bullied, but the level for Protestant and Roman Catholic is lower. Overall around a half of Year 9 pupils felt that a pupil's religion made them *'more likely'* to be bullied and around 10% overall felt that a pupil's religion made them *'less likely'* to be bullied.

Over 82% of all religious categories in Year 6 and over 80% of those in Year 9 indicated that it was *'always wrong'* to bully other pupils because of their religion.

### Disability

Many Year 6 pupils (40.1%) felt that a pupil's disability could make them *'more likely'* to be bullied. A greater proportion of Year 9 pupils (59.8%) felt that a pupil's disability could make them *'more likely'* to be bullied.

Year 6 and Year 9 pupils with a disability:

- were more likely to report that they have been recipients of bullying behaviour at least *'once or twice'*;
- had some experience of being bullied verbally regarding their disability (34.0% of Year 6 and over 40% of Year 9 at least *'once or twice'*); although most of these (23.6% of Year 6 and 25.3% of Year 9) had been bullied *'with mean names or comments about my disability'* only once or twice;
- had bullied other pupils more often than pupils who recorded that they did not have a disability (27.1% of Year 6 pupils and 29.1% of Year 9 pupils with a disability perpetrated bullying compared to 20.8% of Year 6 pupils and 20.5% of Year 9 pupils without);
- tended to bully other pupils *'with mean names or comments about his or her disability'* more frequently than pupils who did not record that they had a disability.

### Sexuality

Results from the Year 9 pupil survey show that: *'I was bullied with mean names, comments or rude gestures with a sexual meaning'* was the sixth most common form of bullying – experienced by around 14% of pupils (about 16% of boys and 12% of girls). This was also the fifth most common type of bullying perpetrated by 6% of Year 9 pupils (9% of boys and 3% of girls).

Almost 4% of Year 9 pupils (over 5% of girls and just under 2% of boys) had *'received a message with unwanted sexual suggestions, jokes or threats'* and almost 5% (almost 4% of girls and over 6% of boys) had *'received a message with insults calling me gay (whether true or not)'*. Just over 1% of Year 9 pupils bullied other pupils in the following ways: *'I sent him or her a message with unwanted sexual suggestions, jokes or threats'* and over 2% *'I sent him or her a message with insults calling him or her gay (whether true or not)'*. There was

little difference between responses for boys and girls. (Note: Year 6 pupils were not asked these questions).

### 5.3.3 Cyber-bullying

Overall, 15.5% of Year 6 and 17.0% of Year 9 pupils indicated that they had experienced cyber-bullying in the past couple of months. The level of those admitting to cyber-bullying was around one third of the levels of those who had experienced cyber-bullying: 5.2% of Year 6 and 6.6% of Year 9 pupils admitted to cyber-bullying other pupils in the past couple of months.

The two most common types of cyber-bullying experienced in Year 6 and Year 9 are:

- *'I received a message that showed people were talking about me nastily online';* and
- *'I received a threatening message via IM, text, email.'*

There are differences in the two most common types of cyber-bullying perpetrated by Year 6 and Year 9 pupils as follows:

- *'I sent him or her a message with insults calling him or her gay (whether true or not)'* (2.1% of Year 9 pupils);
- *'I sent a message that showed people were talking about him or her nastily online'* (1.8% of Year 6 pupils); and
- *'I sent him or her a threatening message via IM, text, email'* (1.7% of Year 6 pupils, 1.9% of Year 9 pupils).

Amongst the common methods for Year 6 pupils subjected to and perpetrating cyber-bullying were **text messages**, **social networking sites** and **interactive games**. The top two methods (**text message** and **social networking site**) for Year 6 are also the top two methods for Year 9 – although the order of frequency is reversed. The third most common method for Year 9 pupils subjected to and perpetrating cyber-bullying included: chatroom (4.5% of those subjected to and 1.7% of those carrying out bullying).

Cyber-bullying was more likely to take place outside school hours:

- Year 6 and year 9 pupils subjected to cyber-bullying were almost four times more likely to experience this outside school hours than during school hours;
- Year 6 pupils who carried out cyber-bullying were around twice as likely to do this outside school hours than during school hours; and
- Year 9 pupils who carried out cyber-bullying were more than three times as likely to do this outside school hours as during school hours.

### 5.3.4 Help and Support to Stop Bullying

Over two thirds of Year 6 pupils and over four fifths of Year 9 pupils knew that their school had a policy on bullying. The vast majority (over 85%) of Year 6 pupils and Year 9 pupils knew who to talk to in school if they had been bullied.

In Table 115, we present pupils' awareness of sources of help and support to stop bullying ranked in order by frequency. This shows a high level of consistency across the top five sources of help and support of which there is greatest awareness amongst Year 6 and Year 9 boys and girls – these are shaded in the table.

The most common source for pupils is: Childline, followed by NIABF (ranked 2nd for all groups except Year 9 girls – for this group it is ranked 3rd). 78.5% of Year 6 pupils and 87.7% of Year 9 pupils are aware of Childline, with 47.1% of Year 6 and 50.2% of Year 9 pupils aware of NIABF.

The other sources which feature in the top five for boys and girls in Year 6 and Year 9 are: Action for Children, NSPCC, Save the Children and Barnardo's (although there is some variation in the rank across the Year groups and genders). At least 30% of all Year 6 groups and at least 40% of all Year 9 groups are aware of the sources of help and support that are ranked in the top five.

**Table 115: Awareness of organisations that provide help/support to prevent bullying**

Organisation	Year 6 – Rank Order			Year 9 – Rank Order		
	All	Girls	Boys	All	Girls	Boys
Action for Children	5	5	5	3	2	3
Barnardo's	6	6	6	6	6	5=
Childline	1	1	1	1	1	1
Children's Law Centre	8	8	7	10	13	9
The Fostering Network	7	7	8	12	10	13
Mencap	15	15	15	14	14	14
Mindwise	14	14	14	15	15	15
National Children's Bureau (NCB)	12	11	12	8	8	7
National Deaf Children's Society (NDCS)	11	9	13	13	11	12
NI Anti-Bullying Forum	2	2	2	2	3	2
National Society for the Prevention of Cruelty to Children (NSPCC)	4	3	4	4	4	4
Northern Ireland Council for Ethnic Minorities (NICEM)	13	13	11	11	12	10
Parents Advice Centre	9	10	9	9	9	10
The Rainbow Project	10	12	10	7	7	8
Save the Children	3	4	3	5	5	5=

Note: '=' sign indicates joint ranking e.g. Barnardo's and Save the Children are ranked joint 5th by Year 9 Boys. This means that the same number of respondents named these organisations in their response.  
Source: FGS McClure Watters, May 2011

15.0% of Year 6 pupils and 5.8% of Year 9 pupils had accessed help and support. In Table 116, we present pupils' use of sources of help and support ranked in order of frequency. This shows a good level of consistency across the top five sources of help and support of which there is greatest usage by Year 6 and Year 9 boys and girls – these are shaded in the table.

The most common source for pupils is: Childline accessed by 45.8% of Year 6 pupils and 53.4% of Year 9 pupils who had accessed any form of help and support. The other sources which feature in the top five for boys and girls in Year 6 and Year 9 are: NIABF, Action for Children, NSPCC, Save the Children and Other (although there is some variation in the rank

across the Year groups and genders). At least 11% of all Year 6 groups and at least 15% of all Year 9 groups who had used these supports had used the sources in the top five.

**Table 116: Use of organisations to provide help/support to prevent bullying**

Organisation	Year 6 – Rank Order			Year 9 – Rank Order		
	All	Girls	Boys	All	Girls	Boys
Action for Children	5	6=	4	2=	2=	2
Barnardo's	7	8=	7	7	8=	7=
Childline	1	1	1	1	1	1
Children's Law Centre	8	8=	8	11=	8=	13=
The Fostering Network	9	6=	10=	11=	8=	13=
Mencap	12=	10=	16	11=	13=	9=
Mindwise	15	13=	15	16	13=	13=
National Children's Bureau (NCB)	12=	13=	12=	11=	13=	9=
National Deaf Children's Society (NDCS)	12=	13=	12=	7	6=	9=
NI Anti-Bullying Forum	3	2	3	6	6=	3=
National Society for the Prevention of Cruelty to Children (NSPCC)	6	5	6	4	2=	3=
Northern Ireland Council for Ethnic Minorities (NICEM)	10=	10=	10=	11=	8=	13=
Parents Advice Centre	10=	12	9	9=	8=	9=
The Rainbow Project	15	16	12=	9=	13=	7=
Save the Children	2	4	2	5	5	3=
Other	4	3	5	2=	2=	3=

Note: '=' sign indicates joint ranking e.g. NICEM and Parents Advice Centre are ranked joint 10th by Year 6 (All). This means that the same number of respondents named these organisations in their response.  
Source: FGS McClure Watters, May 2011

The most common methods of accessing support were: *'phoned a helpline'* (around one third of Year 6 and almost half of Year 9 pupils who had accessed support) or *'visited a website'* (over 10% of Year 6 and over a quarter of Year 9 pupils who had accessed support).

## 6 COMPARISON WITH PREVIOUS STUDIES

### 6.1 Introduction

This research contributes to the evidence base established by previous DE research studies:

- 'Bullying in Schools: A Northern Ireland Study' (Collins et al. 2002); and
- 'The Nature and Extent of Bullying in Schools in the North of Ireland' (Livesey et al, 2007).

Both studies presented a snapshot of the nature and extent of bullying in primary and Post-primary schools within the North of Ireland from the pupils' perspective. The 2002 study explored the attitudes and perceptions of school staff on a number of issues regarding bullying in schools. The 2007 study differs from the 2002 report in that it concentrated 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.

### 6.2 Comparison of Year 6 Findings (2011) with 2002 and 2007

Each study is based on findings from surveys of Year 6 pupils in 60 primary schools across the North of Ireland. The 2002 report is based on data collected in 2000 from 1079 pupils. The 2007 report is based on data collected in 2006 from 993 pupils. This report is based on data collected in 2011 from 904 pupils. Headline findings from all three studies are summarised in Table 117 and key points noted below. Considering trends across the three studies for Year 6 pupils, there has been little change in all areas.

#### Year 6 Pupils - Experience of being bullied

- Around 40% of pupils had been bullied in all 3 studies.
- The most common perpetrators were either in the bullied pupil's class or in a higher year (with a slight increase in the proportion in the pupil's own class and a slight decrease in the proportion from higher years).
- The proportion of pupils who have been bullied by mainly one girl, by several boys and by both boys and girls has remained fairly stable. The proportion who has been bullied by several girls has decreased; the proportion bullied by mainly one boy has increased.

#### Year 6 Pupils - Perception of Support

- There has been little change in the level of intervention by teachers or other adults at school with regard to putting a stop to bullying with 55-60% perceived to do this either '*often*' or '*almost always*';
- There has been a slight change in the level of intervention by pupils with regard to putting a stop to bullying with an increase in the proportion (from around 28% to 32% to 34%) perceived to do this either '*often*' or '*almost always*';
- There has been an improvement in the perception of how much pupils think their class teacher has done to stop bullying in the past couple of months: with an increase (from

59% to 61% to 69%) in the proportion who think their class teacher has done 'a good deal' or 'much'.

### Year 6 Pupils - Attitudes to Bullying

Evidence of a pro-victim attitude permeates all three studies:

- at least 93% who feel either 'a bit sorry for him or her' or 'sorry for him or her and want to help them' when they see another pupil being bullied.
- in 2007, around 8% of pupils said they could join in bullying a pupil they didn't like; this fell to around 6% in 2011.
- over 45% 'try to help the bullied pupil in one way or another' when they see or understand that another pupil their age is being bullied by other students; and over 15% 'don't do anything, but think they ought to help the bullied pupil'.

Around 60% of Year 6 pupils said that they were 'never' or 'seldom' afraid of being bullied by other pupils in their school; the proportions indicating any level of fear changed little between 2007 and 2011.

### Bullying Perpetrated by Year 6 Pupils

- Around one fifth of pupils had taken part in bullying other pupils in 2007 and 2011.
- Around 70% of Year 6 pupils said that their class teacher or other teacher talked with them about them bullying other pupils (the majority stating this was once); the pattern was similar in 2007 and 2011.
- Just over half of Year 6 pupils said that an adult at home talked with them about them bullying other pupils (the majority once); the pattern was similar in 2007 and 2011.

**Table 117: Comparison of 2002, 2007 and 2011 Year 6 Findings**

Year 6 Pupils - Experience of being bullied	2002	2007	2011
<b>How often have you been bullied at school in the past couple of months?</b>			
I haven't been bullied in school in the past couple of months	59.1%	56.7%	60.7%
It has only happened once or twice	25.9%	26.2%	22.1%
Two or three times a month	5.9%	7.9%	7.7%
About once a week	5.3%	4.3%	4.6%
Several times a week	3.9%	4.9%	4.9%
<b>In which class(es) is the pupil(s) who bullied you?</b>			
In my class	20.8%	21.4%	23.6%
In a different class but the same year	6.8%	2.3%	4.3%
In a higher year group	11.5%	12.4%	9.7%
In a lower year group	2.0%	1.9%	4.1%
A different year groups	7.5%	6.8%	4.1%
<b>Have you been bullied by boys or girls?</b>			
Mainly 1 girl	11.2%	10.0%	11.0%
By several girls	5.6%	3.5%	3.6%
Mainly one boy	7.5%	15.6%	14.8%
By several boys	9.8%	10.8%	7.0%
By both boys and girls	8.2%	9.1%	7.9%
<b>Year 6 Pupils - Perception of Support</b>			
<b>How often do teachers or other adults at school try to put a stop to it when a pupil is being bullied?</b>			
Almost never	12.2%	14.1%	13.1%
Once in a while	12.1%	12.9%	9.5%
Sometimes	15.5%	16.6%	12.7%
Often	17.9%	18.0%	15.6%
Almost always	42.3%	38.4%	49.1%

**Table 117: Comparison of 2002, 2007 and 2011 Year 6 Findings**

<b>How often do other pupils try and put a stop to it when a pupil is being bullied?</b>			
Almost never	23.7%	20.5%	19.6%
Once in a while	17.2%	18.2%	14.4%
Sometimes	30.6%	29.0%	31.6%
Often	15.5%	17.9%	17.7%
Almost always	13.0%	14.3%	16.8%
<b>How much do you think your class teacher has done to stop bullying in the past couple of months?</b>			
Little or nothing	14.3%	13.1%	9.3%
Fairly little	11.6%	13.5%	10.6%
Somewhat	14.5%	12.4%	10.1%
A good deal	27.3%	30.1%	30.9%
Much	32.2%	30.9%	39.2%
<b>Year 6 Pupils - Attitudes to Bullying</b>			
	<b>2002</b>	<b>2007</b>	<b>2011</b>
<b>When you see a pupil your age being bullied at school, what do you feel or think?</b>			
That it is probably what her or she deserves	3.1%	2.0%	2.3%
I don't feel much	3.5%	2.8%	2.9%
I feel a bit sorry for him or her	23.3%	15.6%	18.5%
I feel sorry for him or her and want to help them	70.1%	79.6%	76.3%
<b>Do you think you could join in bullying a pupil you didn't like?</b>			
Yes	n/a	3.1%	3.1%
Yes, maybe	n/a	5.0%	3.1%
I don't know	n/a	10.9%	11.1%
No, I don't think so	n/a	9.2%	7.6%
No	n/a	16.1%	15.2%
Definitely no	n/a	55.7%	59.8%
<b>How do you usually react if you see/understand a pupil your age is being bullied by other students?</b>			
I have never noticed pupils my age having been bullied	28.5%	29.5%	31.3%
I take part in the bullying	1.5%	1.1%	0.8%
I don't do anything, but I think bullying is OK	0.6%	0.4%	0.6%
I just watch what goes on	6.2%	3.1%	3.9%
Don't do anything, but I think I ought to help the bullied pupil	16.8%	14.9%	15.2%
I try to help the bullied pupil in one way or another	46.5%	51.0%	48.2%
<b>How often are you afraid of being bullied by other pupils in your school</b>			
Never	n/a	42.4%	43.9%
Seldom	n/a	17.2%	17.3%
Sometimes	n/a	19.4%	19.7%
Fairly often	n/a	5.3%	4.4%
Often	n/a	6.3%	6.2%
Very often	n/a	9.4%	8.4%
<b>Bullying Perpetrated by Year 6 Pupils</b>			
	<b>2002</b>	<b>2007</b>	<b>2011</b>
<b>How often have you taken part in bullying another pupil(s) at school in the past couple of months?</b>			
I haven't bullied another pupil(s) in school in the past couple of months	n/a	77.9%	78.6%
It has only happened once or twice	n/a	17.1%	17.6%
Two or three times a month	n/a	2.7%	2.2%
About once a week	n/a	1.4%	1.1%
Several times a week	n/a	0.9%	0.6%
<b>Has your class teacher or any other teacher talked with you about you bullying other pupils at school in the past couple of months?</b>			
No, they haven't talked with me about it	n/a	30.4%	31.1%
Yes they have talked with me about it once	n/a	60.3%	57.3%
Yes they have talked with me about it several times	n/a	9.3%	11.6%
<b>Has any adult at home talked you about you bullying other pupils at school in the past couple of months?</b>			
No, they haven't talked with me about it	n/a	43.8%	46.5%
Yes they have talked with me about it once	n/a	38.3%	42.1%
Yes they have talked with me about it several times	n/a	17.9%	11.3%
<b>Source:</b> The Nature and Extent of Bullying in Schools Studies (2002, 2007 and 2011)			

## 6.3 Comparison of Year 9 Findings (2011) with 2002 and 2007

Each study is based on findings from surveys of Year 9 pupils in 60 post-primary schools across the North of Ireland. The 2002 report is based on data collected in 2000 from 1353 pupils. The 2007 report is based on data collected in 2006 from 1319 pupils. This report is based on data collected in 2011 from 1297 pupils. Headline findings from the 2002, 2007 and 2011 studies are summarised in Table 118 and key points noted below. Considering trends across the three studies for Year 9 pupils, there have been few changes.

### Year 9 Pupils - Experience of being bullied

- Around 30% of pupils had been bullied in all 3 studies.
- The most common perpetrators were either in the bullied pupil's class or in a different class in the same year.
- The proportion of pupils who have been bullied by mainly one girl, by several boys and by both boys and girls has remained fairly stable. The proportion who has been bullied by several girls has decreased as has the proportion bullied by mainly one boy.

### Year 9 Pupils - Perception of Support

- There has been a slight change in the level of intervention by teachers or other adults at school with regard to putting a stop to bullying with 62-70% perceived to do this either '*often*' or '*almost always*' (with an increase between 2002 and 2007 and a slight decrease to 2011).
- There has been a slight change in the level of intervention by pupils with regard to putting a stop to bullying with an increase followed by a slight decrease in the proportion (from around 20% to 28% to 24%) perceived to do this either '*often*' or '*almost always*'.
- Between 2002 and 2011, there has been no change in the perception of how much pupils think their class teacher has done to stop bullying in the past couple of months: with around 45% who think their class teacher has done '*a good deal*' or '*much*'. (There was however a step change up to 55% in 2007 and then down again).

### Year 9 Pupils - Attitudes to Bullying

Evidence of a pro-victim attitude permeates all three studies:

- at least 90% who feel either '*a bit sorry for him or her*' or '*sorry for him or her and want to help them*' when they see another pupil being bullied.
- In 2007, around 13% of pupils said they could join in in bullying a pupil they didn't like; this increased to around 15% in 2011.
- Over 25% '*try to help the bullied pupil in one way or another*' when they see or understand that another pupil their age is being bullied by other students (this increased to 37% in 2007 and decreased to 29.3% in 2011).
- Over one third of pupils '*don't do anything, but think they ought to help the bullied pupil*' when they see or understand that another pupil their age is being bullied by other students. (This has decreased markedly from 43.1% in 2002 to 36.2% in 2007 and 33.9% in 2011).

Over 60% of Year 9 pupils said that they were 'never' or 'seldom' afraid of being bullied by other pupils in their school; the proportions indicating any level of fear changed little between 2007 and 2011.

### Bullying Perpetrated by Year 9 Pupils

- Around one fifth of pupils had taken part in bullying other pupils in 2007 and 2011.
- Over half of Year 9 pupils said that their class teacher or other teacher talked with them about them bullying other pupils (the majority stated this was once); this decreased slightly from 58.6% in 2007 and to 55.2% in 2011.
- Just over a third of Year 9 pupils said that an adult at home talked with them about them bullying other pupils (the majority once); this increased slightly from 36.4% in 2007 to 39.3% in 2011.

**Table 118: Comparison of 2002, 2007 and 2011 Year 9 Findings**

Year 9 Pupils - Experience of being bullied	2002	2007	2011
<b>How often have you been bullied at school in the past couple of months?</b>			
I haven't been bullied in school in the past couple of months	69.8%	71.2%	70.6%
It has only happened once or twice	20.3%	21.1%	18.4%
Two or three times a month	3.4%	2.6%	4.3%
About once a week	3.0%	2.3%	3.3%
Several times a week	3.5%	2.7%	3.5%
<b>In which class(es) is the pupil(s) who bullied you?</b>			
In my class	17.0%	14.2%	16.7%
In a different class but the same year	7.9%	6.0%	8.5%
In a higher year group	5.9%	6.5%	5.5%
In a lower year group	0.5%	0.6%	0.9%
A different year groups	2.4%	3.1%	2.2%
<b>Have you been bullied by boys or girls?</b>			
Mainly 1 girl	7.0%	6.2%	6.5%
By several girls	4.5%	5.0%	2.9%
Mainly one boy	9.4%	10.1%	7.5%
By several boys	9.0%	8.2%	9.3%
By both boys and girls	4.2%	3.4%	4.6%
<b>Year 9 Pupils - Perception of Support</b>			
<b>How often do teachers or other adults at school try to put a stop to it when a pupil is being bullied?</b>			
Almost never	9.2%	7.7%	9.9%
Once in a while	11.9%	8.7%	9.0%
Sometimes	16.3%	13.1%	15.8%
Often	21.0%	22.0%	21.2%
Almost always	41.6%	48.5%	44.1%
<b>How often do other pupils try and put a stop to it when a pupil is being bullied?</b>			
Almost never	22.1%	18.5%	22.1%
Once in a while	21.6%	18.0%	19.7%
Sometimes	36.6%	35.5%	34.3%
Often	14.6%	19.8%	16.6%
Almost always	5.1%	8.1%	7.4%
<b>How much do you think your class teacher has done to stop bullying in the past couple of months?</b>			
Little or nothing	15.4%	13.0%	17.8%
Fairly little	17.5%	13.8%	16.6%
Somewhat	21.6%	18.2%	20.5%
A good deal	29.0%	31.7%	28.0%
Much	16.4%	23.3%	17.1%

**Table 118: Comparison of 2002, 2007 and 2011 Year 9 Findings**

<b>Year 9 Pupils - Attitudes to Bullying</b>	<b>2002</b>	<b>2007</b>	<b>2011</b>
<b>When you see a pupil your age being bullied at school, what do you feel or think?</b>			
That it is probably what her or she deserves	3.4%	2.9%	2.6%
I don't feel much	6.2%	3.5%	6.9%
I feel a bit sorry for him or her	33.0%	29.9%	30.6%
I feel sorry for him or her and want to help them	57.4%	63.8%	59.8%
<b>Do you think you could join in bullying a pupil you didn't like</b>			
Yes	n/a	5.2%	6.8%
Yes, maybe	n/a	7.9%	8.0%
I don't know	n/a	17.8%	18.6%
No, I don't think so	n/a	13.8%	13.4%
No	n/a	22.6%	18.5%
Definitely no	n/a	32.7%	34.7%
<b>How do you usually react if you see/understand a pupil your age is being bullied by other students?</b>			
I have never noticed pupils my age having been bullied	21.3%	20.8%	24.4%
I take part in the bullying	1.1%	0.5%	0.2%
I don't do anything, but I think bullying is OK	0.5%	0.5%	0.4%
I just watch what goes on	9.1%	5.0%	11.8%
Don't do anything, but I think I ought to help the bullied pupil	43.1%	36.2%	33.9%
I try to help the bullied pupil in one way or another	25.0%	37.0%	29.3%
<b>How often are you afraid of being bullied by other pupils in your school</b>			
Never	n/a	41.4%	43.5%
Seldom	n/a	23.8%	18.8%
Sometimes	n/a	21.2%	20.7%
Fairly Often	n/a	4.2%	6.0%
Often	n/a	3.9%	4.6%
Very Often	n/a	5.5%	6.5%
<b>Bullying Perpetrated by Year 9 Pupils</b>			
<b>How often have you taken part in bullying another pupil(s) at school in the past couple of months?</b>			
I haven't bullied another pupil(s) in school in the past couple of months	n/a	78.1%	78.8%
It has only happened once or twice	n/a	19.1%	17.8%
Two or three times a month	n/a	1.1%	1.6%
About once a week	n/a	0.9%	1.1%
Several times a week	n/a	0.8%	0.7%
<b>Has your class teacher or any other teacher talked with you about you bullying other pupils at school in the past couple of months?</b>			
No, they haven't talked with me about it	n/a	41.4%	44.8%
Yes they have talked with me about it once	n/a	44.3%	41.0%
Yes they have talked with me about it several times	n/a	14.3%	14.2%
<b>Has any adult at home talked you about you bullying other pupils at school in the past couple of months?</b>			
No, they haven't talked with me about it	n/a	63.6%	60.7%
Yes they have talked with me about it once	n/a	26.7%	31.3%
Yes they have talked with me about it several times	n/a	9.7%	8.0%
<b>Source:</b> The Nature and Extent of Bullying in Schools Studies (2002, 2007 and 2011)			

## 6.4 Summary

This research contributes to the evidence base established by previous DE research studies. Both studies presented a snapshot of the nature and extent of bullying in primary and post-primary schools in the North of Ireland from the pupils' perspective. The 2002 study explored the attitudes and perceptions of school staff on a number of issues regarding bullying in schools. The 2007 study differs from the 2002 report in that it concentrated 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. All three studies

are based on surveys of pupils enrolled at 60 primary and 60 post-primary schools across the North of Ireland.

Considering trends across the three studies for Year 6 and Year 9 pupils, it is evident that there has been little change in all areas:

- **Experience of being bullied** – around 40% of Year 6 and 30% of Year 9 pupils had experienced bullying in all three studies;
- **Perception of support (to stop bullying):**
  - there has been little change in the perceived level of intervention by teachers or other adults and a slight increase in the perceived level of intervention by pupils (comparing this study with this first one) and
  - there has been an improvement in the perception of how much Year 6 pupils think their class teacher has done to stop bullying but this has not changed for Year 9 pupils.
- **Attitudes to bullying** – evidence of a pro-victim attitude permeates all three studies:
  - most Year 6 and Year 9 pupils feel sorry for others who are bullied;
  - relatively few pupils indicate that they could join in bullying a pupil they didn't like. However, whilst this fell from 8% in 2007 to 6% in 2011 for Year 6 pupils, for Year 9 pupils, the level increased from 13% to 15% over the same period.
  - a willingness to try to help bullied pupils was expressed by almost half of Year 6 pupils but only by around a quarter of Year 9 pupils.
  - around 60% of Year 6 and Year 9 pupils were '*never*' or '*seldom*' afraid of being bullied in all three studies.
- **Bullying perpetrated** – around 20% of Year 6 and Year 9 pupils indicated that they had taken part in bullying other pupils in all three studies.

## 7 STAFF SURVEYS – KEY FINDINGS

### 7.1 Introduction

This research study included interviews with staff members in the 60 primary and 60 post-primary schools that we visited. We sought to interview one senior member of teaching staff with responsibility for pastoral care and one non-teaching member of staff in each school (primary and post-primary) that we visited. A high response rate was achieved for all categories of staff with the total number of questionnaires completed as follows:

- 58 primary teaching staff and 57 primary non-teaching staff; and
- 56 post-primary teaching staff and 58 post-primary non-teaching staff.

In this section we present the views of teaching and non-teaching staff, first for primary and then for post-primary schools on the following issues:

- Roles and responsibilities (with regard to pastoral care and in particular, bullying);
- Nature and extent of pupil bullying including trends;
- How schools address pupil bullying - and effectiveness of approaches;
- Staff confidence in addressing bullying;
- Staff training;
- Support and resources to address bullying; and
- Strengths and areas for improvement.

### 7.2 Primary – teaching and non-teaching staff

#### ***7.2.1 Roles and Responsibilities of Senior teaching staff with responsibility for Pastoral Care***

Around three quarters of the staff members that were interviewed assumed more than one role within their school. The number of roles they occupy depends on the size of pupil population and staff. Within a small school the senior member of staff may have sole responsibility for Pastoral Care (PC) as there are few incidents of pupil bullying. While in a larger school responsibility is shared so that the staff can address incidents quickly and effectively. Table 119 presents a profile of all of the teaching staff members interviewed in primary schools.

Of the 58 primary teaching staff members that were interviewed, 28 were Principals. More than half of the Principals interviewed said that they also taught within the classroom.

Typically, the Principal **oversees all aspects** of the PC system within their school, ensuring that there is a sufficient level of support and provision to meet their school's needs. Their responsibilities – with regard to pastoral care - included:

- Policy writing, i.e. Anti-bullying and Discipline policies;
- Raising awareness of issues through constant reinforcement;

- Providing a safe and positive environment for pupils;
- Pupil well-being;
- Liaising with staff and parents;
- Liaising with external agencies, e.g. NSPCC, Barnardo's etc.; and
- Staff training.

**Table 119: staff Survey – Profile of teaching staff – primary**

Job Title	N	%
Principal	28	48.3%
Vice Principal	8	13.8%
Vice Principal & Pastoral Care	8	10.3%
Teacher	8	12.1%
Teacher & Pastoral Care	6	15.5%
<b>Total</b>	<b>58</b>	<b>100%</b>
<b>Notes:</b> <ul style="list-style-type: none"> <li>• Principal category includes: 9 teaching principals</li> <li>• Vice Principal &amp; Pastoral Care category includes: e.g.: Pastoral Coordinator, responsibility for Pastoral Care, Child Protection Welfare Officer, Designated Teacher for Child Protection, etc.</li> <li>• Teacher category includes some staff with other responsibilities including e.g. Head of KS1 / Foundation Stage; KS2 Coordinator; Head of Prep</li> <li>• Teacher &amp; Pastoral Care category includes: Head of Pastoral, Designated Teachers for Child Protection, Pastoral Care Coordinator</li> </ul> <b>Source:</b> FGS McClure Watters, May 2011		

The Principal leads a **whole school approach**<sup>16</sup> in which all staff members have a responsibility in monitoring incidents of pupil bullying. All staff members subsequently **report to the Principal** who in turn reports to the Board of Governors when it is deemed necessary. At least 90% of the Principals interviewed said that they **shared responsibility** for PC issues with the Vice Principal (VP). In this situation there is a collaborative approach in which the senior staff members deliberate together. Ultimately, the executive decision remains with the Principal.

Amongst the staff members interviewed, other roles held included Personal Development and Mutual Understanding (PDMU) Leader, Head of Pastoral Care, Special Educational Needs Co-ordinator (SENCO) and Designated Child Protection (CP) Teacher. One Principal stated that it is not good practice for a Principal to be in charge of CP in the event that allegations may be made against them.

Amongst staff members consulted, we interviewed 14 class teachers who noted that they maintain a **vigilant pastoral eye** at classroom level. Over 75% of the class teachers said that they are usually **first contact** for any pupil who has a problem with bullying. In the majority of situations, the class teacher will simply **refer the issue** to a senior member of staff. However, generally in primary education all staff members have a shared responsibility for dealing with pupil bullying due to the small size of schools. The role of the class teacher is

<sup>16</sup> 'Bullying at School: What we know and what we can do' (1993) by Prof Dan Olweus. A combined approach from all staff within the school and classroom to prevent and address bullying.

similar to that of the Principal in a number of aspects but they have **less responsibility for administrative duties**. Yet, about a quarter of class teachers indicated that they help **write school policy** as they are consulted during the writing process. Again, this is due to the small size of primary schools and the shared responsibility of the staff. Other responsibilities include:

- Pupil well-being;
- Providing a safe and positive environment for learning;
- Liaise with parents;
- Reinforce awareness of bullying issues; and
- Build confidence and self-esteem.

Class teachers will monitor any pupil bullying incidents through **observation**. They will also make a conscious effort to **speak with the pupil who has been bullied regularly** to monitor their well-being. Any notable changes or issues will be referred to senior management who will then deal with the incident personally. Fewer than 10 senior staff members said that they **utilise non-teaching staff** members to inform them of any incidents they may observe during breaks and the playground. Within primary schools, **observation** appears to be a major component of addressing any incidents of pupil bullying with at least 90% of teaching staff members confirming this. Once an incident has been observed, over 45 members of teaching staff said that it would be recorded within a central log or **incident book**. One school utilises a weekly **behaviour sheet** which is sent home to keep parents informed of the pupil's behaviour, and serves as a weekly report. Over three quarters of staff members highlighted the importance of having supportive parents with around half the staff members indicating that they **contact parents** regularly regarding pastoral issues. Close to 60% of schools said they include parents in the policy writing process as it establishes parental support and legitimacy of the document. 12 staff members said their school conducts a **whole school survey** which informs anti-bullying and discipline policy and evaluates school performance. These surveys are also sent home to be completed by parents.

7 members of the teaching staff stated that they have **regular staff meetings** to monitor and discuss incidents. Staff members also indicated that they implement various **PDMU<sup>17</sup> strategies** to monitor and address incidences of pupil bullying. Nearly 80% said that **Circle Time** (PDMU strategy used to create a safe and open environment to discuss certain issues) is used regularly for pupils to discuss bullying and raise issues within a safe environment. More than 15 teaching staff members interviewed also said their school implements **Worry Boxes** (process by which pupils can anonymously raise any concerns; good practice as outlined by DENI) and **nurture groups** (generally a foundation level strategy for enrichment and to help more vulnerable pupils adapt to the curriculum. The idea originated from Marjorie Boxall in the 70s, and was adopted by UK schools following the Government's **Every Child**

---

<sup>17</sup> Personal Development and Mutual Understanding (PDMU) is a key area of pupil development within Foundation, KS1 and KS2 levels of the Northern Ireland Curriculum. It encourages each child to become personally, emotionally and socially effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives. PDMU is a statutory requirement. More information is available at <http://www.nicurriculum.org.uk>

**Matters** agenda) to help monitor and address pupil bullying. Over three quarters of staff members said that they **review** any incidents following interventions to monitor pupil progress.

### 7.2.2 Roles and Responsibilities of non-teaching staff

Over three quarters (45) of the non-teaching staff members that were interviewed in primary schools were Classroom Assistants (CAs) – see Table 120. This included 8 who worked with SEN pupils and who also fulfilled another role (2 were also Supervisors and 1 was also School Secretary). The remaining staff interviewed were Secretaries (5), Supervisors (4) and 3 who fulfilled dual roles (Secretary / Supervisor).

**Table 120: staff Survey – Profile of non-teaching staff – primary**

Job Title	N	%
Classroom Assistant	45	78.9%
Secretary	5	8.8%
Supervisor	4	7.0%
Secretary / Supervisor	3	5.3%
<b>Total</b>	<b>57</b>	<b>100%</b>
<b>Notes:</b>		
<ul style="list-style-type: none"> <li>Classroom Assistant category includes: 8 SEN CAs; 2 who are also Supervisors and 1 who is also School Secretary</li> <li>Supervisor category includes e.g.: Building Supervisor, Dining Attendant / Supervisor; Lunchtime Supervisor; Playground Supervisor &amp; Dinner Lady</li> <li>Secretary / Supervisor category includes staff with dual roles e.g.: Dinner Supervisor &amp; School Clerical Officer; School Secretary and Supervisor</li> </ul>		
<b>Source:</b> FGS McClure Watters, May 2011		

The key characteristic of these roles with regards to pastoral care and bullying in particular is to report / refer bullying incidents to a member of teaching staff usually a Class Teacher or Designated Teacher (highlighted by 56 of the 57 respondents). This may arise either if an incident is witnessed or a child confides in the member of staff. Other key aspects of the roles of these non-teaching staff include: to observe / monitor behaviour (mentioned by over 60% of respondents) including amongst those who have bullied and been bullied.

### 7.2.3 Nature and Extent of Pupil Bullying including trends

#### Nature and Extent of Pupil Bullying

The comments from teaching staff members regarding the extent of pupil bullying within primary schools are generally consistent. Over 60% of teaching staff members interviewed stated that actual **incidents of bullying are very rare** and in more than 30% of cases it was claimed that **no sustained bullying occurs**. Over 80% of teaching staff members said that the term **'bullying' is commonly used out of context** as the pupils display a lack of understanding. The pupils tend to confuse minor, low level incidents for systematic and sustained bullying, which a number of staff members attribute to the parents. The general consensus is that parents need to be educated about the specifics of bullying.

More than half of teaching staff members interviewed said that most of the occurrences within their school are minor or **low level incidents**. They indicated that these incidents are **short term** (1 or 2 days at most) and are dealt with quickly. 45 respondents (teaching staff) said that the most common type of bullying was **verbal** and that **name calling** occurred regularly but was relatively short term in duration. Over 90% of teaching staff members stated that **physical** bullying was **very rare** and in some schools was non-existent. 18 said that **exclusion/isolation** was an issue and that this type could persist (for a week or more). These views were shared by non-teaching staff members with verbal and name-calling (cited by 68% of non-teaching staff), exclusion (30%) and physical (21%) as the more prevalent types of bullying in schools.

Over 20 teachers indicated that the types of bullying are **gender specific**. Boys are more likely to be involved in a physical form of bullying which is short term, whilst it is suggested that girls are more likely to be involved in a form of exclusion, a more discrete form of bullying over a longer period (this pattern is similar to findings regarding the nature of post-primary bullying, but the bullying occurs less often). This view on the gender-specific nature was shared by non-teaching staff members.

Fewer than 10 teaching staff members attributed the low levels of pupil bullying to the small size of their school. Some of the small **rural schools** that we surveyed had **small class sizes** which are easier for staff to manage. They also indicated that a number of their pupils were related in some way and that the **family atmosphere** within the school removed any issues of bullying. 4 non-teaching members of staff also noted the small size of school and family relationships as an issue – but one which was double-edged: with close relationships meaning that there may be less bullying owing to greater accountability/ less anonymity but on the other hand issues between families could spill into school and cause problems.

### Trends in Pupil Bullying

The majority (over 60%) of teaching and non-teaching staff in primary schools considered that the incidence of pupil bullying overall was **about the same** over the past 2-3 years with some teaching staff members claiming that there never was bullying in their school and there is none presently (Table 121). It is encouraging to note that **more of the primary staff felt that the incidence of bullying was decreasing** (33% of teaching staff, 26% of non-teaching staff) **than increasing** (7% of teaching staff, 9% of non-teaching staff). One teaching staff member observed that incident levels fluctuate depending on the year group and the pupils.

**Table 121: staff Survey – Over the past 2-3 years, would you say that the incidence of pupil bullying overall in your school is...**

	Primary teaching		Primary non-teaching	
	N	%	N	%
Increasing	4	7%	5	9%
About the same	35	60%	37	65%
Decreasing	19	33%	15	26%
<b>Total</b>	<b>58</b>	<b>100%</b>	<b>57</b>	<b>100%</b>

**Source:** FGS McClure Watters, May 2011

More than half of teaching staff members claim that they see a change in bullying types as opposed to a change in levels. 17 teaching staff members (and 18 non-teaching staff members) said that **cyber-bullying** was becoming more evident within schools and incidents involving phones and facebook are more common. They also indicated that **cyber-bullying** was a grey area because it is instigated outside school and spills in.

Amongst the teaching staff (19) who considered there was a decrease in the number of bullying incidents, this was attributed to a number of strategies including:

- Consistency of approaches amongst staff members;
- Positive relationships within the whole school;
- Good communication;
- Personal Development & Mutual Understanding (PDMU) and the education of respect;
- Peer support; and
- Pupils more actively engaged within school.

Amongst the non-teaching staff (15) who considered there was a decrease in the number of bullying incidents, common themes contributing to this included:

- Greater awareness of issues (including through the curriculum);
- Zero tolerance policy; and
- Swift action – incidents dealt with quickly and thus prevented from escalating.

One intervention mentioned by a non-teaching member of staff which was felt to contribute to decreasing levels of bullying was the implementation of 3 R's (Respect yourself, Respect others and Responsibility for your actions).

Only one member of primary teaching staff mentioned the presence of **sectarianism** (attitudes rather than bullying) within their school. This individual indicated no change in the level of incidents but that a certain **entrenchment** of ideas was continuing. The staff member informed us that they were involved in the EMU programme but had lost their link school. The staff member believed that the level of sectarian bullying would continue to fall if another link school could be found.

#### **7.2.4 How schools address Pupil Bullying – and effectiveness of approaches**

##### **Anti-Bullying Policy**

Almost all of the primary staff indicated that their school had an anti-bullying policy (56 teaching staff and 56 non-teaching staff). The anti-bullying policy provides the foundation for each school's approach to addressing pupil bullying.

##### **Addressing Pupil Bullying**

Primary schools follow a **nurturing, empathetic approach** when addressing incidences of pupil bullying, as opposed to the use of sanctions. More than half of the teaching staff

members claimed that prevention was their aim rather than intervention. To achieve this, schools implement a number of preventative measures and awareness strategies to **educate pupils rather than punish them**.

Fewer than 5 teaching staff members said **school assemblies** are utilised to improve awareness and reinforce anti-bullying philosophy. **Reward schemes** are implemented in a number of schools to encourage good behaviour. These include *star charts*, *Golden table (special table in the canteen)* and *pupil of the week*, amongst others. Over 80% of teaching staff said they use **reinforcing positive behaviour** as a strategy used in their school to prevent pupil bullying.

Once an issue of bullying arises, over 75% of teaching staff indicated that their school sought to encourage as much dialogue from the victim and perpetrator as possible. Over 90% of teaching staff members said that they talk to the pupils first. Teaching staff also use parts of the Northern Ireland Curriculum to encourage dialogue such as **Personal Development and mutual understanding (PDMU)**. Schools implement various strategies for PDMU when addressing incidences of pupil bullying. Around 80% of the teaching staff respondents said they use **Circle Time** as a method of encouraging dialogue between pupils and to develop empathy. They use circle time as a form of conflict resolution along with **Peer mediation**. Fewer than half of staff members stated that their school implemented peer mediation. It is a **5-step approach**<sup>18</sup> in which the discussion between victim and the perpetrator is facilitated by two impartial pupils. The 5 steps are:

1. Agree to mediate – Rules of discussion are agreed
2. Find out what has happened – Parties given an opportunity to tell their side of the story
3. List the problems
4. Get an agreement
5. Settle the agreement – The agreement is written out and a copy is given to both parties

Most of the teaching staff members who have implemented peer mediation find it very effective, and pupils learn a lot from the experience. Parents are also informed of the processes and progress of the pupils during peer mediation. Over 90% of teaching staff members said that **parents are informed** as part of their intervention process in school. About half of these staff members suggested that parents would only be involved if the incident was deemed serious enough.

Over three quarters of teaching staff noted that their school implemented a number of empathetic strategies such as making the perpetrator complete some form of consequence form. One teaching staff member said their school made the perpetrator complete a **Think Sheet** (this is a template developed by the individual school. Less than a quarter of teaching

---

<sup>18</sup> Further info on Peer Mediation technique available in “*Personal Development: A review of the School-based Evidence for the Efficacy of Teaching Personal Development in Post-Primary Schools*” By Alissa A. Lange. CCEA. Accessed from:

[http://www.nicurriculum.org.uk/docs/key\\_stage\\_3/areas\\_of\\_learning/personal\\_development/ks3\\_pd\\_reviewofevidence.pdf](http://www.nicurriculum.org.uk/docs/key_stage_3/areas_of_learning/personal_development/ks3_pd_reviewofevidence.pdf). **Note reference as** Johnson, D. W. & Johnson, R. T. (1996). *Conflict resolution and peer mediation programs in elementary and secondary schools: A review of the research*. *Review of Educational Research*. 66, 459–506.

staff members mentioned that their school have some type of consequence form developed themselves which is a template for an apology that includes a number of apologetic adjectives to develop vocabulary. This makes the intervention a learning experience. One teaching staff member said the perpetrator completes a **4 Ws Consequence form** (developed by the individual school, good practice) which encourages the pupil to think about their actions in terms of *why, when, where and who*. One third of teaching staff members noted that the perpetrator is encouraged to offer some form of an apology, whether it is written or verbal, provided the victim wants one.

Around 80% of teaching staff members indicated that their primary school offers **counselling** for both the victim and perpetrator. However, not all schools have an external counselling provision. About 60% of teaching staff members noted that counselling is provided by a member of teaching staff. However, if the incident is deemed serious enough, 7 teaching staff members indicated that they would seek a professional externally.

At least 75% of the teaching staff members interviewed stated that the incident would be **recorded** in the pupil's file. This allows the staff to identify reoccurrences of incidents or systematic bullying. Fewer than 5 teaching staff respondents also highlighted that keeping good records helped protect staff members when reporting the incident to parents.

Fewer than 15 teaching staff members claimed that the use of **peer support** helped address incidences of bullying and prevent it. 10 teaching staff respondents said their school utilised a **Buddy system** (a system of peer support in which each class has a 'buddy' for the week or each child is allocated their own 'buddy' (paired up) for the week. The buddy system is implemented within the classroom as a DE strategy for learning; it is referenced in KS4 LLW guidelines) or **Friendship stop** (a designated area within the school or playground where lonely or excluded pupils can go and wait for a 'friend'. Normally schools create some sort of game out of it to encourage pupils to become the 'friend') which helps vulnerable pupils find friends and establish relationships with others. 12 teaching staff members said that their school also implemented **Worry boxes** (also referred to as Thought Box, Prayer Box or Concern Box by non-teaching members of staff) as a means of identifying pupil bullying, helping vulnerable and shy pupils to 'tell'<sup>19</sup>. One teaching staff member mentioned the **Thumbs up, thumbs down** system which is used to discreetly inform staff of any concerns. The pupil places their thumb down in front of their chest if they have an issue, and up in front of their chest if they are coping well. (This is a strategy based on an AFL (Assessment For Learning) technique to assess understanding within the classroom. The school has adjusted it for their own pastoral means.)

Once an issue goes beyond preventative measures and a nurturing approach, over three quarters of teaching staff members stated that their school will implement its **discipline policy** and impose sanctions. Fewer than half of teaching staff members stated that their school will **remove certain privileges** from the perpetrator (e.g. loss of extra-curricular activities or school trips; although in primary schools it tends to be loss of **golden time**). Fewer than 10 schools utilise **detentions** to address issues, with teaching staff members

---

<sup>19</sup> Although at least 15 staff members mentioned that their schools used worry boxes (Section 7.2.1), only 12 of these specifically mentioned worry boxes in connection with bullying.

saying that their school uses them. However, about 15 teaching staff members indicated that their school had a **time out room** or **thinking room** which is an allocated area for pupils who are withdrawn from circulation during breaks. Even fewer schools resort to **suspension** for pupil bullying. Teaching staff members indicated that suspension is only used in the most serious of cases.

As the role of non-teaching staff with regard to bullying is to report incidents and refer these on to appropriate members of teaching staff, we did not anticipate that their knowledge of the specific details of interventions would be as comprehensive as for the teaching staff. They are fully aware of their role in reporting / referring incidents but they are not directly involved in interventions beyond that stage. However, there was a level of awareness of many aspects of the interventions mentioned by teaching staff: e.g. 45% of non-teaching staff mentioned a range of sanctions that could be imposed on those carrying out bullying; 18% mentioned reassurance and supports for those who had been bullied; 14% referred to the pastoral care system including Circle Time and 14% referred to the availability of counselling (for those who had been bullied and those who had bullied).

### Effectiveness of Interventions

In terms of the effectiveness of these interventions, the general consensus is that it **depends on the pupils involved**. 90% of teaching staff members claimed that all interventions are **largely effective** with a large number stating that the victim feels supported. 74% of non-teaching staff members felt that interventions were effective and a further 9% felt that they were effective for victims. However, 10% of non-teaching staff were less convinced with regard to effectiveness for those who had bullied – some felt that they were ‘hardened to interventions’ and therefore effectiveness would be reduced; others felt that parental support /involvement was key to addressing the issue.

Over three quarters of teaching staff members said the bully rarely reoffends and the issue is resolved. One teaching staff member said that if bullying is **dealt with early** in a pupil’s school career, then interventions will be effective. Another teaching staff member claimed that the key to effective interventions lies in **how consistently they are enforced**. Primary schools appear to find consistency easier than post-primary due to the small size of the schools. Over 70% of teaching staff members indicated that in small primary schools there is a **shared approach** in which all staff members are responsible for issues of pupil bullying.

## 7.2.5 Staff Confidence in Addressing Bullying

### Teaching staff

The majority of primary teaching staff members interviewed (55) claimed that members of the teaching staff within their school are **very confident** when dealing with incidents of pupil bullying. Many of them (16) attribute this to the training that staff members have received, stating that they are **well versed in policy and anti-bullying strategies**. However, the most noticeable factor that affects confidence within the teaching staff appears to be the **size of the school**. Within a small school, staff members have a shared workload and responsibility for issues, over 70% of them explicitly stating that their school has a **shared approach**. Around 85% of the interviewees also stated that **good communication** improves staff

confidence as it prevents them feeling isolated. Again, communication appears to be more efficient within a smaller school environment where the teaching staff complement is not as large. Another advantage to a smaller school is staff **awareness** of incidents and **vigilance**. Regardless of school's size, at least 60% of the teaching staff members interviewed claimed that staff are confident when identifying issues. Once an issue has been identified, more than half stated that teaching staff had a good **knowledge of the pastoral structure** and who to approach for advice.

Some (4) of the teaching staff members that we interviewed said that the staff within their school are only fairly confident when dealing with bullying. They went on to say that their school is developing its **discipline policy** (which includes anti-bullying) to remedy this. Just under half of staff we interviewed said that most staff members **prefer to pass on** issues to a more senior member of staff. Fewer than 10 commented that levels of bullying were too low to critique staff confidence as they had **very little exposure**.

### Non-Teaching staff

The majority of primary non-teaching staff members interviewed (42) felt that **all members of staff** within their school are **confident** or **very confident** when dealing with incidents of pupil bullying. Some of them (10) attribute this to knowledge of policy and procedures and knowing what to do in the event of a bullying incident. Additionally, 12 referred to the **confidence of teaching staff** in dealing with bullying incidents, with 4 of these citing capable and competent senior pastoral care teams as being key to this. 4 others referred specifically to the **confidence of non-teaching staff** and attributed this to knowledge and training with regard to policy, procedures and actions to take.

## 7.2.6 Staff Training

### Training and development received - Overall

The majority of the staff that we interviewed in primary schools indicated that staff had availed of training and development to deal with bullying (over 80% of teaching staff and almost 60% of non-teaching staff) – see Table 122.

**Table 122: staff Survey – Have teaching / non-teaching staff in your school availed of training / development to deal with bullying?**

	Primary teaching		Primary non-teaching	
	N	%	N	%
Yes	46	82%	33	59%
No	9	16%	16	29%
Don't Know	1	2%	7	13%
<b>Total</b>	<b>56</b>	<b>100%</b>	<b>56</b>	<b>100%</b>

Source: FGS McClure Watters, May 2011

### Training and development received - teaching staff

At least 80% of teaching staff members we interviewed said that the training received was **delivered internally** by a colleague. The general approach to staff training appears to be a

**cascaded** approach in which a single member of staff is trained externally and will deliver the information to the remainder of staff. The type of training varies, with over three quarters of staff members stating that their training was basic **child protection** with anti-bullying strategies included within the course.

Fewer than 15 staff members indicated that the staff within their school had received **behaviour management** training from their ELB. However, more than 10 staff members informed us that the general consensus amongst staff is that attending ELB training is a simple **box ticking exercise** in which they fulfil their statutory requirements. One staff member said *'It's more of an information session than actual training.'* This vocalises the opinion of other teaching staff members interviewed who indicated that training is often a simple **refresher of policy and strategies already known**. One staff member said it would be useful if an **accreditation** was received upon completion of the training.

One course which is popular amongst the staff members we interviewed is the conflict resolution course for **peer mediation**. This is generally provided by the ELB but is also available through other agencies such as NSPCC. The majority of surveyed schools received the training from their ELB. Under half of staff members have availed of this course with the majority of them stating that it is very useful and a well delivered course. These staff members indicated that this form of conflict resolution is very effective within their school.

Fewer than 10 staff members interviewed informed us they had received specialist training from a private consultancy for quality **circle time** and associated strategies. All the staff members who availed of this training found it very useful, informing and well delivered. Nearly all of these staff members claimed that it had improved the use of circle time within their school. Of the staff members interviewed, 10 stated that they had not received any training for anti-bullying that they could remember.

### **Training and development received - non-teaching staff**

Half (30) of non-teaching staff members we interviewed said that the training received was part of a regular (usually annual) internal staff training session normally delivered by a member of staff (responsible for Pastoral Care e.g. Principal, Vice Principal or Designated Teacher). It typically covers child protection and includes bullying policy and procedures, providing a refresher for current staff and key information for new staff. It typically revisits the anti-bullying policy and provides any relevant updates. 3 staff also mentioned more regular updates e.g.: each term and/ or dealing with new legislation, pastoral care.

7 members of non-teaching staff mentioned other training (normally delivered by external providers) which included aspects of anti-bullying including:

- Classroom Assistant NVQ includes anti-bullying training;
- External – child protection course;
- External training - whole staff from WELB - all aspects of anti-bullying;
- Playground behaviours - delivered by behaviour specialists;
- Training on supervising playground play- included identifying and preventing bullying; and
- 'Peer mediation' course which is also taught to pupils by the trained staff.

Of some concern is that around one third of non-teaching staff had not received any training to address bullying.

### Training and development required - Overall

The majority of staff interviewed felt that there was a need for further training / development to deal with bullying. This view was held by similar proportions (just over half) of teaching staff and non-teaching staff (59% and 55% respectively – see Table 123). Around a third (20) of primary teaching staff members interviewed feel that no further training is required by staff within their school. Generally, these staff members are from small schools whose provision for training already covers the issues that they encounter. A similar proportion of non-teaching staff felt that no further training was required.

**Table 123: staff Survey – Do teaching / non-teaching staff in your school require further training / development to deal with bullying?**

	Primary teaching		Primary non-teaching	
	N	%	N	%
Yes	33	59%	30	55%
No	20	36%	20	36%
Don't Know	1	2%	5	9%
<b>Total</b>	<b>54</b>	<b>96%</b>	<b>55</b>	<b>100%</b>

**Source:** FGS McClure Watters, May 2011

### Training and development required – teaching staff

An issue that spans both sides of the primary/post-primary transition is that of **cyber-bullying**. However, the issue is not as prevalent within primary schools as pupils do not have as much access to technology and social networks. However, more than half of staff indicated that their school would benefit from **further ICT training** and a course targeted specifically at cyber-bullying.

More than 15 staff members specifically requested further training for **circle time**. They indicated that they had become aware of the course delivered by a private consultancy. Quite often they were informed by colleagues in other schools that it was beneficial.

With regard to dealing with incidents of pupil bullying, fewer than 5 senior teaching staff members stated that the training and ability of **student teachers** or newly qualified teachers (NQTs) was not satisfactory. More than 10 staff members said that the training courses for teachers need to include **more exposure to issues** and improve experience.

### Training and development required - non-teaching staff

Over half of non-teaching staff (32) mentioned a requirement for training on dealing with all aspects of bullying; this covered a range of issues including:

- Training on all aspects of bullying (what constitutes bullying, when to intervene, what to do, how to support pupils, dealing with in a fair way) (8);
- Updates on strategies and preventative measures (5);
- Cyber-bullying – how to deal with this / keep up to date (3);

- Refresher course on anti-bullying (all aspects) & new ideas (3);
- Policy awareness / updates (2);
- Recognising bullying:
  - How to recognise the signs of bullying (2);
  - Identifying issues (1);
  - Keep all staff informed and aware of what to look out for (1);
- Dealing with bullying:
  - All types of bullying – how to deal with this (1);
  - Advice on steps to take if approached by a pupil who has been bullied (1);
  - How to deal with more serious bullying (1);
  - How to deal with older, bigger pupils who may be physically intimidating (1);
  - How to deal with physical incidents / how to intervene in fights (1);
- How to interpret SEN behaviours presented by pupil bullying (1); and
- Training on new types of bullying (1).

3 members of non-teaching staff also expressed a desire to be trained in behaviour management and 3 also expressed an interest in training in counselling.

### 7.2.7 Support and Resources to Address Bullying

Almost all (98%) of the teaching staff that we interviewed in primary schools were aware of anti-bullying week – see Table 124. The majority (around three quarters) of non-teaching staff were also aware of anti-bullying week.

**Table 124: staff Survey –Are you aware of Anti-Bullying Week?**

	Primary teaching		Primary non-teaching	
	N	%	N	%
Yes	55	98%	41	73%
No	1	2%	11	20%
Don't Know	0	0%	4	7%
<b>Total</b>	<b>56</b>	<b>100%</b>	<b>56</b>	<b>100%</b>

Source: FGS McClure Watters, May 2011

All of the teaching staff that we interviewed in primary schools were aware of support and resources to address bullying – see Table 125. The majority of non-teaching staff in primary (76%) schools were also aware support and resources to address bullying.

**Table 125: staff Survey –Are you aware of any support and/ or resources available outside school to help to address bullying?**

	Primary teaching		Primary non-teaching	
	N	%	N	%
Yes	57	100%	42	76%
No	0	0%	13	24%
<b>Total</b>	<b>57</b>	<b>100%</b>	<b>55</b>	<b>100%</b>

Source: FGS McClure Watters, May 2011

The most common organisations perceived as providing help and support to address bullying included (Table 126):

- Childline (mentioned by more than 87% of all staff groups interviewed);
- NSPCC (mentioned by more than 80% of all staff groups interviewed);
- Barnardo's (mentioned by more than 76% of all staff groups interviewed);
- Save the Children(mentioned by more than 69% of all staff groups interviewed);
- Mencap (mentioned by more than 58% of all staff groups interviewed);
- NIABF (mentioned by more than half of non-teaching staff and 86% of teaching staff); and
- Parents Advice Centre (mentioned by more than 50% of all staff groups interviewed).

**Table 126: staff Survey – Thinking about where you might get help and support to prevent bullying, are you aware of any of the following organisations that would provide this?**

	Primary teaching		Primary non-teaching	
	N	%	N	%
Action for Children	11	19.3%	23	41.8%
<b>Barnardo's</b>	51	89.5%	42	76.4%
<b>Childline</b>	53	93.0%	48	87.3%
Children's Law Centre	19	33.3%	6	10.9%
The Fostering Network	12	21.1%	23	41.8%
<b>Mencap</b>	34	59.6%	32	58.2%
Mindwise	9	15.8%	5	9.1%
National Children's Bureau (NCB)	11	19.3%	13	23.6%
National Deaf Children's Society (NDCS)	23	40.4%	19	34.5%
<b>NI Anti-Bullying Forum</b>	49	86.0%	29	52.7%
<b>National Society for the Prevention of Cruelty to Children (NSPCC)</b>	49	86.0%	44	80.0%
Northern Ireland Council for Ethnic Minorities (NICEM)	17	29.8%	18	32.7%
<b>Parents Advice Centre</b>	29	50.9%	33	60.0%
The Rainbow Project	21	36.8%	21	38.2%
<b>Save the Children</b>	47	82.5%	38	69.1%
BELB	24	42.1%	21	38.2%
NEELB	24	42.1%	23	41.8%
SELB	29	50.9%	25	45.5%
SEELB	27	47.4%	23	41.8%
WELB	24	42.1%	24	43.6%
<b>Total</b>	<b>57</b>		<b>55</b>	

**Source:** FGS McClure Watters, May 2011

Over 80% of teaching staff (but only around 20% of non-teaching staff) had accessed help and support to address bullying – see Table 127.

**Table 127: staff Survey – Have you got help and support to prevent bullying from any of the organisations listed above?**

	Primary teaching		Primary non-teaching	
	N	%	N	%
Yes	46	82%	12	21%
No	10	18%	44	79%
<b>Total</b>	<b>56</b>	<b>100%</b>	<b>56</b>	<b>100%</b>

**Source:** FGS McClure Watters, May 2011

Of those who sought help and support, the most common organisations contacted by teaching staff to provide help and support to address bullying included (see Table 128):

- NSPCC (mentioned by 52.2% primary teaching staff);
- NIABF (mentioned by 34.8% primary teaching staff); and
- Childline (mentioned by 41.3% primary teaching staff); and
- Barnardo's (mentioned by 47.8% primary teaching staff).

**Table 128: staff Survey – If yes, please tell us which organisation(s) you got help and support from?**

	Primary teaching		Primary non-teaching	
	N	%	N	%
Action for Children	1	2.2%	0	0.0%
<b>Barnardo's</b>	<b>22</b>	<b>47.8%</b>	<b>4</b>	<b>33.3%</b>
<b>Childline</b>	<b>19</b>	<b>41.3%</b>	<b>5</b>	<b>41.7%</b>
Children's Law Centre	4	8.7%	0	0.0%
The Fostering Network	1	2.2%	0	0.0%
Mencap	1	2.2%	1	8.3%
Mindwise	1	2.2%	0	0.0%
National Children's Bureau (NCB)	0	0.0%	0	0.0%
National Deaf Children's Society (NDCS)	1	2.2%	0	0.0%
<b>NI Anti-Bullying Forum</b>	<b>16</b>	<b>34.8%</b>	<b>1</b>	<b>8.3%</b>
<b>National Society for the Prevention of Cruelty to Children (NSPCC)</b>	<b>24</b>	<b>52.2%</b>	<b>6</b>	<b>50.0%</b>
Northern Ireland Council for Ethnic Minorities (NICEM)	1	2.2%	0	0.0%
Parents Advice Centre	3	6.5%	1	8.3%
The Rainbow Project	2	4.3%	0	0.0%
Save the Children	7	15.2%	0	0.0%
BELB	8	17.4%	0	0.0%
NEELB	5	10.9%	3	25.0%
SELB	9	19.6%	0	0.0%
SEELB	7	15.2%	1	8.3%
WELB	8	17.4%	3	25.0%
<b>Other</b>	<b>28</b>	<b>60.9%</b>	<b>5</b>	<b>41.7%</b>
<b>Total</b>	<b>46</b>		<b>12</b>	

**Source:** FGS McClure Watters, May 2011

Other responses provided by respondents are listed in full in Appendix 7 (7.1). The most common 'other' sources of support and resources mentioned by post-primary teaching staff were:

- PSNI (9 respondents);
- Kidscape (8 respondents); and
- Women's Aid (7 respondents).

A wide range of other sources were mentioned by teaching and non-teaching staff – but none was mentioned by more than 2 respondents.

### **7.2.8 Strengths and Areas for Improvement (with regard to addressing pupil bullying)**

The strengths and areas for improvement vary a lot less in primary schools than at post-primary level. A number of factors may contribute to this including the size of the school and the age of the pupils. With primary schools generally smaller and therefore an environment in which all staff and pupils will be known to one another, the inclination to bully may be reduced. At a younger age, pupils are less likely to be capable of pre-meditated systematic bullying.

#### **Strengths of current approaches – teaching staff**

The general approach from primary schools is **prevention rather than intervention**. More than half of the staff we interviewed indicated that the main goal was to educate pupils to prevent any incidents occurring, and if they do occur, address the issue through empathy. This is a more **child centred approach** than simply issuing punishments, which fewer than 10 staff members claim set a bad example for pupils of a young age. Just under a quarter of the staff members we interviewed stated that their school implements a **no blame approach** of conflict resolution. A no blame approach ensures fairness and education through mutual understanding as the pupils develop a sense of empathy. About a quarter of teaching staff members also said that **peer mediation** is an area of strength within their school. Peer mediation enables the pupils to take control of their own learning, as the victim and perpetrator discuss the issue together with two impartial pupils.

Another strategy that enables pupils to take control of their own learning is the development of a **classroom charter**. Fewer than 5 staff members indicated this is an area of strength within their school. This strategy allows pupils to create their own rules and motto for their class at the start of each school year.

Over three quarters of the staff we interviewed stated that teaching staff within their school positively reinforced behaviour. The primary schools do this by implementing a number of different **reward schemes** and strategies. One staff member said their school implements a **caught being good** strategy, in which pupils are nominated by staff members for being mannerly, polite and helpful towards others. Another school implements a **good citizen** award for the pupil who selflessly helps another. More than half of teaching staff members claimed that reward schemes are an area of strength within their school.

Over three quarters of teaching staff members stated that a **good relationship with their pupils** is an area of strength within their school. Relationships in general appear to be important within primary schools as around 90% highlighted **good communication** as an area of strength. This ensures a **commonality of approach** which under one quarter of interviewees claimed was a strength in their school. To establish a common approach it is important to have the **support of parents** which more than half staff members indicated also as a strength. More than half of schools intimated that they carried out a **whole school survey**, including parents, when writing school policy to give it legitimacy when addressing incidents. This is a statutory requirement of the DE. However, fewer than 10 staff members explicitly said they conducted a questionnaire.

More than three quarters of the primary teaching staff sample group informed us that the **Personal Development & Mutual Understanding** (PDMU) element of the Northern Ireland Curriculum is a school strength in managing bullying. Over 80% of the staff members find **circle time** to be particularly useful when addressing incidents.

#### **Strengths of Current Approaches – non-teaching staff**

The view of non-teaching staff reinforced the points made by teaching staff – key areas which were mentioned as strengths included:

- Robust policies and procedures in place to address bullying (including early intervention, review of anti-bullying policy, and reporting systems) (41);
- Staff team – strong leadership, approachability of staff and good staff / pupil and staff / parent relationships (32);
- Awareness and promotion of anti-bullying – a proactive approach (27);
- Communication (12);
- Pastoral Care programme (e.g. Circle Time) / Personal Development curriculum (7)
- Family / community environment in school (7);
- Promoting positive behaviour interventions (6); and
- Worry boxes (5).

#### **Areas for Improvement – teaching staff**

The views of the primary teaching staff members varied very little when asked about areas to improve within their schools. Most of the interviewees could find few areas within their school, but had a number of suggestions for the education boards and DE to consider.

Over 80% of the staff members feel that the **term ‘bullying’** needs to be refined or replaced by another word. Over 90% of staff members interviewed claimed that ‘bullying’ is used out of context by pupils and parents. **Parental awareness** of what bullying is and how to deal with it appropriately is another area that staff suggested could be improved.

One staff member indicated that their school’s **awareness of what external resources** are available could be improved. Fewer than 10 of interviewees indicated that more external provisions for **counselling** could be made available from the board. However, they were quick to stress that they want this without sacrificing the quality of existing provisions.

Over three quarters of teaching staff indicated that **cyber-bullying** was becoming an issue within their schools. They stated that they require a set of guidelines to deal with the issue effectively as it currently remains a grey area for schools. Further training was one method suggested by interviewees. Training in general was an area for improvement highlighted by a minority of staff members. They stated that the quality of training could be improved with fresh approaches and strategies that they have never encountered before.

#### **Areas for Improvement – non-teaching staff**

The view of non-teaching staff reinforced the points made by teaching staff – a key area which were mentioned as areas for improvement was the need for further / more training (11).

A number of other areas were mentioned but only by 1 or 2 respondents. Reinforcing the points raised by teaching staff, some suggestions included raising awareness of cyber-bullying (2); raising awareness in general (2); and preparing pupils for transition including what to expect from bullies (2).

40% (23) respondents indicated that there were no areas for improvement.

## 7.3 Post-Primary – teaching and non-teaching staff

### 7.3.1 Roles and Responsibilities of Senior teaching staff with responsibility for Pastoral Care

Many (30 of the 56 respondents) of the teaching staff members that we interviewed were **Vice Principals** (VP) with responsibility for PC. Table 129 below presents a profile of all of the teaching staff members interviewed in post-primary schools.

**Table 129: Staff Survey – Profile of teaching staff – post-primary**

Job Title	N	%
Principal	4	7.1%
Vice Principal	16	28.6%
Vice Principal & Pastoral Care	14	25.0%
Teacher	14	25.0%
Teacher & Pastoral Care	8	14.3%
<b>Total</b>	<b>56</b>	<b>100%</b>
<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Vice Principal &amp; Pastoral Care category includes: e.g.: with responsibility for Pastoral Care, Head of Pastoral Care, Designated Teacher for Child Protection</li> <li>• Teacher category includes some staff with other responsibilities including e.g. Head of Year 9 (x6); KS3 Coordinator; Senior Teacher (x2)</li> <li>• Teacher &amp; Pastoral Care category includes: Designated Teacher for Child Protection, School Counsellor, Head of Counselling, Senior Teacher responsible for Pastoral Care, Head of Pastoral Care, Head of Junior School Pastoral Care</li> </ul> <p><b>Source:</b> FGS McClure Watters, May 2011</p>		

Typically their role involved overseeing the whole PC system to ensure a suitable provision of support for their school's particular requirements. Their responsibilities included:

- Writing and implementing anti-bullying and behaviour policies;
- Managing staff members within a pastoral context;
- Staff training i.e. providing training to all staff – teaching and non-teaching – on pastoral care issues including roles and responsibilities on School development days (typically doing this on an annual basis);
- Ensuring records are made and filed appropriately;
- Providing a pastoral programme of study within the school Curriculum;
- Liaising with parents;
- Liaising with external agencies, including both statutory (ELBs, Social Services, PSNI, etc.) and community / voluntary e.g. Childline, NSPCC, providers of counselling services;
- Advocate for the child; and
- Health, safety and well-being of all pupils.

The VPs indicated that they were committed to cultivating a **positive school environment**, and focusing upon a child centred approach within academic and pastoral areas.

Over three quarters of the sampled schools operated a **level system** in which the VP maintained oversight of school activity in a managerial capacity. Within this system, subordinate staff members report to the VP directly, or to Heads of Year (HoY) who will report to the VP. In all cases, the VP maintains an executive position within the system along with the Principal. 20 respondents specifically mentioned that in the level system in their school, the VP functions as a 'last resort' in dealing with any issues, utilising subordinate staff to filter less serious incidents. The VP primarily offers support and advice to subordinate teachers who deal with any incidents initially. If the incident is deemed serious enough, the VP will lead the interventions and deal with the issue personally. The VP will simply monitor incidents in the majority of cases.

Fewer than half of the VPs that we interviewed stated that they operate an **open door policy** and many VPs (24) **talk with pupils** regularly to maintain a presence within their school. However, their ability to do this depended on the pupil population and size of the school. One VP highlighted the workload as limiting their ability to circulate with pupils, stating that they '*are running just to stand still.*' Typically, the teaching staff member or VP does not fill a singular role. They operate in a variety of capacities such as **Designated Teacher** (staff member responsible for child protection) and **School Counsellor** (this would supplement any counselling provision available through DE<sup>20</sup>).

11 of the VPs interviewed mentioned that they used **bullying logs** and/or **incident forms** to monitor the occurrences of bullying within school. Two schools utilised the SIMS software programme while 7 kept paper-based records. More than half of these VPs found that keeping a **central log** of incidents provided them with an effective way to identify patterns of bullying. The VPs also indicated that they have regular meetings with other staff members to stay informed of pastoral activity within their school and discuss any issues.

In some schools (22), we interviewed **class teachers** with responsibility for PC. Class teachers deal with the incidents initially at classroom level. They have regular contact with pupils and are quite often the first contact for any young person who may have a pastoral issue. If the issue persists, the class teacher simply passes the responsibility for intervening to a more senior member of staff. In about three quarters of low level incidents encountered, the class teacher will resolve the issue by talking to the pupils and issuing appropriate sanctions.

While each school varies in terms of its own particular requirements, the roles and responsibilities of teaching staff members vary very little. Over 80% of teaching staff members said that pupil **safety** and **well-being** were amongst their responsibilities.

### 7.3.2 **Roles and Responsibilities of non-teaching staff**

Just over half (32) of the non-teaching staff members that were interviewed in post-primary schools were Classroom Assistants (CAs) – see Table 130. This included some who worked with specific year groups, some who support SEN pupils and 3 who also fulfilled another role

---

<sup>20</sup> DE currently provides funding for an independent counselling service in schools (ICSS) which is available to all post-primary aged pupils in grant-aided schools, including special schools

(2 Supervisors, 1 Librarian). Other staff interviewed fulfilled a range of roles, the most common were: Secretary/Clerical/Administrative (8) and Caretaker/Buildings related (7).

**Table 130: Staff Survey – Profile of non-teaching staff – post-primary**

Job Title	N	%
Classroom Assistant	32	55.2%
Secretary / Clerical / Administrative	8	13.8%
Supervisor	3	5.2%
Caretaker / Buildings	7	12.1%
Technician	4	6.9%
Support Worker	2	3.4%
School Nurse	2	3.4%
<b>Total</b>	<b>58</b>	<b>100%</b>

**Notes:**

- Classroom Assistant category includes: some who work with specific Year Groups (e.g. Y12, Y9), some who support children with SEN; 2 who have supervisory duties (as well as being CAs); 1 who is also Librarian
- Secretary / Clerical / Administrative includes: Administrator, Admin / Clerical staff, Librarian, School Bursar, Attendance Officer
- Supervisor includes: Form 6 Supervisor, Lunchtime Supervisor & Road Patrol, Science Technician & Lunchtime Supervisor
- Caretaker/ Buildings includes: Building Supervisor, Caretaker, Caretaker/Supervisor, Estates Manager
- Support Worker includes: Student Support Officer; Support Worker
- Technician includes: Biology Technician, ICT Technician, Technology & Design Technician

**Source:** FGS McClure Watters, May 2011

The key characteristic of these roles with regards to pastoral care and bullying in particular is to report / refer bullying incidents to a member of teaching staff usually a Class Teacher or Designated Teacher (highlighted by 56 of the 58 respondents). This may arise either if an incident is witnessed or a child confides in the member of staff. Other key aspects of the roles of these non-teaching staff include: to observe / monitor behaviour (mentioned by over 60% of respondents) including amongst those who have bullied and been bullied.

### 7.3.3 Nature and Extent of Pupil Bullying including trends

#### Nature and Extent of Pupil Bullying

15 of the teaching staff members interviewed stated that the term '**bullying**' is regularly used out of context. This provides schools with a problem when identifying incidents of pupil bullying that require particular attention. More than half of these staff members indicated that parents tend to be the reason for the misuse of the term, as they themselves have a lack of understanding. One school revealed that they refrain from using the term and refer to bullying as '**relationship difficulties**.'

While schools find it difficult to differentiate between systematic and trivial incidents, they do not deny that pupil bullying occurs. More than half of teaching staff members interviewed said that the majority of incidents that they were aware of were **low level**. Fewer than 5 indicated that serious and systematic bullying did not occur within their school.

The most common type of pupil bullying within the sample schools is **verbal**. This type occurs quite frequently and in 39 schools, teaching staff defined it as basic **name calling**, which more than half of these staff members regarded as **trivial**. The name calling can often be **sexualised and homophobic**, with just under half of teaching staff stating that the names are often directed at pupil family members. 35 indicated that this type was **short term** as incidents were dealt with quickly. However, 4 suggested that name calling was the type most likely to persist.

Over three quarters of teaching staff members identified **physical** bullying as another form of bullying in evidence. Just under 90% of these members of staff indicated that these incidents were **very rare** and **short term** in nature (lasting no more than a couple of days and in some cases hours). Physical incidents often occur outside of the school boundary on **the way to and from school**. The main perpetrators tend to be **male** with more than three quarters of staff members highlighting this.

Around three quarters of teaching staff members stated that **exclusion** was another form of bullying in evidence within their school. These incidents are relatively **short term** in nature lasting no more than a week, but occur **frequently** (every couple of weeks depending on the size of the school) amongst groups of pupils. More than half of the teaching staff interviewed said that the exclusion incidents involved **female** pupils. It was also suggested that this type of bullying occurs as a result of tension between groups of friends.

(Note: these 3 types of bullying above were often mentioned together - verbal was mentioned the most, then physical, followed by exclusion).

Over three quarters of teaching staff members interviewed highlighted **cyber-bullying** as becoming a more prevalent type of bullying. They highlighted pupil immersion and the availability of technology as the main reasons for the increase in cyber-bullying. Over 90% of teaching staff members (who mentioned cyber as an issue) said that the incidents often **originate outside school** and subsequently become an issue within the classroom as they persist. A minority of teaching staff members highlighted cyber-bullying as having a **widespread reach** and the capability of spreading at an alarming rate. More than three quarters of these staff members cited facebook as the primary vehicle for this type of pupil bullying, with the majority of staff uncertain of how to approach this medium. They also pointed to **SMS texting** as another evident channel for cyber-bullying. Just under half of these teaching staff members indicated that the **anonymity** provided by technology, and the lack of direct contact between parties, makes the consequences of cyber-bullying less visible to pupils. The extent to which cyber-bullying is a problem is unknown as it is very **difficult for schools to monitor and identify**. However, teaching staff members are aware of incidents becoming more frequent as pupils are reporting them more often.

The types of bullying evident within schools appear to be **gender specific** and depend on the size, type and location of the school. None of the teaching staff members interviewed indicated that they had encountered incidents of male pupils bullying female pupils and vice versa. What more than half of the teaching staff members acknowledged was the **insidious** nature of current bullying types and that they are aimed at provoking an **emotional** response.

The teaching staff views on prevalent types of bullying were generally shared by non-teaching staff members with verbal and name-calling cited by 42 of non-teaching staff. Non-teaching staff also mentioned physical (16) and exclusion (8) as more prevalent types of bullying in schools. 21 non-teaching staff also mentioned cyber-bullying (texts, facebook, bebo, MSN, etc.) as a prevalent form of bullying.

### Trends in Pupil Bullying

The majority (over 50%) of teaching and non-teaching staff in post-primary schools considered that the incidence of pupil bullying overall was **about the same** over the past 2-3 years – see Table 131. It is disappointing to note that more of the post-primary staff felt that the incidence of bullying was increasing (34% of teaching staff, 32% of non-teaching staff) than decreasing (13% of teaching staff, 16% of non-teaching staff).

**Table 131: Staff Survey – Over the past 2-3 years, would you say that the incidence of pupil bullying overall in your school is...**

	Post-Primary teaching		Post-Primary non-teaching	
	N	%	N	%
Increasing	19	34%	18	32%
About the same	30	54%	29	52%
Decreasing	7	13%	9	16%
<b>Total</b>	<b>56</b>	<b>100%</b>	<b>56</b>	<b>100%</b>

**Source:** FGS McClure Watters, May 2011

All the teaching staff members were asked whether the trends of pupil bullying are changing. Just under three quarters of staff stated that there is a notable rise in cyber-bullying as other types decrease in frequency. Around one third (23) members of non-teaching staff also noted that this type of bullying was on the increase much more so than other types of bullying.

Fewer than 10 members of teaching staff noted that verbal bullying is becoming more associated with cyber mediums such as facebook and texting as opposed to face-to-face incidents. Over a quarter of teaching staff members indicated that there is a **decrease in sectarian bullying** with one school stating that they see a 'gang-like' culture emerging within their community as paramilitary associations decrease.

19 teaching staff members believe the general frequency of incidents in their school to be increasing. The reason for given this is due to improved monitoring, vigilance and the ability to identify incidents of pupil bullying. Amongst the 18 non-teaching staff who felt that bullying was increasing, the most common reasons put forward included: cyber-bullying (5), greater awareness of bullying and pupils more comfortable reporting it (4). 7 teaching staff members believe the general frequency of incidents to be decreasing. These staff members believe that improved **pupil awareness** and education of **mutual understanding** are the reasons behind the reduction. 9 non-teaching members of staff considered that bullying was decreasing: a variety of reasons proposed related to the pastoral care system, zero tolerance policy, greater awareness of the issues, staff confidence in dealing with bullying and improved relationships between staff and pupils.

### 7.3.4 How schools address Pupil Bullying – and effectiveness of approaches

#### Anti-Bullying Policy

Almost all of the post-primary staff indicated that their school had an anti-bullying policy (55 teaching staff and 58 non-teaching staff); 1 member of teaching staff did not respond to this question. The anti-bullying policy provides the foundation for each school's approach to addressing pupil bullying.

#### Addressing Pupil Bullying

More than 60% of post-primary teaching staff members with responsibility for pastoral care interviewed stated that their school utilised an anti-bullying policy primarily before referring to discipline/positive behaviour policy and resorting to sanctions. Sanctions are utilised if the issue persists. Over half the teaching staff members indicated that their school practiced **prevention rather than intervention** as the best means to address pupil bullying.

Just under three quarters of teaching staff members said that improving **pupil awareness** of the consequences of bullying helped in addressing issues. Schools do this by sourcing external materials and constant reinforcement within school assemblies and curricular programmes e.g. Learning for Life and Work (LLW). Just under 20 teaching staff members indicated that **reinforcing positive behaviour** with reward schemes and praise prevented pupil bullying. One member of staff stated that '**happy children don't bully.**' 11 teaching staff members indicated that their schools utilised **peer mentoring** as a preventative measure. Senior pupils take responsibility for supervising younger pupils and setting an example as a role model. One of the school sites we visited implements a **student needing support register** which enables staff to identify vulnerable pupils early and prevent any bullying incidents from occurring.

When intervention is necessary, 7 teaching staff indicated that they follow a '**no blame approach**' in which both victim and perpetrator are treated without prejudice. This approach meets various criteria from within the **Thinking skills and Personal Capabilities Framework**<sup>21</sup> as it encourages empathy, promotes **shared responsibility** and develops problem solving in the absence of blame. There are **7-steps** to this approach and every school within the survey implemented at least one of them. The teaching staff member simply acts as a facilitator as the pupils take control of their own actions, without fear of punishment. The 7 steps are:

1. Talk with the victim – A statement is taken by the facilitator following a conversation
2. Convene a meeting of the group – All parties meet with the facilitator to discuss the issue
3. Explain the problem – No accusations or specific incidents are mentioned

---

<sup>21</sup> The framework is an integral part of Key Stage 1 (KS1), KS2 and KS3 within the Northern Ireland Curriculum. It helps pupils develop the necessary cognitive and relationship skills that will serve them throughout life. It connects every subject in the Curriculum and is also assessed. More information at <http://www.nicurriculum.org.uk/>

4. Share responsibility – Facilitator highlights that there are no punishments but each individual has a responsibility
5. Ask for ideas – Group comes up with the solution
6. Leave it up to them
7. Review – Facilitator meets with the individual parties a week later to see if progress has been made.

5 members of teaching staff who implement this approach claimed that it is effective. An alternative method of **conflict resolution** to the no blame approach is **peer mediation**. 6 teaching staff members stated that their school implemented this approach.

Peer mediation is a **5-step approach**<sup>22</sup> in which the discussion is facilitated by two impartial pupils. The 5 steps are:

1. Agree to mediate – Rules of discussion are agreed
2. Find out what has happened – Parties given an opportunity to tell their side of the story
3. List the problems
4. Get an agreement
5. Settle the agreement – The agreement is written out and a copy is given to both parties.

All 6 claimed that peer mediation was an effective form of intervention. Both of these methods of conflict resolution are similar in that they both give the pupils control over the issue. However, parents are still contacted to seek permission to follow any course of conflict resolution. 25 of teaching staff members said that parents would be contacted in the event of any incident. Over three quarters of the teaching staff interviewed suggested that having **parental support** helped in addressing the issue. However some (18) suggested that parents would only be contacted if the incident was deemed serious enough.

Fewer than 10 of the teaching staff members said that the victim was provided with strategies to cope and avoid incidents. This includes the formation of a **safety plan** and logging all incidents of bullying in a personal **incident diary**. Over 80% of teaching staff members informed us that both victim and the perpetrator would be offered **counselling** to help cope with any issues. Fewer than 5 teaching staff members indicated that in most circumstances the perpetrator often has some underlying problems that influence their behaviour. Counselling is often utilised to build confidence and self-esteem. If a school has no counselling provision in place they operate an **open door policy** as an alternative. Around half of the teaching staff members said that their school had an open door policy so that pupils can discuss any issues with staff at any time.

One notable intervention that is not commonly used at post-primary level is **Circle time**. This is a Personal Development and Mutual Understanding (PDMU) strategy<sup>23</sup> implemented at

---

<sup>22</sup> Further information on Peer Mediation technique available in “*Personal Development: A review of the School-based Evidence for the Efficacy of Teaching Personal Development in Post-Primary Schools*” By Alissa A. Lange. CCEA. Accessed from:

[http://www.nicurriculum.org.uk/docs/key\\_stage\\_3/areas\\_of\\_learning/personal\\_development/ks3\\_pd\\_reviewofevidence.pdf](http://www.nicurriculum.org.uk/docs/key_stage_3/areas_of_learning/personal_development/ks3_pd_reviewofevidence.pdf). **Note reference as** Johnson, D. W. & Johnson, R. T. (1996). *Conflict resolution and peer mediation programs in elementary and secondary schools: A review of the research*. *Review of Educational Research*. 66, 459–506.

Key Stage 1 (KS1) and KS2 which encourages participation and models democratic values. One post-primary teaching staff claimed that they implemented this as an intervention and prevention strategy. The general consensus at primary level is that it is effective and is a strategy that could help post-primary staff meet various criteria of **Thinking skills and Personal Capabilities**.

If an incident is deemed serious enough the majority of schools refer to their discipline policy to affect a change in behaviour. The most common sanctions are:

- Removal of privilege (such as extra-curricular activities);
- Removal from circulation;
- Detention; and
- Suspension.

Over three quarters of teaching staff members claimed that suspensions were only used in serious incidents as a last resort. They claimed that suspensions were ineffective as the perpetrator is often encouraged by the sense of bravado attached. Schools appear to prefer issuing detentions and the loss of certain privileges as a deterrent.

More than half of teaching staff informed us that an **apology** is encouraged from the perpetrator. This follows any intervention, provided the victim is happy to receive one. Around one third of teaching staff members indicated that the apology would be written, whilst others said they encouraged it to be verbal. At this stage of interventions, it is hoped that the perpetrator has developed a more empathetic view of the situation and appreciated the impact of his / her actions on the victim. However, according to teaching staff the effectiveness of interventions depends on a number of factors such as their family environment, previous offences and respect for others.

As the role of non-teaching staff with regard to bullying is to report incidents and refer these on to appropriate members of teaching staff, we did not anticipate that their knowledge of the specific details of interventions would be as comprehensive as for the teaching staff. They are fully aware of their role in reporting / referring incidents but they are not directly involved in interventions beyond that stage. However, there was a level of awareness of many aspects of the interventions mentioned by teaching staff: e.g. 41% of non-teaching staff mentioned a range of sanctions that could be imposed on those carrying out bullying; 25% mentioned reassurance and supports for those who had been bullied; 28% referred to the availability of counselling (for those who had been bullied and those who had bullied).

### Effectiveness of Interventions

Fewer than 10 teaching staff claimed that a pupil, who is capable of bullying another, would be hardened to any sanctions or interventions. Consequently, they believe the strategies are

---

<sup>23</sup> PDMU is a key area of pupil development within Foundation, KS1 and KS2 levels of the Northern Ireland Curriculum. It encourages each child to become personally, emotionally and socially effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives. PDMU is a statutory requirement. More information is available at <http://www.nicurriculum.org.uk>

only successful some of the time. More than half of the staff members that identified counselling as an effective strategy said that the bully responded positively to counselling as it helped to identify any underlying issues that influenced their behaviour. Over three quarters of these staff members also claimed that counselling was effective for the victim as it developed confidence. Less than half of staff members also indicated that the victim generally responded well to the interventions as they felt the issue had been dealt with and resolved. However, fewer than 10 claimed that the victim often felt that not enough had been done and that the sanctions were not severe enough for the perpetrator.

72% of non-teaching staff members felt that interventions were effective and a further 3% felt that they were effective for victims. However, 12% of non-teaching staff were less convinced with regard to effectiveness for those who had bullied – some felt that they were ‘hardened to interventions’ and therefore effectiveness would be reduced.

### 7.3.5 *Staff Confidence in Addressing Bullying*

#### Teaching staff

Over 80% of the teaching staff interviewed felt that teaching members of staff within their school were **confident** when required to deal with an incident of pupil bullying. More than three quarters claimed that they were **well trained** and had a sound knowledge of the school anti-bullying and discipline policies. Fewer than 10 of the interviewed staff indicated that teaching staff members were not sufficiently confident, and felt **more comfortable forwarding the issue** to a more senior member of staff.

More than three quarters of the interviewed staff stressed that **good communication** is an asset when dealing with issues of pupil bullying. More than half stated that teaching staff members within their school practiced good communication with fewer than 5 interviewed staff members suggesting otherwise. Fewer than 10 interviewees added that their school’s teaching staff is confident due to the level of **vigilance** and **observation**. Just under 20% cited **good pupil/teacher relationships** as affecting confidence positively.

Just under half of staff members alluded to their staff in general finding **parents difficult** to deal with, a small number of them stating this explicitly, while one school informed us that the majority of their staff members are from the local area, and that this makes it easier when dealing with the community and related issues.

A number of teaching staff interviewed (under half) suggested that confidence in dealing with PC issues **depends on the teacher** and that it varies between experience, role and training.

#### Non-Teaching staff

The majority of post-primary non-teaching staff members interviewed (35) felt that **all members of staff** within their school are **confident** or **very confident** when dealing with incidents of pupil bullying. Some of them (15) attribute this to knowledge of policy and procedures and knowing what to do in the event of a bullying incident. Additionally, 6 referred to the **confidence of teaching staff** in dealing with bullying incidents, with 3 of these citing capable and competent senior pastoral care teams as being key to this. 17 referred

specifically to the **confidence of non-teaching staff** and attributed this to knowledge and training with regard to policy, procedures and actions to take.

However, a small number (5) of the non-teaching staff raised some concerns regarding staff confidence / ability to deal with bullying incidents; comments related both to ability, confidence and willingness to get involved:

- Some may not be too confident on knowing when/if they should intervene;
- Non-teaching staff would not necessarily be comfortable intervening in physical incidents;
- Auxiliary staff more likely not to intervene (concern re: child protection laws);
- A lot of staff unwilling to intervene as they are afraid of the children turning on them;
- Some teachers 'here to teach' / do not see bullying as their issue.

### 7.3.6 Staff Training

#### Training and development received - Overall

The majority of the staff interviewed in post-primary schools indicated that staff had availed of training and development to deal with bullying (over 80% of teaching staff and over 60% of non-teaching staff) – see Table 132.

**Table 132: Staff Survey – Have teaching / non-teaching staff in your school availed of training / development to deal with bullying?**

	Post-Primary teaching		Post-Primary non-teaching	
	N	%	N	%
Yes	48	86%	34	61%
No	6	11%	21	38%
Don't Know	2	4%	1	2%
<b>Total</b>	<b>56</b>	<b>100%</b>	<b>56</b>	<b>100%</b>

**Source:** FGS McClure Watters, May 2011

#### Training and development received - teaching staff

Over three quarters of the staff interviewed indicated that training was **delivered internally** by a member of staff. This training appears to be availed during school development days or In-service Training days (INSET). The key points are usually **cascaded** down from senior staff members who have attended external training at the relevant ELB. Fewer than 15 members of teaching staff said the training received is from an external source (e.g. Tacade, Barnardo's, NSPCC and Cara-friend) bought in by the school.

Typically, the training courses provided are simply **refreshers** to update staff on **child protection (CP)** and **school discipline / behaviour policy (including anti-bullying)**. 14 teachers said the training had been policy orientation, and 27 stated that their anti-bullying training had been inclusive within a CP course. The frequency of these updates varied with about half noting they were delivered annually, and around half indicating that updates were biannual. Other training included the following (including providers where mentioned):

- Peer mediation;
- Dealing with difficult people;

- Homophobic issues (e.g. TACADE (<http://www.tacade.com/> company that provide resources, but they also provide training) & Cara-friend);
- Suicide prevention (e.g. Asist - Applied Suicide Intervention Skills Training (Programme));
- Cyber-bullying.

In one school, a more business-like model was followed - in which the teachers submit proposals and compete with one another to win funding. Funds are awarded by the Board of Governors on the strength of a teacher's proposal. The award is called a **Teacher Training Allocation** (TTA); it allows the teacher to decide which area they need to develop further, encouraging them to self-evaluate and become **reflective professionals**. This approach also appears to make training more useful and relevant to the needs of the teacher. Just under half of interviewed teaching staff members indicated that staff found the training to be repetitive and not very useful. One interviewee said that staff training *'is simply a box ticking exercise'* to fulfil ELB requirements. However, about three quarters of the staff members claimed that staff found the updates and refresher courses to be useful.

#### **Training and development received - non-teaching staff**

Over half (34) of non-teaching staff members we interviewed said that training was part of a regular (usually annual) internal staff training session normally delivered by a member of staff (responsible for Pastoral Care e.g. Principal, Vice Principal or Designated Teacher). It typically covers child protection and includes bullying policy and procedures, providing a refresher for current staff and key information for new staff. It typically revisits the anti-bullying policy and provides any relevant updates. 3 staff also mentioned having copies of relevant documentation (Child Protection handbook, anti-bullying policy); 1 mentioned staff briefings as a means of keeping up to date and 1 mentioned the induction programme.

6 members of non-teaching staff mentioned other training (normally delivered by external providers) which included aspects of anti-bullying including:

- Classroom Assistant NVQ includes anti-bullying training;
- External – child protection course;
- External training - anti-bullying policy;
- External anti-bullying course - some non-teaching staff have attended
- External H&S course - included module on how to protect self and pupils that are being bullied
- External training - effective lunchtime supervising - included a module on bullying

Of some concern is that over one third of non-teaching staff had not received any training to address bullying.

#### **Training and development required - Overall**

The majority of staff interviewed felt that there was a need for further training / development to deal with bullying – see Table 133. This view was held by more teaching staff than non-teaching staff (70% teaching and just under half of the non-teaching staff (46%)).

**Table 133: Staff Survey – Do teaching / non-teaching staff in your school require further training / development to deal with bullying?**

	Post-Primary teaching		Post-Primary non-teaching	
	N	%	N	%
Yes	39	70%	26	46%
No	17	30%	29	51%
Don't Know	0	0%	2	4%
<b>Total</b>	<b>56</b>	<b>100%</b>	<b>57</b>	<b>100%</b>
<b>Source:</b> FGS McClure Watters, May 2011				

### Training and development required – teaching staff

The post-primary teaching staff interviewed highlighted certain areas in which staff could improve their skills to help deal with pupil bullying. Just over half suggested that **further or more regular policy updates and refreshers** could be made available. Fewer than 10 also stated that staff required **more specialist training** as opposed to internally delivered updates.

Fewer than 5 teaching staff members raised the issue of **trainee teachers** requiring more experience or exposure to PC issues whilst training. The general consensus is that while trainee teachers have a wealth of knowledge in terms of up-to-date strategies and current issues, they lack the confidence and social skills to build effective relationships with pupils.

The area in which over half the teaching staff members highlighted as an area for improvement was **Cyber-bullying** and **ICT skills**. As an emerging type of bullying, the staff members claimed that they were unsure of how to approach various aspects of cyber-bullying. Three quarters of these interviewed staff members claimed that they require training specifically on how to deal with cyber-bullying, while around half of these staff members also indicated they required training to develop ICT skills.

### Training and development required - non-teaching staff

Almost half of non-teaching staff (29) mentioned a requirement for training on dealing with all aspects of bullying; this covered a range of issues including:

- Training on all aspects of bullying (what constitutes bullying, when to intervene, what to do) (3);
- Refresher course on anti-bullying (all aspects) (3);
- Cyber-bullying – how to deal with this (3);
- Updates on strategies and preventative measures (1);
- Recognising bullying:
  - Awareness (of different types of bullying)/signs and symptoms of all bullying types (3);
  - How to recognise the signs of bullying (2);
  - Identifying issues (1);
  - How to recognise the signs of bullying that are less obvious (1);
  - Early identification of bullying so can deal with more quickly (1);
- Dealing with bullying:

- All types of bullying – how to deal with this (5);
- Dealing with situations (e.g. Exclusion, name-calling, talking about other pupils) (2);
- Advice on steps to take if approached by a pupil who has been bullied (1);
- How to deal with aggressive behaviour and difficult situations (1);
- Training on when an incident turns into bullying /when to intervene (1);
- Non-Teaching staff and supervisory staff do not feel equipped to deal with issues around bullying and in particular intervening when physical (1).

2 members of non-teaching staff also expressed a desire to be trained in behaviour management.

### 7.3.7 Support and Resources to Address Bullying

Almost all (98%) of the teaching staff that we interviewed in post-primary schools were aware of anti-bullying week – see Table 134. The majority (around three quarters) of non-teaching staff were also aware of anti-bullying week.

**Table 134: Staff Survey –Are you aware of Anti-Bullying Week?**

	Post-Primary teaching		Post-Primary non-teaching	
	N	%	N	%
Yes	55	98%	44	76%
No	1	2%	12	21%
Don't Know	0	0%	2	3%
<b>Total</b>	<b>56</b>	<b>100%</b>	<b>58</b>	<b>100%</b>

**Source:** FGS McClure Watters, May 2011

Almost all of the teaching staff that we interviewed in post-primary (98%) schools were aware of support and resources to address bullying – see Table 135. The majority of non-teaching staff in post-primary (88%) schools were also aware support and resources to address bullying.

**Table 135: Staff Survey –Are you aware of any support and/ or resources available outside school to help to address bullying?**

	Post-Primary teaching		Post-Primary non-teaching	
	N	%	N	%
Yes	54	98%	50	88%
No	1	2%	7	12%
<b>Total</b>	<b>55</b>	<b>100%</b>	<b>57</b>	<b>100%</b>

**Source:** FGS McClure Watters, May 2011

Table 136 shows respondents' perceptions of which organisations provide help and support to address bullying.

**Table 136: Staff Survey – Thinking about where you might get help and support to prevent bullying, are you aware of any of the following organisations that would provide this?**

	Post-Primary teaching		Post-Primary non-teaching	
	N	%	N	%
Action for Children	12	21.8%	21	36.8%
<b>Barnardo's</b>	<b>50</b>	<b>90.9%</b>	<b>45</b>	<b>78.9%</b>
<b>Childline</b>	<b>54</b>	<b>98.2%</b>	<b>51</b>	<b>89.5%</b>
Children's Law Centre	32	58.2%	13	22.8%
The Fostering Network	13	23.6%	29	50.9%
<b>Mencap</b>	<b>41</b>	<b>74.5%</b>	<b>39</b>	<b>68.4%</b>
Mindwise	24	43.6%	13	22.8%
National Children's Bureau (NCB)	15	27.3%	11	19.3%
National Deaf Children's Society (NDCS)	22	40.0%	23	40.4%
<b>NI Anti-Bullying Forum</b>	<b>52</b>	<b>94.5%</b>	<b>31</b>	<b>54.4%</b>
<b>National Society for the Prevention of Cruelty to Children (NSPCC)</b>	<b>50</b>	<b>90.9%</b>	<b>49</b>	<b>86.0%</b>
Northern Ireland Council for Ethnic Minorities (NICEM)	15	27.3%	27	47.4%
<b>Parents Advice Centre</b>	<b>39</b>	<b>70.9%</b>	<b>40</b>	<b>70.2%</b>
<b>The Rainbow Project</b>	<b>36</b>	<b>65.5%</b>	<b>29</b>	<b>50.9%</b>
<b>Save the Children</b>	<b>52</b>	<b>94.5%</b>	<b>45</b>	<b>78.9%</b>
BELB	29	52.7%	34	59.6%
NEELB	33	60.0%	35	61.4%
SELB	31	56.4%	33	57.9%
SEELB	27	49.1%	33	57.9%
WELB	35	63.6%	36	63.2%
<b>Total</b>	<b>55</b>		<b>57</b>	

**Source:** FGS McClure Watters, May 2011

The most common organisations perceived as providing help and support to address bullying included (Table 136):

- Childline (mentioned by more than 89% of all staff groups interviewed);
- NSPCC (mentioned by more than 86% of all staff groups interviewed);
- Barnardo's (mentioned by more than 78% of all staff groups interviewed);
- Save the Children (mentioned by more than 78% of all staff groups interviewed);
- Mencap (mentioned by more than 68% of all staff groups interviewed);
- NIABF (mentioned by more 54% of non-teaching staff and more than 94% of teaching staff);
- Parents Advice Centre (mentioned by more than 70% of all staff groups interviewed) and;
- The Rainbow Project (mentioned by more than 50% of non-teaching staff and more than 65% of teaching staff).

Over 80% of teaching staff (but only around 20% of non-teaching staff) had accessed help and support to address bullying – see Table 137.

**Table 137: Staff Survey – Have you got help and support to prevent bullying from any of the organisations listed above?**

	Post-Primary teaching		Post-Primary non-teaching	
	N	%	N	%
Yes	45	80%	12	21%
No	11	20%	46	79%
<b>Total</b>	<b>56</b>	<b>100%</b>	<b>58</b>	<b>100%</b>

**Source:** FGS McClure Watters, May 2011

Table 138 shows the organisations which were accessed to provide help and support to address bullying (based on those who responded ‘Yes’ in Table 137).

**Table 138: Staff Survey –If yes, please tell us which organisation(s) you got help and support from?**

	Post-Primary teaching		Post-Primary non-teaching	
	N	%	N	%
Action for Children	1	2.2%	1	8.3%
<b>Barnardo’s</b>	<b>16</b>	<b>35.6%</b>	<b>3</b>	<b>25.0%</b>
<b>Childline</b>	<b>24</b>	<b>53.3%</b>	<b>4</b>	<b>33.3%</b>
Children’s Law Centre	6	13.3%	1	8.3%
The Fostering Network	1	2.2%	0	0.0%
Mencap	6	13.3%	0	0.0%
Mindwise	5	11.1%	1	8.3%
National Children’s Bureau (NCB)	1	2.2%	0	0.0%
National Deaf Children’s Society (NDCS)	3	6.7%	0	0.0%
<b>NI Anti-Bullying Forum</b>	<b>28</b>	<b>62.2%</b>	<b>2</b>	<b>16.7%</b>
<b>National Society for the Prevention of Cruelty to Children (NSPCC)</b>	<b>19</b>	<b>42.2%</b>	<b>4</b>	<b>33.3%</b>
Northern Ireland Council for Ethnic Minorities (NICEM)	0	0.0%	1	8.3%
<b>Parents Advice Centre</b>	<b>9</b>	<b>20.0%</b>	<b>4</b>	<b>33.3%</b>
<b>The Rainbow Project</b>	<b>8</b>	<b>17.8%</b>	<b>2</b>	<b>16.7%</b>
<b>Save the Children</b>	<b>11</b>	<b>24.4%</b>	<b>0</b>	<b>0.0%</b>
BELB	6	13.3%	1	8.3%
NEELB	6	13.3%	0	0.0%
SELB	8	17.8%	1	8.3%
SEELB	5	11.1%	1	8.3%
WELB	7	15.6%	0	0.0%
<b>Other</b>	<b>33</b>	<b>73.3%</b>	<b>4</b>	<b>33.3%</b>
<b>Total</b>	<b>45</b>		<b>12</b>	

**Source:** FGS McClure Watters, May 2011

Of those who sought help and support, the most common organisations contacted by teaching staff to provide help and support to address bullying included (see Table 138):

- NSPCC (mentioned by 42.2% of post-primary teaching staff interviewed);
- NIABF (mentioned by 62.2% of post-primary teaching staff interviewed); and
- Childline (mentioned by 51.3% of post-primary teaching staff interviewed);

- Barnardo's (mentioned by 35.6% of post-primary teaching staff interviewed);
- Parents Advice Centre, The Rainbow Project and Save the Children were mentioned by a sizeable minority of post-primary teaching staff interviewed (20.0%, 17.8% and 24.4%).

Other responses provided by respondents are listed in full in Appendix 7 (7.2). The most common 'other' sources of support and resources mentioned by post-primary teaching staff were:

- New Life Counselling (13 respondents);
- PSNI (8 respondents); and
- Counselling 4 Youth (4 respondents).

The most common 'other' source of support and resources mentioned by post-primary non-teaching staff was: New Life (4 respondents).

A wide range of other sources were mentioned by teaching and non-teaching staff – but none was mentioned by more than 3 respondents.

### **7.3.8 Strengths and Areas for Improvement (with regard to addressing pupil bullying)**

A school's strengths and areas for improvement in terms of addressing pupil bullying, depends on the size and type of the school. Most of the schools share common interpretations of what their strengths are, and we find that they have similar areas in need of improvement. But again, each school has individual requirements that are determined by pupil needs.

#### **Strengths of Current Approaches – teaching staff**

Over 70% of staff members claimed that their school's **pastoral structure** works well when dealing with pupil bullying e.g. level system. Pupils are well supported and they know who to approach. Over three quarters of staff claimed that **pupil awareness** was very good and that the school promotes a strong anti-bullying message that discourages incidents from occurring.

When an incident does occur, less than a quarter of teaching staff members indicated that their school's **anti-bullying policy** was one of its strengths. Most of these staff members believed the policy to be robust and an evolving, working document. To create such a policy some schools (7) mentioned that they had conducted a **school survey** which involved pupils, parents and staff (very few schools mentioned explicitly that they conducted the survey even though schools are required by DE to consult with parents and pupils when developing or revising their anti-bullying policy<sup>24</sup>). The staff members considered it good practice for the school to **self-evaluate** and believed it helped to inform policy. Two schools also informed us that they had a running **pupil forum** which continuously raised issues, from a pupil perspective, in terms of pupil bullying.

---

<sup>24</sup> Guidance for schools in developing effective anti-bullying policies is included in DE's '**Pastoral Care in Schools: Promoting Positive Behaviour**' (June 2001) discussed in Section 4.3 of this report.

Less than a quarter of staff members claimed that their small **school's size** was a strength in terms of managing incidences of pupil bullying. Under half of staff members stated that **good communication** was a particular area of strength within their school, and under half said that **good pupil/staff relationship** helped deal with bullying.

One staff member said '**a school is nothing without the support of its parents.**' Over three quarters of others appeared to agree with them, claiming parental support and involvement as an area of strength.

6 teaching staff members indicated that various approaches to **conflict resolution** had worked well within their school. 7 respondents stated that they found the **No Blame approach** to work effectively, ensuring fairness and education through mutual understanding. 6 teaching staff members said that the **peer mediation** approach was particularly useful and worked well in their school.

### **Strengths of Current Approaches – non-teaching staff**

The view of non-teaching staff reinforced the points made by teaching staff – key areas which were mentioned as strengths included:

- Robust policies and procedures in place to address bullying (including staff training, review of anti-bullying policy, and reporting systems) (45);
- Staff team – strong leadership, good relationships within staff team, approachability of staff and good staff / pupil relationships (29);
- Awareness and promotion of anti-bullying – a proactive approach (20);
- Availability of counselling (either in-school or external provision) (10); and
- Communication (8).

### **Areas for Improvement – teaching staff**

10 staff members claimed that no improvements needed to be made within their school, some insisting that '**schools do absolutely everything they can, that they are aware of.**' However, the remainder of post-primary teaching staff members thought of some areas for improvement upon reflection. Three main areas are highlighted below:

- **Lack of common understanding / interpretation of the term 'bullying'**: Most teaching staff members, 15 of them, insisted that the **term bullying is used out of context** too often and that the term should be refined or redefined. Over three quarters of these staff members claimed that it is a lack of **parental understanding**, and their misuse of the word, that creates a problem. Just under half of staff members said that educating parents in bullying awareness would be an area to improve.
- **Addressing cyber-bullying**: Another key area for improvement highlighted by teaching staff members is dealing with **cyber-bullying**. 17 insisted that better guidelines and procedures are published to help schools cope with the increasing frequency of this type of bullying. However, the staff members were keen to add that they do not want any added responsibility in having to deal with cyber-bullying. They expressed the view that it was the role of schools to educate young people not to 'police' their activities.

- **Provision of counselling.** 5 of the teaching staff interviewed said that the counselling provision should be better allocated. DE currently provides funding for an independent counselling service in schools (ICSS) which is available to all post-primary aged pupils in grant-aided schools, including special schools. Schools across the region were split into 11 contractual areas and contracts were awarded through an open tendering process. A range of providers hold the current contracts including New Life Counselling, Counselling 4 Youth, Northdown Familyworks and Barnardo's. A minimum amount (one half day per week – 3 counselling sessions) of counselling time is allocated to every post-primary school which has opted to use the service (about 98%). Young people can self-refer to this service as well as being referred by the school. The provider will liaise with each school in their contract area(s) to examine the levels of demand and prioritise referrals. The general consensus was that the provision is too thinly spread between schools with some getting a greater number of counselling hours than others. One staff member stated that they would like to see an **online rating system** for external resources within the C2K network, as locating good resources and external provisions is difficult.

#### **Areas for Improvement – non-teaching staff**

The views of non-teaching staff reflected some of the points made by teaching staff – a key area for improvement was the need for further / more training (14). Other areas for improvement included: addressing cyber-bullying (6); more counselling time / more staff trained as counsellors (4) and awareness raising (4). A number of other areas were mentioned but only by 1 or 2 respondents.

16% (9) respondents indicated that there were no areas for improvement.

## 7.4 Summary

### 7.4.1 Nature and Extent of Pupil Bullying

This research has sought to update the evidence base with regard to the nature and extent of pupil bullying in primary and secondary schools in the North of Ireland: one strand has been to explore the attitudes and perceptions of schools' staff around a number of issues about bullying. Key findings from the surveys of teaching and non-teaching staff in primary and secondary schools are presented below, based on responses from:

- 58 primary teaching staff – senior members of staff with responsibility for pastoral care;
- 57 primary non-teaching staff – the majority of these were Classroom Assistants;
- 56 post-primary teaching staff - senior members of staff with responsibility for pastoral care; and
- 58 post-primary non-teaching staff – over half of these were Classroom Assistants.

Table 139 summarises staff attitudes and perceptions on the nature and extent of pupil bullying.

**Table 139: Bullying in Schools: Key Results 2011 – Nature & Extent of Pupil Bullying**

Primary staff Attitudes & Perceptions	Post-Primary staff Attitudes & Perceptions
<ul style="list-style-type: none"> <li>○ Around a quarter of teaching staff members expressed concern that the term bullying was regularly used out of context</li> <li>○ Name calling was the most common type of bullying reported by staff</li> <li>○ Physical bullying (generally amongst boys, short term) and exclusion (more commonly amongst girls, longer term and more insidious) were also common forms of bullying</li> <li>○ Almost one third of teaching and non-teaching staff highlighted cyber-bullying as becoming a more prevalent type of bullying</li> <li>○ Over 60%) of teaching and non-teaching staff considered that the incidence of pupil bullying overall was about the same over the past 2-3 years.</li> <li>○ More of the staff felt that the incidence of bullying was decreasing (33% of teaching staff, 26% of non-teaching staff) than increasing (7% of teaching staff, 9% of non-teaching staff).</li> </ul>	<ul style="list-style-type: none"> <li>○ Around a quarter of teaching staff members expressed concern that the term bullying was regularly used out of context</li> <li>○ Name calling was the most common type of bullying reported by staff</li> <li>○ Physical bullying (generally amongst boys) and exclusion (more commonly amongst girls) were also common forms of bullying</li> <li>○ Many teaching (over three quarters) and non-teaching staff (over one third) highlighted cyber-bullying as becoming a more prevalent type of bullying</li> <li>○ Over 50%) of teaching and non-teaching staff considered that the incidence of pupil bullying overall was about the same over the past 2-3 years.</li> <li>○ More of the staff felt that the incidence of bullying was increasing (34% of teaching staff, 32% of non-teaching staff) than decreasing (13% of teaching staff, 16% of non-teaching staff).</li> </ul>
<p><b>Source:</b> FGS McClure Watters, May 2011</p>	

## 7.4.2 Addressing Pupil Bullying

**Table 140: Bullying in Schools: Key Results 2011– Addressing Pupil Bullying**

Primary staff Attitudes & Perceptions	Post-Primary staff Attitudes & Perceptions
<ul style="list-style-type: none"> <li>○ All staff reported that their school had an anti-bullying policy (often embedded within other policies);</li> <li>○ Approaches to addressing bullying focus on prevention and promotion/reinforcement of positive behaviour rather than reactive/punishment based approaches. However the application of discipline policies and the imposition of sanctions are available for schools if required.</li> <li>○ The role of the Pastoral Care system PDMU elements of the Curriculum are both key to educating pupils about bullying. Counselling support is also offered by many schools to those being bullied and those carrying out the bullying.</li> <li>○ Most (90% of teaching staff, 74% of non-teaching staff) claimed that interventions are effective.</li> </ul>	<ul style="list-style-type: none"> <li>○ All staff reported that their school had an anti-bullying policy (often embedded within other policies);</li> <li>○ Approaches to addressing bullying focus on prevention and promotion/reinforcement of positive behaviour rather than reactive/punishment based approaches. However the application of discipline policies and the imposition of sanctions are available for schools if required.</li> <li>○ Improving pupil awareness is considered to be key to reducing bullying – this is achieved through drawing on external material as well as through the curriculum</li> <li>○ Most teaching staff felt that interventions are effective but around 10-15% felt that some pupils were 'hardened' to interventions and therefore these were not effective. 72% of non-teaching staff felt that interventions were effective.</li> </ul>
<p><b>Source:</b> FGS McClure Watters, May 2011</p>	

## 7.4.3 Staff Confidence in Addressing Pupil Bullying

Over 90% of primary teaching staff and most (over 80%) post-primary teaching staff felt that members of staff in their school were very confident in dealing with incidents of pupil bullying. Almost three quarters of primary non-teaching staff and over half of post-primary non-teaching staff report that all staff within their school were confident or very confident in dealing with incidents of pupil bullying

## 7.4.4 Staff Training

**Table 141: Bullying in Schools: Key Results 2011– staff Training**

Primary staff Attitudes & Perceptions	Post-Primary staff Attitudes & Perceptions
<ul style="list-style-type: none"> <li>○ Over 80% of teaching staff and almost 60% of non-teaching staff had availed of training / development to deal with bullying</li> <li>○ Over half of teaching and non-teaching staff (59% and 55% respectively) felt that there was a need for further training / development to deal with bullying</li> <li>○ Areas in which training was required by teachers included: cyber-bullying, Circle Time; more training for student teachers and newly qualified teachers.</li> <li>○ Around half of non-teaching staff expressed a requirement for training on all aspects of bullying (defining, identifying/recognising, addressing, supporting pupils) as well as cyber-bullying and regular refreshers / updates.</li> </ul>	<ul style="list-style-type: none"> <li>○ Over 80% of teaching staff and over 60% of non-teaching staff had availed of training / development to deal with bullying</li> <li>○ Over 70% of teaching staff and just under half of non-teaching staff felt that there was a need for further training / development to deal with bullying</li> <li>○ Areas in which training was required by teachers included: cyber-bullying and ICT as well as regular refreshers / updates.</li> <li>○ Around half of non-teaching staff expressed a requirement for training on all aspects of bullying (defining, identifying/recognising, addressing, supporting pupils) as well as cyber-bullying and regular refreshers / updates.</li> </ul>
<p><b>Source:</b> FGS McClure Watters, May 2011</p>	

### 7.4.5 Support and Resources to Address Pupil Bullying

Almost all teaching staff (primary and post-primary) and around three quarters of non-teaching (primary and post-primary) were aware of anti-bullying week. Almost all teaching staff (primary and post-primary), around three quarters of primary non-teaching staff and almost 90% of post-primary non-teaching staff were aware of support and resources to address bullying.

In Table 142, responses from the staff surveys on awareness of sources of help and support are presented ranked in order of frequency. This shows a high level of consistency across the five highest ranked sources of help and support across the different categories of staff - these are shaded in the table.

**Table 142: Staff awareness of organisations that provide help/support to prevent bullying**

Organisation	Primary – Rank Order		Post-Primary – Rank Order	
	Teaching	Non-Teaching	Teaching	Non-Teaching
Action for Children	18=	10=	20	17
Barnardo's	2	3	4=	3
Childline	1	1	1	1
Children's Law Centre	15	19	11	18=
The Fostering Network	17	10=	19	13
Mencap	6	6	6	6
Mindwise	20	20	15	18=
National Children's Bureau (NCB)	18=	18	17=	20
National Deaf Children's Society (NDCS)	13	16	16	16
NI Anti-Bullying Forum	3=	7	2=	12
National Society for the Prevention of Cruelty to Children (NSPCC)	3=	2	4=	2
Northern Ireland Council for Ethnic Minorities (NICEM)	16	17	17=	15
Parents Advice Centre	7=	5	7	5
The Rainbow Project	14	14=	8	13
Save the Children	5	4	2=	3
BELB	10=	14=	13	9
NEELB	10=	10=	10	8
SELB	7=	8	12	10=
SEELB	9	10=	14	10=
SELB	10=	9	9	7

Note: '=' sign indicates joint ranking e.g. NI Anti-Bullying Forum and NSPCC are ranked joint 3rd by Primary Teaching Staff. This means that the same number of respondents named these organisations in their response.  
Source: FGS McClure Watters, May 2011

Childline is the most common source of help and support of which all staff are aware (at least 87% of all staff groups aware of this). The other sources which feature in the top five for all staff groups in primary and post-primary schools are: NSPCC, Barnardo's and Save the Children (although there is some variation in the rank across the school types/staff types). NIABF is featured in the top five sources as ranked by teaching staff (primary and post-primary); Parents' Advice Centre features in the top five sources ranked by non-teaching staff

(primary and post-primary). At least 60% of all staff categories were aware that the organisations ranked in the top five provided help and support to deal with bullying.

NIABF was mentioned by more than half of non-teaching staff (primary and post-primary) and more than 86% of teaching staff (primary and post-primary) as a source of help and support to address bullying. Over 80% of teaching staff (primary and post-primary), but only around 20% of non-teaching staff (primary and post-primary) had accessed help and support to address bullying.

In Table 143, responses from the staff surveys on use of sources of help and support are presented ranked in order of frequency. This shows a high level of consistency across the five highest sources of help and support used by the different categories of staff- these are shaded in the table.

**Table 143: Staff use of organisations to provide help and support to prevent bullying**

Organisation	Primary – Rank Order		Post-Primary – Rank Order	
	Teaching	Non-Teaching	Teaching	Non-Teaching
Action for Children	15=	11=	18=	8=
Barnardo's	3	4	5	5
Childline	4	2=	3	1=
Children's Law Centre	12	11=	11=	8=
The Fostering Network	15=	11=	18=	15=
Mencap	15=	7=	11=	15=
Mindwise	15=	11=	15=	8=
National Children's Bureau (NCB)	21	11=	18=	15=
National Deaf Children's Society (NDCS)	15=	11=	17	15=
NI Anti-Bullying Forum	5	7=	2	6=
National Society for the Prevention of Cruelty to Children (NSPCC)	2	1	4	1=
Northern Ireland Council for Ethnic Minorities (NICEM)	15=	11=	21	8=
Parents Advice Centre	13	7=	7	1=
The Rainbow Project	14	11=	8	6=
Save the Children	9=	11=	6	15=
BELB	7=	11=	11=	8=
NEELB	11	5=	11=	15=
SELB	6	11=	8	8=
SEELB	9=	7	15=	8=
SELB	7=	5=	10	15=
Other	1	2=	1	1=

Note: '=' sign indicates joint ranking e.g. BELB and SELB are ranked joint 7<sup>th</sup> by Primary Teaching Staff. This means that the same number of respondents named these organisations in their response.  
Source: FGS McClure Watters, May 2011

The sources which feature in the top five for all staff groups in primary and post-primary schools (although there is some variation in the rank across the school types and staff types) are: NSPCC, Barnardo's, Childline and Other (although there is some variation in the rank

across the school types and staff types). The remaining sources used feature in the top five for some staff groups:

- NIABF – featured in the top five of teaching staff (primary and post-primary)
- Parents Advice Centre – ranked joint first by non-teaching staff (post-primary)
- NEELB/WELB – which feature in the top five of primary non-teaching staff.

At least 35% of teaching staff and at least 25% of non-teaching staff had used the sources which are ranked in the top five.

NIABF was used by more than one third of primary teaching staff and more than 60% of post primary teaching staff who accessed help and support, but by less than 20% of non-teaching staff (primary and post-primary) who accessed help and support.

#### **7.4.6 Strengths and Areas for Improvement**

Strengths (with regard to addressing bullying) identified by primary staff include: robust policies and procedures and prevention rather than intervention founded on promoting / reinforcing positive behaviour (incorporates: no-blame approaches; peer mediation schemes; classroom charters; reward schemes). Strong leadership and good staff / pupil relationships were also cited as important as was good communication. The support of parents was also felt to be key as is the PDMU element of the Curriculum and the approach to pastoral care in schools, as well as a child-centred approach in general.

Many of these were echoed by post-primary staff who identified strengths including: robust policies and procedures; a strong pastoral care system, good pupil awareness; Strong leadership and good staff / pupil relationships were also cited as important as was good communication. The support of parents was also felt to be key as are: no-blame approaches; peer mediation schemes, counselling, etc.

In both primary and post-primary schools, there were two common areas for improvement: re-educating parents and pupils on the meaning of the term bullying; and guidelines to address cyber-bullying.

Other areas for improvement (with regard to addressing bullying) identified by primary staff included: increasing parental awareness; increasing awareness of external resources available and additional counselling provision. Further training (particularly for non-teaching staff was also highlighted as an area for improvement. Post-primary staff identified additional counselling provision (including training of more staff as counsellors) as a key area for improvement.

## 8 BENCHMARKING / LITERATURE REVIEW

### 8.1 Introduction

In Appendix 8, we present key findings from recent research into bullying. In this section, we summarise the main issues from this literature review – considering:

- research into pupil bullying in the North of Ireland;
- trends in the nature and extent of bullying –outside the North of Ireland;
- disablist bullying;
- homophobic bullying;
- cyber-bullying;
- bullying and mental health; and
- approaches to addressing bullying in schools.

### 8.2 Research into Pupil Bullying in the North of Ireland

Previous research undertaken in the North of Ireland reinforces the findings from this 2011 survey highlighting variations across schools but noting some common themes:

- The existence of school anti-bullying policies but with limited involvement of pupils;
- A good level of awareness of bullying but scope for further work to be done;
- The presence of dedicated staff in schools to deal with bullying but these were not the first choice in terms of who pupils in primary or post-primary schools would speak to;
- An underlying level of bullying going on in both primary and post-primary schools (as reported in the Kids' and Young Life and Times surveys) over several years;
- More recent analysis on the YLT data highlighted that:
  - the type of school (grammar, secondary or planned integrated school) or religious composition of schools do not have a significant impact on school bullying; and
  - significantly higher levels of school bullying were experienced by same-sex attracted YLT respondents.
- 16-year olds from minority ethnic backgrounds were significantly more likely to experience racially motivated school bullying as well as other levels of xenophobia both inside and outside the school environment. Respondents from minority ethnic backgrounds had significant experiences of xenophobic name-calling, bullying and harassment.
- Higher stress levels were recorded for respondents who had experienced school bullying.
- Both victims and perpetrators of school bullying were more likely to suffer from mental health problems. Interestingly it is those who took part in school bullying who were most likely to suffer from such problems although many who took part in school bullying had also been victims of bullying themselves. This suggests that school bullying is often a complex issue in which the majority of young people involved can be victims and perpetrators at the same time. It is this particular group of young people that is most affected by emotional and mental health problems.

A 2010 survey undertaken by the staff Commission for ELBs, the five ELBs and the Council for Catholic Maintained Schools (CCMS) found that bullying was not raised as a major issue for the vast majority of pupils. However, it was the main issue for a small number of pupils; its incidence was clearly related to the SEN classification associated with these pupils in regard to their social, emotional and behavioural problems. The report concluded that a small number of pupils with complex behavioural needs, require proportionately, a significant amount of teacher time and particular expertise.

A 2011 report into Pupils' Emotional Health and Wellbeing: A Review of Audit Tools and a Survey of Practice in Northern Ireland post-primary Schools notes the need to take seriously and continue to address the emotional health and wellbeing of pupils with around 10% to 20% of pupils experiencing emotional health and wellbeing-related problems in the North of Ireland. Schools have an important role to play in addressing these issues and helping to support and promote the emotional health and wellbeing of their pupils. The international evidence base demonstrates that school-based programmes can have a positive and demonstrable effect on emotional health and wellbeing. There is also evidence that such improvements tend to lead to notable increases in pupils' educational attainment.

The report identifies a number of core elements of good practice which need to be present for schools to have a positive and sustained effect. In summary these can be distilled down to three core elements: **strong leadership; a whole-school approach; and a whole person approach** to the promotion of pupils' emotional health and wellbeing. The report puts forward the following key recommendations in relation to the priority areas that need to be addressed in order to support schools in their efforts to promote pupils' emotional health and wellbeing in an effective and sustained manner.

### 8.3 Nature and extent of bullying outside the North of Ireland

From several recent studies on bullying, there is great variation in the prevalence rates reported in studies of bullying. However, the majority of children experience bullying at some point, either as bullies, victims or witnesses. Children who bully others, children who are victimised and children who both bully and are bullied, share a number of common characteristics and all are likely to suffer negative long-term consequences. Key findings include:

- Large-scale surveys of bullying around the world report victimisation rates of between 9% and 32%, and bullying rates of between 3% and 27%.
- Verbal abuse is the most commonly reported type of bullying, but 'cyber-bullying', which typically happens outside of school, is becoming an increasingly significant issue.
- There are different terms for bullying in different countries, and different types of behaviour involved.
- Victimisation decreases with age, although there is an initial peak during the transition from primary to secondary school.
- Boys are more likely to be involved in physical bullying, and girls in verbal and relational bullying. It is unclear whether there are any consistent age or gender trends within cyber-bullying.

- Family and peer relationships have been identified as important factors for bullies as well as victims and ‘bully/victims’ (i.e. those who bully and are also bullied themselves). Bullying has long-term negative consequences for all three groups.
- Bullying is a group process. It normally happens in front of other children, who play important roles in incidents of bullying, so that bullying can be more likely in some classes or years than others.
- Many victims of bullying do not report it to a teacher, but in the experience of those who do, some may help while others make no difference or even make the bullying worse. Teachers report intervening in most incidents of bullying, but pupils do not perceive this to be the case.
- Schools in England, Wales and the North of Ireland are required by law to have an anti-bullying policy, though the content varies from school to school. In Scotland schools are strongly recommended to have a policy. A range of anti-bullying interventions are used across the UK nations.

A study into the range of characteristics related to bullying highlights a number of themes:

- many of the **characteristics of bullying victims** (e.g. having SEN or a disability, being a young carer or having been in social services care) are factors that mark the young person out as being different from others;
- different **types of young people** (particularly boys and girls) are more likely to be victims of different types of bullying;
- **school characteristics** can have an impact on young people’s risk of being bullied (e.g. % of pupils with SEN, single-sex / mixed), although it is relatively minor compared to the characteristics of the young people themselves; and

These results show that bullying can have a powerful impact on young people’s future prospects, and that it needs to be tackled as early as possible.

## 8.4 Disablist bullying

There is evidence that disabled children and young people are more vulnerable to bullying. As such, it is important that bullying is included in Equality Schemes and that anti-bullying policies address disablist bullying and are responsive to the views of children and young people with a disability. staff should also be provided with appropriate training to identify when disablist bullying is taking place and suitable strategies to address this.

## 8.5 Homophobic bullying

Research by Stonewall highlights the considerable extent of homophobic bullying in Britain’s schools with about two thirds of young lesbian, gay and bisexual pupils having experienced direct bullying. Even if gay pupils are not directly experiencing bullying, they are learning in an environment where homophobic language and comments are commonplace. Less than a quarter of young gay people have been told that homophobic bullying is wrong in their school. In schools that have said homophobic bullying is wrong, gay young people are 60 % more likely not to have been bullied.

Teachers identified homophobic bullying as the second most frequent form of bullying (happening 'very often' or 'often') after bullying because of weight and three times more prevalent than bullying due to religion or ethnicity. However teachers did not seem to be fully aware of the range and extent of homophobic bullying in schools. Half of secondary school teachers who are aware of homophobic bullying in their schools said the vast majority of incidents go unreported.

## 8.6 Cyber-bullying

Recent research into cyber-bullying notes that technology can improve online safety of children and young people. However, bullying and harassment, most often by peers, are the most frequent threats that minors face, both online and offline.

Key issues arising from research into cyber-bullying are the need for education (of teachers, parents in particular) about online safety issues, guidance on being safe on the internet as well as risk management policies for schools. It is important that teachers and parents understand how applications work online and how new technology can be used by children to bully others, including being educated on the spaces children use on the internet, security settings and how children can manipulate the technology. Children and young people also need to be educated to improve their online safety practices, including encouraging the use of safety guidelines – but this needs to be done in ways which are age and gender appropriate.

## 8.7 Mental Health

A 2007 US study undertaken to assess the association between bullying behaviour and depression, suicidal ideation, and suicide attempts among adolescents found that: frequent exposure to victimisation or bullying others was related to high risks of depression, ideation, and suicide attempts compared with adolescents not involved in bullying behaviour. Infrequent involvement in bullying behaviour also was related to increased risk of depression and suicidality, particularly among girls. The findings indicate that both victims and bullies are at high risk and that the most troubled adolescents are those who are both victims and bullies. In light of these results, victimisation and bullying are potential risk factors for adolescent depression and suicidality. Therefore, it is important to assess depression and suicidality in evaluations of students involved in bullying behaviour.

A 2011 Greek study sought to test the association between bullying behaviour and early stages of suicidal ideation in a sample of Greek adolescents. It found that victims of bullying behaviour were more likely to express that 'life was not worth living', an idea that is conceived to be part of the spectrum of suicidal ideation. This association was particularly strong for those who were bullied on a weekly basis. In contrast, being a perpetrator ('bullying others') was not associated with this type of ideation after adjustment. These findings were similar in both boys and girls. The key finding of this research is that victims of bullying behaviour are more likely to express suicidal ideation – potentially higher for boys –, which offers an opportunity for identifying pupils in the school setting that are in a higher risk for exhibiting suicidal ideation.

## 8.8 Approaches to addressing bullying

The Anti-Bullying Alliance has published several papers which set out widely used interventions which can be used by schools to provide support for children and young people who bully others. Restorative approaches (e.g. Circle Time, Peer Mediation, informal or formal meeting between bully and victim, etc.) are the most common specialist approaches to support pupils who bully others, and include a range of practices which focus on repairing the harm caused to the victim. These provide an alternative to punishing the offender, by making them aware of the victim's feelings and the harm they have caused, and making some agreed reparation. A range of strategies to tackle bullying currently being applied in English schools are documented in a 2008 paper. These are categorised as:

- Whole school approaches;
- Proactive strategies in the classroom;
- Proactive strategies in the playground;
- Reactive strategies;
- Peer support; and
- Responses to specific types of bullying.

A 2010 report presents a systematic review and meta-analysis of the effectiveness of programmes designed to reduce school bullying perpetration and victimisation (i.e. being bullied). It identified 89 reports of 53 evaluations eligible for inclusion in the review. When analysing the anti-bullying programmes, the following intervention elements were identified (in bold those found to be the most effective):

- Whole-school anti-bullying policy (formal anti-bullying policy on behalf of the school).
- Classroom rules (use of rules against bullying that students are expected to follow).
- School conferences (organization of school assemblies during which children are informed about bullying).
- Curriculum materials (use of materials about bullying during classroom lessons).
- Classroom management (emphasis on classroom management techniques in detecting and dealing with bullying behaviour).
- Cooperative group work (cooperation among different professionals in working with bullies and victims of bullying e.g. teachers and some other professional groups).
- **Work with bullies and victims** (individualised work -not offered at the classroom level-with children involved in bullying as victims or perpetrators).
- Work with peers (formal engagement of peers in tackling bullying).
- **Information available for / provided to teachers and parents.**
- **Playground supervision** (e.g. identify 'hot-spots' or 'hot-times' of bullying and playground supervision of children).
- **Disciplinary methods** (punitive methods in dealing with bullying situations).
- Non-punitive methods (restorative justice approaches and other non-punitive methods such as the 'Pikas method' and the 'No Blame' approach in dealing with children involved in bullying).

- School tribunals and bully courts (not used to any great extent in any of the present studies).
- **Teacher training** (existing training, duration / intensity of training e.g. number of meetings among experts and teachers, number of hours of this training, etc.).
- **Parent training/ meetings** (organisation on behalf of the school of 'information nights/ educational presentations' for parents and/or 'teacher-parent meetings').
- Videos and virtual reality computer games (use of technology in anti-bullying materials to raise students' awareness regarding bullying e.g. anti-bullying videos or virtual reality computer games).

This review shows that school-based anti-bullying programmes are often effective, and that particular programme elements are associated with a decrease in bullying and victimisation. On average, bullying decreased by 20%-23% and victimization by 17%-20%. The most important elements identified in relation to decreasing bullying and victimisation are parent training/ meetings, disciplinary methods, the duration of the programme for children and teachers, the intensity of the programme for children and teachers, and playground supervision. The element 'work with peers' was significantly associated with an increase in victimisation; therefore, it is recommended that policy makers should not use this approach.

## 8.9 Summary

This review of literature covers research on bullying in the North of Ireland and further afield. Previous research undertaken in the North of Ireland reinforces and is consistent with the key findings from this 2011 study. Studies from further afield are consistent with many of the findings in this report: including the level of bullying experienced and perpetrated, the prevalence of name-calling as a form of bullying, the rise of cyber-bullying and the involvement of boys in physical bullying whereas girls are more likely to be involved in verbal and relational bullying.

Key issues emerging from research into specific types of bullying – disablist, homophobic and cyber-bullying – are the need for greater education/ awareness of these issues and strategies to deal with them. Studies examining mental health and bullying note the need to assess depression and suicidality in evaluations of students involved in bullying behaviour.

A range of approaches to addressing bullying in schools are discussed – many of these were referenced in the staff surveys. A critique of approaches is also presented – identifying those which are most effective.

## 9 CONCLUSIONS AND RECOMMENDATIONS

### 9.1 Conclusions

The aim of the research has been to identify the nature and extent of bullying in schools, including through abuse of technology, with particular emphasis on changes and trends since the previous studies. In this section, we present conclusions drawing on the evidence set out in the report. These are reported against each element of the Terms of Reference – the sub-headings in this section correspond to the research objectives.

#### **9.1.1 Prevalence and types of bullying in primary and post-primary schools**

*Objective: To establish the prevalence and types of bullying in primary and post-primary schools, by updating the findings of the previous studies*

This research has sought to update the evidence base with regard to the nature and extent of pupil bullying in primary and secondary schools in the North of Ireland – one strand has been from the pupils' perspective. Key findings from pupil surveys are presented below, based on samples of 904 Year 6 pupils and 1297 Year 9 pupils.

##### **Experiences of Being Bullied**

39% of Year 6 pupils and 29% of Year 9 pupils reported being bullied at school in the last 2 months.

There is a high level of consistency across the top five types of bullying experienced by Year 6 and Year 9 boys and girls. The most common type of bullying experienced by all pupils is:

- *'I was called mean names, was made fun of, or teased in a hurtful way.'*

Three other types of bullying feature in the top five rankings for boys and girls in Year 6 and Year 9 (although there is some variation in the rank for each Year group/gender sub-group):

- *'Other pupils left me out of things on purpose, left me out from their group of friends or completely ignored me.'*
- *'Other pupils told lies or spread false rumours about me and tried to make others dislike me.'*
- *'I was bullied with mean names or comments about my ability.'*

After this, there is more variation – with Year 6 pupils (boys and girls) ranking the following type of bullying in their top five:

- *'I was bullied with mean names, comments or rude gestures.'*

However, Year 9 pupils did not rank the equivalent statement<sup>25</sup> as highly. Instead, Year 9 pupils (overall, and boys) ranked the fifth most common type of bullying experienced as:

- *'I was hit, kicked, pushed, shoved around or locked indoors.'*

For Year 9 girls, the fifth most common type of bullying experienced was:

- *'I was bullied with the use of computers.'*

For both Year 6 and Year 9 pupils, girls recorded a tendency to be excluded more than boys, and to be bullied with mobile phones more than boys; for Year 9 pupils only, girls were more likely to be bullied with computers.

For both Year 6 and Year 9 pupils, boys tended to be victims of physical bullying more than girls; Year 6 boys were more likely to be bullied 'with mean names or comments about my ability' than girls; Year 9 boys were more likely to be bullied 'with mean names, was made fun of, or teased on a hurtful way' than girls.

### Carrying Out Bullying

21% of Year 6 pupils and 21% of Year 9 pupils reported that they had bullied another pupil at school in the last 2 months.

There is a high level of consistency across the top five types of bullying carried out by Year 6 and Year 9 boys and girls. The two most common types of bullying carried out by all pupils (consistently ranked first and second by boys and girls in Year 6 and Year 9) are:

- *'I called another pupil(s) mean names, made fun of or teased him or her in a hurtful way.'*
- *'I kept him or her out of things on purpose, excluding him or her from my group of friends or completely ignored him or her.'*

Three other types of bullying feature in most of the top five rankings for boys and girls in Year 6 and Year 9 (although there is some variation in the rank for each Year group/gender sub-group):

- *'I hit, kicked, pushed and shoved him or her around or locked him or her indoors'* – ranked in the top five for all sub-groups except Year 9 girls;
- *'I spread false rumours about him or her and tried to make others dislike him or her'* – ranked in the top five for all sub-groups except Year 6 boys and Year 9 boys;
- *'I bullied him or her with mean names, comments or rude gestures' (with a sexual meaning)*<sup>26</sup> – ranked in the top five for all sub-groups except Year 9 girls.

After this, there is more variation – with boys in Year 6 and in Year 9 ranking the following type of bullying in their top five (fifth):

- *'I bullied him or her with mean names or comments about his or her ability.'*

<sup>25</sup> The equivalent statement for Year 9 pupils includes "with a sexual meaning" at the end of the statement

<sup>26</sup> (with a sexual meaning) only in the statement asked of Year 9 pupils

For Year 9 girls the fourth and fifth most common types of bullying carried out were:

- *'I bullied him or her with the use of computers.'*
- *'I bullied him or her with the use of mobile phones.'*

Year 6 boys who had bullied other pupils were more likely to be involved than girls for almost all types of bullying; the level of involvement in bullying with mobile phones was similar for both boys and girls.

Year 9 boys who had bullied other pupils were more likely to be involved than girls for almost all types of bullying. However, the level of involvement in bullying with mobile phones and with computers was higher for girls. Female bullies were slightly more likely than their male counterparts to use methods of exclusion.

### **Staff Perspective**

Findings from both primary and post-primary school staff surveys were broadly consistent with the pupil surveys: identifying name calling as the most common type of bullying. Physical bullying (generally amongst boys and short term) and exclusion (more commonly amongst girls and longer term, more insidious) were also common forms of bullying noted by staff. Both of these were mentioned by Year 6 and Year 9 pupils amongst the more common types of bullying experienced and perpetrated.

### **9.1.2 Prevalence of bullying via medium of technology**

*Objective: To establish the prevalence of bullying via the medium of technology, given the marked increase in its use in schools and beyond in recent years*

Overall, 15.5% of Year 6 and 17.0% of Year 9 pupils indicated that they had experienced cyber-bullying in the past couple of months. The level of those admitting to cyber-bullying was around one third of the levels of those who had experienced cyber-bullying: 5.2% of Year 6 and 6.6% of Year 9 pupils admitted to cyber-bullying other pupils in the past couple of months.

The two most common types of cyber-bullying experienced in Year 6 and Year 9 are:

- *'I received a message that showed people were talking about me nastily online';* and
- *'I received a threatening message via IM, text, email.'*

There are differences in the two most common types of cyber-bullying perpetrated by Year 6 and Year 9 pupils as follows:

- *'I sent him or her a message with insults calling him or her gay (whether true or not)'* (2.1% of Year 9 pupils);
- *'I sent a message that showed people were talking about him or her nastily online'* (1.8% of Year 6 pupils); and
- *'I sent him or her a threatening message via IM, text, email'* (1.7% of Year 6 pupils, 1.9% of Year 9 pupils).

Amongst the common methods for Year 6 pupils subjected to and perpetrating cyber-bullying were **text messages**, **social networking sites** and **interactive games**. The top two methods (**text message** and **social networking site**) for Year 6 are also the top two methods for Year 9 – although the order of frequency is reversed. The third most common method for Year 9 pupils subjected to and perpetrating cyber-bullying included: chatroom (4.5% of those subjected to and 1.7% of those carrying out bullying).

Cyber-bullying was more likely to take place outside school hours:

- Year 6 and year 9 pupils subjected to cyber-bullying were almost four times more likely to experience this outside school hours than during school hours;
- Year 6 pupils who carried out cyber-bullying were around twice as likely to do this outside school hours than during school hours; and
- Year 9 pupils who carried out cyber-bullying were more than three times as likely to do this outside school hours as during school hours.

Almost one third of teaching and non-teaching staff in primary schools highlighted cyber-bullying as becoming a more prevalent type of bullying. Many teaching staff (over three quarters) and non-teaching staff (over one third) in post-primary schools also highlighted cyber-bullying as becoming more prevalent.

### 9.1.3 **Bullying and Section 75 categories**

*Objective: To identify in particular, the nature and extent of bullying behaviour ascribed to a pupil's age, gender, religion, ethnicity, sexuality, disability or dependants*

#### **Age, Gender, Dependants**

[Note: with regard to:

- age – separate results for Year 6 and Year 9 address this requirement;
- gender - where there are notable differences between results for boys and girls, these are highlighted; and
- dependants – questions from the 2007 study formed the basis of the questionnaire approved by the Project Steering Group for this study; there were no specific questions on dependants. Given the ages of pupils being surveyed (Year 6 and Year 9), we anticipate that the numbers with dependants would be relatively small.]

#### **Race or Skin Colour, Religion and Disability**

Over 85% of Year 6 pupils and over 82% of Year 9 pupils thought it was *'always wrong'* to bully other pupils because of either race or skin colour, disability or religion; the proportion of girls who held this view was higher than the proportion of boys. In both Year 6 and Year 9, boys were more likely to say it was *'sometimes wrong'* or that they were *'unsure'* if it was wrong to bully other pupils because of either race or skin colour, disability or religion.

### Race or Skin Colour

Over one third of Year 6 pupils thought that a pupil's race or skin colour could make them *'more likely'* to be bullied, while around a half felt that it *'doesn't make a difference'*. In contrast, almost two thirds of Year 9 pupils thought that a pupil's race or skin colour could make them *'more likely'* to be bullied, while around one third felt that it *'doesn't make a difference'*.

Most (over 90% of Year 6 and Year 9) pupils felt that it was *'wrong'*<sup>27</sup> to bully other pupils on account of their race or skin colour. However, 6.9% of Year 6 pupils and 4.1% of Year 9 pupils admitted bullying other pupils *'with mean names or comments about his or her race or colour'*. Also, 14.0% of Year 6 and 7.6% of Year 9 pupils indicated that they had been bullied *'with mean names or comments about my race or colour'*.

### Religion

Over half of Year 6 pupils and just over 40% of Year 9 pupils thought that a pupil's religion *'doesn't make a difference'* but around a quarter of Year 6 pupils and almost half of Year 9 pupils felt that it could make them *'more likely'* to be bullied.

More Year 6 pupils from 'Neither' Protestant or Roman Catholic Communities (43.8%) and 'Other' religious communities (49.5%) reported that they had *'been bullied at school in the past couple of months'* than pupils from the Roman Catholic (35.3%) and Protestant (39.7%) communities. Although lower levels of bullying were reported by Year 9 pupils by religion, a similar pattern is evident. More pupils from 'Neither' Protestant or Roman Catholic Communities (36.2%) and 'Other' religious communities (34.0%) reported that they had *'been bullied at school in the past couple of months'* than pupils from the Roman Catholic (27.5%) and Protestant (29.5%) communities.

Over 50% of Year 6 pupils from most religious backgrounds (apart from 'Other') felt that a pupil's religion *'doesn't make a difference'* as to whether they would be bullied. Around one quarter overall felt that a pupil's religion made them *'more likely'* to be bullied and around one fifth overall felt that a pupil's religion made them *'less likely'* to be bullied. Over 50% of Year 9 pupils from 'Neither' or 'Other' religions felt that a pupil's religion *'doesn't make a difference'* as to whether they would be bullied, but the level for Protestant and Roman Catholic is lower. Overall around a half of Year 9 pupils felt that a pupil's religion made them *'more likely'* to be bullied and around 10% overall felt that a pupil's religion made them *'less likely'* to be bullied.

Over 82% of all religious categories in Year 6 and over 80% of those in Year 9 indicated that it was *'always wrong'* to bully other pupils because of their religion.

### Disability

Many Year 6 pupils (40.1%) felt that a pupil's disability could make them *'more likely'* to be bullied. A greater proportion of Year 9 pupils (59.8%) felt that a pupil's disability could make them *'more likely'* to be bullied.

---

<sup>27</sup> 85.4% of Year 6 thought it was *'always wrong'* and 5.0% *'sometimes wrong'*; 89.5% of Year 9 thought it was *'always wrong'* and 2.1% *'sometimes wrong'*

Year 6 and Year 9 pupils with a disability:

- were more likely to report that they have been recipients of bullying behaviour at least *'once or twice'*;
- had some experience of being bullied verbally regarding their disability (34.0% of Year 6 and over 40% of Year 9 at least *'once or twice'*); although most of these (23.6% of Year 6 and 25.3% of Year 9) had been bullied *'with mean names or comments about my disability'* only once or twice;
- had bullied other pupils more often than pupils who recorded that they did not have a disability (27.1% of Year 6 pupils and 29.1% of Year 9 pupils with a disability perpetrated bullying compared to 20.8% of Year 6 pupils and 20.5% of Year 9 pupils without);
- tended to bully other pupils *'with mean names or comments about his or her disability'* more frequently than pupils who did not record that they had a disability.

### Sexuality

Results from the Year 9 pupil survey show that: *'I was bullied with mean names, comments or rude gestures with a sexual meaning'* was the sixth most common form of bullying – experienced by around 14% of pupils (about 16% of boys and 12% of girls). This was also the fifth most common type of bullying perpetrated by 6% of Year 9 pupils (9% of boys and 3% of girls).

Almost 4% of Year 9 pupils (over 5% of girls and just under 2% of boys) had *'received a message with unwanted sexual suggestions, jokes or threats'* and almost 5% (almost 4% of girls and over 6% of boys) had *'received a message with insults calling me gay (whether true or not)'*. Just over 1% of Year 9 pupils bullied other pupils in the following ways: *'I sent him or her a message with unwanted sexual suggestions, jokes or threats'* and over 2% *'I sent him or her a message with insults calling him or her gay (whether true or not)'*. There was little difference between responses for boys and girls. (Note: Year 6 pupils were not asked these questions).

#### 9.1.4 Perceptions of Pupils with regard to Bullying

*Objective: To develop a further understanding of the perceptions of pupils with regard to bullying*

The majority (around two thirds) of Year 6 and Year 9 pupils indicated that teachers would usually intervene and try to *'put a stop to'* a bullying incident (49.1% of Year 6 and 44.1% of Year 9 pupils reported that teachers *'almost always'* intervened and 15.6% of Year 6 and 21.2% of Year 9 pupils stating that teachers *'often'* intervened). Similarly, the majority of pupils responded that their teachers had done *'much'* (39.2% Year 6, 17.1% Year 9) or *'a good deal'* (30.9% Year 6, 28.0% Year 9) *'to stop bullying in the past couple of months'*. Pupil intervention was less common with around one third of pupils (31.6% of Year 6, 34.3% of Year 9) reporting that other pupils have intervened *'sometimes'* and around one fifth of pupils (19.6% of Year 6, 22.1% of Year 9) saying that other pupils *'almost never'* got involved in *'trying to put a stop to it when a pupil is being bullied'*.

Both Year 6 and Year 9 pupils expressed a pro-victim attitude, reporting that they supported or empathised with the victims of bullying behaviour: 76.3% of Year 6 pupils and 59.8% of Year 9 pupils stated that when they see another pupil being bullied, they *'feel sorry for him or her and want to help them'*.

Considering gender and pupils' attitudes towards bullying:

- Girls were more likely to want to help the victim than boys (80.7% of Year 6 girls, 71.7% of Year 6 boys, 73.0% of Year 9 girls, 45.6% of Year 9 boys);
- 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 (80.4% of Year 6 girls, 69.6% of Year 6 boys; 60.0% of Year 9 girls, 46.1% of Year 9 boys). Boys were more likely to respond that they *'could join in'* (5.4% of Year 6 boys, 0.9% of Year 6 girls; 9.3% of Year 9 boys, 4.4% of Year 9 girls).
- When asked about their reaction to seeing or understanding that another pupil was being bullied:
  - boys were more likely than girls (1.1% of Year 6 boys, 0.4% of Year 6 girls; 0.3% of Year 9 boys, 0.2% Year 9 girls) to *'take part'* or *'just watch what goes on'* (4.5% of Year 6 boys, 3.3% of Year 6 girls; 17.4% of Year 9 boys, 6.6% of Year 9 girls); and
  - boys were less likely than girls to *'try to help the bullied pupil in one way or another'* (46.2% of Year 6 boys, 50.1% of Year 6 girls; 25.0% of Year 9 boys, 33.5% of Year 9 girls).
- Girls tended to be more *'afraid of being bullied by other pupils in school'* than boys (34.5% of Year 6 girls and 53.6% of Year 6 boys are *'never afraid'*; 34.8% of Year 9 girls and 52.8% of Year 9 boys are *'never afraid'*).

### **9.1.5 Strategies and Sources of Support and Help**

*Objective: To assess the awareness among pupils of strategies and sources of support and help available and their confidence in using them*

#### **General Awareness**

Over two thirds of Year 6 pupils and over four fifths of Year 9 pupils knew that their school had a policy on bullying. The vast majority (over 85%) of Year 6 pupils and Year 9 pupils knew who to talk to in school if they had been bullied.

Almost all teaching staff (primary and post-primary) and around three quarters of non-teaching (primary and post-primary) were aware of anti-bullying week. Almost all teaching staff (primary and post-primary), around three quarters of primary non-teaching staff and almost 90% of post-primary non-teaching staff were aware of support and resources to address bullying.

#### **Awareness of Specific Supports**

The level of pupil and staff awareness of different organisations as sources of help and support to address bullying have been ranked – those for which there is the greatest level of

awareness are ranked highest. There is a fairly high level of consistency regarding organisations which feature in the top five ranked sources of help and support of which there is greatest awareness (see Table 1).

**Table 144: Awareness of Specific Organisations as Sources of Help and Support to Address Bullying**

Organisation	Year 6 and Year 9 Pupils	Primary and post-primary teaching and non-teaching staff
Childline	Ranked highest in terms of awareness At least 78% of Year 6 and Year 9 pupils aware	Ranked highest in terms of awareness At least 87% of all staff categories aware
NIABF	In terms of awareness, NIABF is ranked second for all groups except Year 9 girls – (for this group it is ranked third) 47.1% of Year 6 and 50.2% of Year 9 pupils overall are aware of NIABF	Features in top five sources as ranked by teaching staff (primary and post-primary) More than 86% of teaching staff aware (More than half of non-teaching staff aware; but not in top five for them)
Barnardo's	Feature in top five rankings for boys and girls in Year 6 and Year 9 (although there is some variation in the rank for each Year group/ gender sub-group)	Feature in top five rankings for all staff groups in primary and post-primary schools (although there is some variation in the rank across school types/ staff types).
NSPCC		
Save the Children		
Action for Children		
Parents' Advice Centre	Not in top 5 for pupils	Features in top five sources ranked by non-teaching staff (primary and post-primary)
	At least 30% of all Year 6 groups and at least 40% of all Year 9 groups aware of organisations ranked in top five	At least 60% of all staff categories were aware of the organisations ranked in top five
<b>Source:</b> FGS McClure Watters, May 2011		

### Use of Specific Supports

15.0% of Year 6 pupils and 5.8% of Year 9 pupils had accessed help and support. Over 80% of teaching staff (primary and post-primary), but only around 20% of non-teaching staff (primary and post-primary) had accessed help and support to address bullying

The level of pupil and staff usage of different organisations / sources of help and support to address bullying have been ranked – those for which there is the greatest level of usage are ranked highest. There is a fairly high level of consistency across the organisations which feature in the top five ranked sources of help and support of which there is greatest usage (see Table 2).

For pupils, the most common methods of accessing support were: *'phoned a helpline'* (around one third of Year 6 and almost half of Year 9 pupils who had accessed support) or *'visited a website'* (over 10% of Year 6 and over a quarter of Year 9 pupils who had accessed support).

**Table 145: Use of Specific Organisations as Sources of Help and Support to Address Bullying**

Organisation	Year 6 and Year 9 Pupils	Primary and post-primary teaching and non-teaching staff
Childline	Ranked highest in terms of usage Of those pupils who had accessed help and support, 45.8% of Year 6 pupils and 53.4% of Year 9 pupils have used this	Feature in top five rankings for all staff groups in primary and post-primary schools (although there is some variation in the rank across school types / staff types).
Barnardo's	Not in top 5 for pupils	
NSPCC	Feature in top five rankings for boys and girls in Year 6 and Year 9 (although there is some variation in the actual ranking for each Year group/ gender)	
Other		
NIABF	Feature in top five rankings for boys and girls in Year 6 and Year 9 (although there is some variation in the actual ranking for each Year group/ gender)	Features in the top five of teaching staff (primary and post-primary)
Save the Children		Not in top 5 for staff
Action for Children		Not in top 5 for staff
Parents' Advice Centre	Not in top 5 for pupils	Ranked joint first by non-teaching staff (post-primary)
NEELB/WELB	Not in top 5 for pupils	Features in the top five of primary non-teaching staff.
	At least 11% of all Year 6 groups and at least 15% of all Year 9 groups who had used supports had used sources ranked in the top five	At least 35% of teaching staff and at least 25% of non-teaching staff had used sources ranked in the top five.

**Source:** FGS McClure Watters, May 2011

### 9.1.6 Comparison with previous studies and wider comparative research

*Objective: To compare the findings with the two previous studies in Northern Ireland, identifying any changes or trends which the department should consider in any future policy, and examine the relevance of wider comparative research to bullying in Northern Ireland*

This research contributes to the evidence base established by the previous DE research studies:

- 'Bullying in Schools: A Northern Ireland Study' (Collins et al. 2002); and
- 'The Nature and Extent of Bullying in Schools in the North of Ireland' (Livesey et al, 2007).

All three studies are based on surveys of pupils enrolled at 60 primary and 60 post-primary schools across the North of Ireland. The 2002 report is based on data collected in 2000 from 1079 Year 6 pupils and 1353 Year 9 pupils. The 2007 is based on data collected in 2006 from 993 Year 6 pupils and 1319 Year 9 pupils. This study is based on data collected in 2011 from cohorts of 904 Year 6 pupils and 1297 Year 9 pupils.

Considering trends across the three studies for Year 6 and Year 9 pupils, it is evident that there has been little change in all areas:

- **Experience of being bullied** – around 40% of Year 6 and 30% of Year 9 pupils had experienced bullying in all three studies;
- **Perception of support (to stop bullying):**
  - there has been little change in the perceived level of intervention by teachers or other adults and a slight increase in the perceived level of intervention by pupils (comparing this 2011 study with the 2002 study); and
  - there has been an improvement in the perception of how much Year 6 pupils think their class teacher has done to stop bullying but this has not changed for Year 9 pupils.
- **Attitudes to bullying** – evidence of a pro-victim attitude permeates all three studies:
  - most Year 6 and Year 9 pupils feel sorry for others who are bullied;
  - relatively few pupils indicated that they could join in bullying a pupil they didn't like. However, whilst this fell from 8% in 2007 to 6% in 2011 for Year 6 pupils, for Year 9 pupils, the level increased from 13% to 15% over the same period.
  - a willingness to try to help bullied pupils expressed by almost half of Year 6 pupils but only by around a quarter of Year 9 pupils.
  - Around 60% of Year 6 and Year 9 pupils were never or seldom afraid of being bullied in all three studies.
- **Bullying perpetrated** – around 20% of Year 6 and Year 9 pupils indicated that they had taken part in bullying other pupils in all three studies.

Other previous research undertaken in the North of Ireland reinforces and is consistent with the key findings from this 2011 study. Studies from further afield are also broadly consistent with many of the findings in this report: including the level of bullying experienced and perpetrated, the prevalence of name-calling as a form of bullying, the rise of cyber-bullying and the involvement of boys in physical bullying whereas girls are more likely to be involved in verbal and relational bullying.

Key issues emerging from research into specific types of bullying – disablist, homophobic and cyber-bullying – are the need for greater education/ awareness of these issues and strategies to deal with them. Studies examining mental health and bullying note the need to assess depression and suicidality in evaluations of students involved in bullying behaviour. A range of approaches to addressing bullying in schools are discussed in the literature review – many of these were referenced in the staff surveys. A critique of approaches is also presented – identifying those which are most effective.

### **9.1.7 Anti-bullying culture and prevention of bullying in schools**

*Objective: To produce recommendations in relation to the development of an anti-bullying culture and the prevention of bullying in schools.*

Recommendations which draw on the evidence presented in this report are presented in Section 1.5.

## 9.2 Recommendations

### Anti-Bullying Policy

Schools have anti-bullying policies in place as required by the Department of Education and there is a good level of awareness of these amongst pupils and staff. There is scope to improve the level of pupil and parental involvement in the development of the policies.

**Recommendation 1: We recommend that DE reinforce the importance of schools' anti-bullying policies as the foundation for addressing bullying by reminding schools of the need to update these and the process for doing this.**

### Roles and Responsibilities

All of the staff that we interviewed were clear about their roles and responsibilities with regard to bullying, however some expressed concern about the roles and responsibilities of some of their colleagues and their confidence and/or interest in fulfilling this role. This issue is important in terms of ensuring a whole school approach and in reinforcing the need for strong leadership.

**Recommendation 2: Given the importance of a whole school approach and consistency in the application of anti-bullying policies, we recommend that DE provide guidance on defining the roles of all staff in addressing pupil bullying.**

### Resources and Support to Address Bullying (including Cyber-Bullying)

To enable schools to tackle all types of bullying, it is important that they have access to a range of tools and strategies to address different types of bullying in different types of schools. Examples of good practice are available across the sample of schools which took part in this research. Further examples are available through NIABF and from reviews of literature.

**Recommendation 3: In order to draw on good practice already developed in schools and through the NIABF and from the literature review, we recommend that a central resource - or directory of resources - is created which documents approaches to combat bullying. This should be a 'live' document, allowing new examples of approaches which work to be added.**

Given the emergence of cyber-bullying and the concerns expressed by teaching staff in terms of dealing with this, it is important that schools are equipped to address this issue. It is also important to include both what is within and what is beyond the school's remit.

**Recommendation 4: We recommend that DE provide guidelines to schools on addressing cyber-bullying. This should include guidance on minimising the likelihood of cyber-bullying in school through education and awareness-raising as well as appropriate policies with regard to the use of computers and mobile phones in school hours and on school premises.**

## Awareness Raising and Education

There is a good level of awareness of Anti-Bullying Week and the NIABF.

Given the emergence of cyber-bullying and the fact that a lot of this will originate (and may be perpetuated) outside school hours and school premises, it is important that staff, pupils and parents are reminded of what constitutes cyber-bullying, the potential impact of cyber-bullying, how it will be addressed and the role that everyone has to play in addressing this form of bullying.

Concerns were expressed by some members of staff about the use of the word 'bullying' and what is understood by it. There is a need to remind all stakeholders (parents, pupils and teachers) of the definition of bullying (and hence when the anti-bullying policy applies).

**Recommendation 5: We recommend that DE / NIABF continues to maintain and raise awareness of pupil bullying to ensure that there is a common understanding of bullying, the roles of key individuals in reporting, monitoring and addressing bullying as well as strategies to prevent bullying. Targeted awareness raising campaigns should be undertaken for teaching and non-teaching staff, pupils and parents to include:**

- **Definition of bullying;**
- **Impact and implications of bullying;**
- **Identifying and addressing bullying; and**
- **Cyber-bullying.**

## Training and Development

Further training was identified as a need by both teaching and non-teaching staff. This covered a range of issues – the most common being how to identify and address different types of bullying. A small number of respondents also mentioned specific training needs such as counselling and behaviour management. Some non-teaching staff were not confident in addressing bullying and there were some specific concerns with regard to addressing physical bullying.

It is important that all staff (teaching and non-teaching) are suitably trained and supported to recognise and manage bullying and that this training is regularly updated to take account of changing trends in bullying and / or the introduction of new interventions to address bullying. Such training should apply throughout the careers of teaching and non-teaching staff.

**Recommendation 6: We recommend that DE undertake a training needs analysis of all staff (teaching and non-teaching) who have a role to play with regard to bullying. This should determine the ability of staff to identify and address different types of bullying in fulfilling their usual role in school.**

**Recommendation 7: We recommend that the content of Initial Teacher Education and Early Professional Development with regard to addressing pupil bullying is reviewed to**

ensure that it is up to date and reflects current trends in types of bullying as well as suitable interventions. This should be done in conjunction with colleges and universities providing ITE.

**Recommendation 8: We recommend that the content of on-going Continuing Professional Development for both teaching and relevant non-teaching staff with regard to addressing pupil bullying is reviewed to ensure that it is up to date and reflects current trends in types of bullying as well as suitable interventions. This should be done in conjunction with training providers (e.g.: ELBs).**

### Research and Evaluation

Given some of the issues highlighted in the research (e.g. gender differences in some types of bullying, the high levels of homophobic bullying report in GB studies and the relatively low responses on such issues in this study) and the importance of reviewing the effectiveness of any new approaches / interventions, it is important that suitable monitoring and evaluation frameworks are put in place and that relevant evaluative research is used to inform the development of anti-bullying policy going forward.

**Recommendation 9: We recommend that research is carried out to understand the motivations for two of the most common forms of bullying: exclusion (girls) and physical (boys) and in order to identify appropriate strategies to address these.**

Research to understand attitudes of teachers, parents and pupils with regard to homophobic bullying is necessary in order to identify ways of addressing this issue.

**Recommendation 10: We recommend that research is carried out to understand the attitudes of parents, pupils and teachers to homophobic bullying in the North of Ireland and to identify appropriate strategies to address this.**

To ensure that any future policy interventions in this area are successful, it is important to put in place a programme of research and evaluation at an early stage – to capture baseline and post-intervention data.

**Recommendation 11: We recommend that a programme of research and evaluation is defined to assess the effectiveness of changes to DE policy on bullying. This is likely to include:**

- An evaluation of the effectiveness of centralised resources on addressing bullying;
- Revisiting this large scale survey within 3 years to understand the nature and extent of bullying and any new trends;
- Qualitative research to complement the large scale survey in order to gather richer data and to understand underlying issues; this could also take place at interim stages to obtain a snapshot of how things are changing.



The Department of Education (DE) Research Report Series is designed to provide easy access to research findings for policy makers, researchers, teachers, lecturers, employers and the public. This reflects the high value which DE places on the wide circulation of research results to ensure that research has the maximum impact on policy and practice in education.

Research cannot make decisions for policy makers and others concerned with improving the quality of education. Nor can it by itself bring about change. But it can create a better basis for decisions, by providing information and explanation about educational practice and by clarifying and challenging ideas and assumptions.

Any views expressed in the Research Report are those of the authors and not necessarily those of the Department of Education.