

The Bullying Intervention Group

Students' views on how their school is dealing with bullying



Secondary schools that students rated as effective are compared with those rated as ineffective.

Secondary schools. August 2015.

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The sample

We asked all students: 'How well does your school deal with bullying?'

Out of 11843 responses we selected 4,763 by selecting for comparison those who said

- My school deals with bullying very well
- My school does not deal with bullying well at all.

We are calling the schools that deal with bullying very well 'Effective Schools' and comparing the answers of their students with those from schools rated as 'Ineffective Schools' by the students (where bullying is not deal with at all well). The distribution of the students is as follows:

Gender

	Effective	Ineffective
Boys	53%	48%
Girls	47%	52%

Age

11-12	32%	9%
12-13	25%	15%
13-14	17%	25%
14-15	12%	24%
15-16	10%	18%
16+	3%	8%

We can see that the students in the schools rated ineffective tend to be older and cluster around the ages of 13-15 whereas there is a larger cohort of students aged between 11-13 years in the schools rated as effective. This could contribute in some ways to their view of their school as we know that cyberbullying peaks in the mid-teens.

Below is a chart showing the ethnic background of the respondents. It is important to note that a large number of students skipped this question. It is notable that students describing themselves as British are more likely to say their school deals with bullying very well, followed by those who say they are European. This may suggest that different ethnic groups experience bullying that is not dealt with successfully, or that certain groups are being discriminated against.

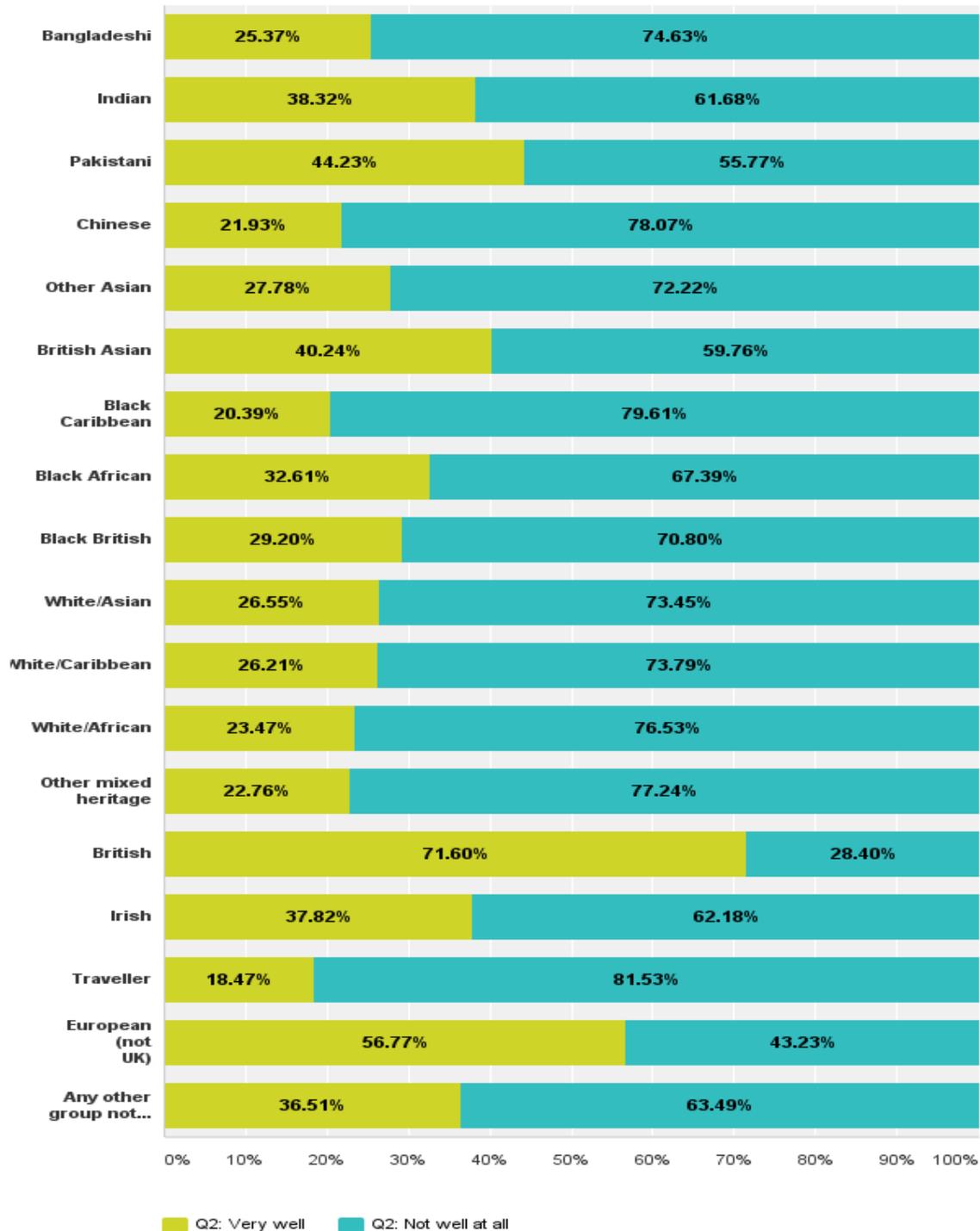
Effective schools

Ineffective schools



Q16 Why are we asking about your ethnic background? We know that that our family histories are often rich and full of many strands of heritage. We know too that some people do not like questions about ethnic background, but we are asking you about this to find out if there are some people who might need some help because they are being victimised more than others and to challenge prejudice. Please indicate your background.

Answered: 4,059 Skipped: 704



POLICY

Good practice suggests that it is vital for everyone in the school community to know about the school's Anti-Bullying policy and for it to be seen to be in action with regular reviews and consultations.

It should be in youth friendly language and clear and simple enough for everyone to understand. Our goal is for schools to achieve 'ownership' of the anti-bullying work by the entire school community, with students strongly represented on an Anti-Bullying Focus group which acts as a steering group within the school while other students train as peer mentors. A school in which students largely do not know whether or not there is such a policy will not meet this standard. However merely knowing that there is a policy is not in itself enough - in the following question we ask whether or not this policy is working.

Does your school have an Anti-Bullying Policy?

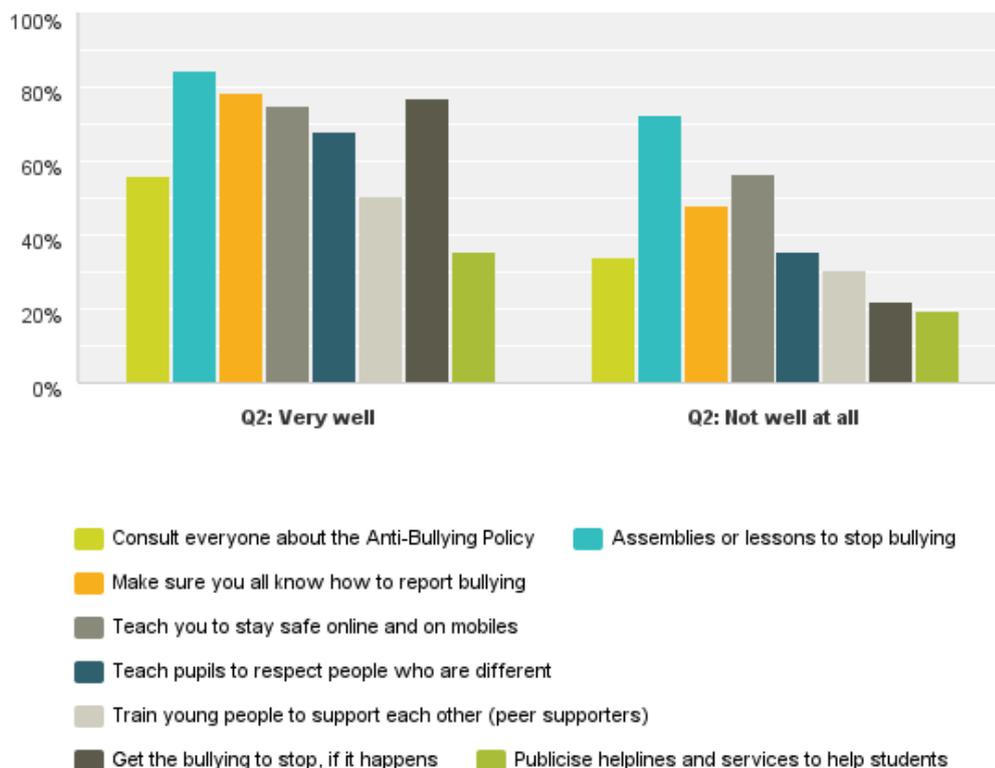
	Effective Schools	Ineffective Schools
Yes	80%	38%
I am not sure	19%	41%
No	0%	21%

If your school has an Anti -Bullying policy, is this policy working?

	Effective Schools	Ineffective Schools
Yes	54%	3%
In Some Ways	36%	34%
No	.5%	52%
I don't know	9%	12%

Q5 Does your school do any of these things about bullying? (You may tick more than one box)

Answered: 4,316 Skipped: 447



The chart for Q5 illustrates the students' view of schools that deal with bullying 'very well' or 'not well at all'. It allows us to explore what the effective schools are doing in the eyes of their students.

Ineffective schools do poorly in terms of setting up safe routes to report bullying (79% vs 48%) they also fail to consult everyone about the school's anti-bullying policy (56% vs 34%) and are almost half as likely to teach pupils to respect people who are different (68% vs 35%). They are poor at publicising helplines and services to help students and they are far behind in teaching students to be safe online and on mobiles (75% vs 35%). Ineffective schools are also less likely to have trained peer supporters (51% vs 30%). Only 22% think their school gets bullying to stop if it happens.

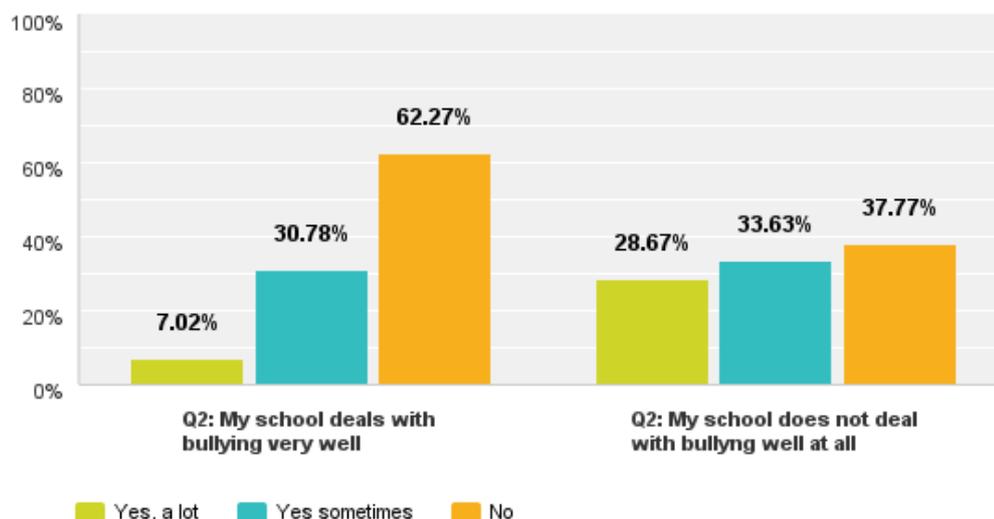
This is a clear picture of what schools are expected to have in place. The effective schools are working hard proactively to prevent discrimination, celebrate diversity and train young people to support one another. They consult well on policy. They are focusing on e-safety strongly and ensure that students know how to report being bullied. But most effectively, if bullying does occur, these schools are three and a half times more likely to get it to stop.

Both groups use assemblies and lessons as their main tool, but the ineffective schools are too reliant upon assemblies and lessons and do far fewer of the other actions that create a coherent consistent whole schools approach.

EXPERIENCE OF BEING BULLIED

Q6 Have you been bullied?

Answered: 4,565 Skipped: 198



NB!

Students in the Ineffective schools are four times more likely to say they have been bullied ‘a lot’ than their counterparts in Effective schools. There are 639 such people. They are described as **Badly Bullied** in this report.

WHEN DID THE BULLYING HAPPEN?

We explored when the bullying took place and how recent it was by asking all those who had been bullied to any extent, to answer this question.

If you have been bullied was it	Effective schools	Ineffective schools
In the last week?	9%	30%
In the last 4 weeks?	12%	12%
In the last year?	24%	22%
A long time ago?	39%	22%
I don't remember	16%	14%

A great deal of bullying is currently taking place in the Ineffective schools: 30% of their students who have been bullied say it was in the last week, in contrast to 9% in the Effective schools. In the latter, students are more likely to say that although they have been bullied, it happened a long time ago or they do not remember when it was. This suggests it might have taken place before they entered their current secondary school or it has not happened in the last year.

But what is the experience of those who badly bullied? They are the most acute cases and require special attention.

NB!

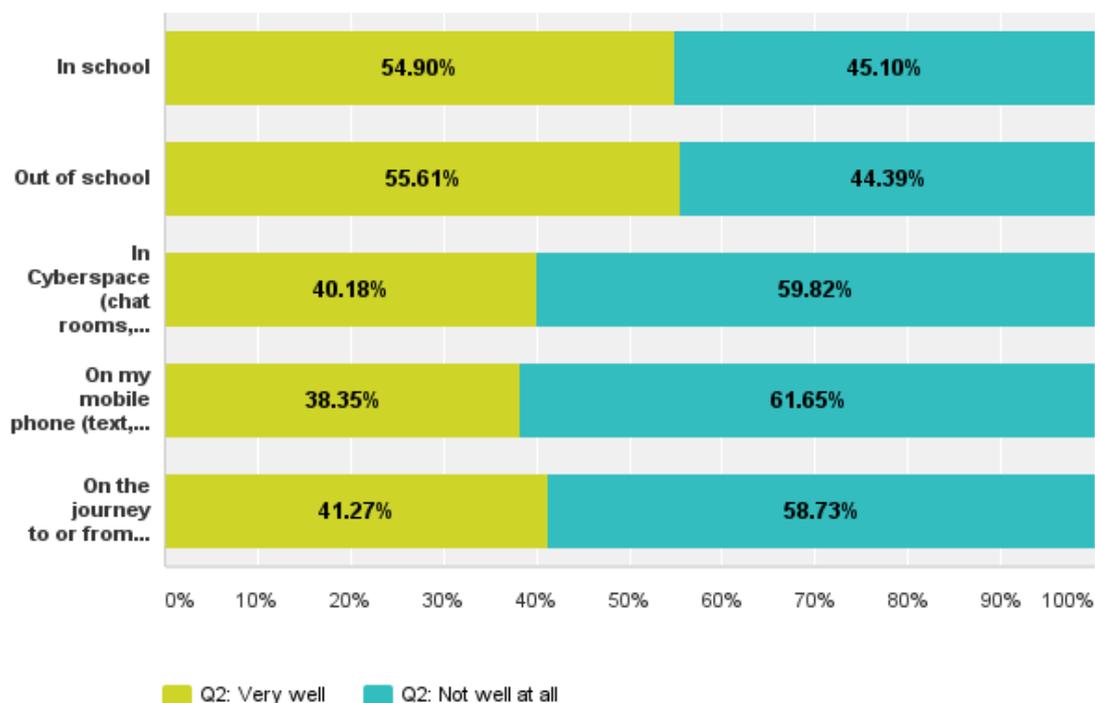
When we examine answers from students who were bullied 'a lot', we find that in Ineffective schools, fully 55% of them say they were bullied in the last week in contrast to less than half that percentage in Effective schools. (55% vs. 26%).

Although clearly it would be desirable for this figure to be much further reduced in Effective schools, it does show that effective approaches can reduce the most severe bullying taking place, by half.

LOCATION

Q8 If you have been bullied, where did it happen? (You can tick more than one box)

Answered: 1,841 Skipped: 2,922



Bullying takes place both in school and out of school. The students in the effective schools are more likely to report that bullying happened to them both in and out of school, but they report far lower mobile phone and cyberbullying than the students in the Ineffective schools and less bullying on the journey to or from school. Ineffective schools are perhaps not addressing cyberbullying to the same extent as effective schools. (These responses are from people who were bullied, not all the students who answered.)

The experiences of badly bullied students

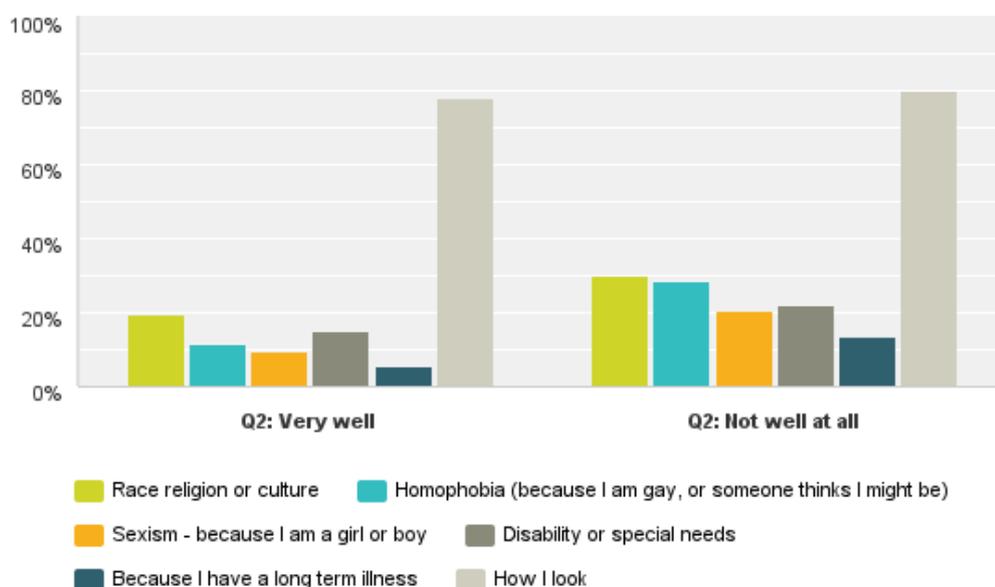
Cyberbullying is two thirds more prevalent in the lives of badly bullied students in the Ineffective schools (25% vs. 75%).

It is here that we can see the most marked difference. Bullying via their mobile or on the Internet soars for badly bullied students in Ineffective schools. Their counterparts in Effective schools experience one third of the cyberbullying they do.

Bullying on the journey to school is also a feature of the lives of badly bullied students in Ineffective schools (29% vs. 71%)

Q9 Do you think the bullying was linked to any of these?

Answered: 1,311 Skipped: 3,452



Effective schools are reducing prejudice driven bullying: **NB!**

Racism is a third more likely in Ineffective schools, Homophobia is more than twice as likely and sexism is twice as likely to occur. Bullying because of a disability or special needs is considerably more common in the Ineffective schools and bullying that is linked to a long term illness is remarkably high at 14% compared to 5% in the Effective schools. But for all students who have been bullied, 'How I look' remains the single overwhelming reason they give. It is hovering around 80% for all our children.

If you were bullied, did you tell anyone?

	Effective schools	Ineffective schools
No, I told nobody	14%	24%
I told a friend	37%	36%
I told a teacher	48%	39%
I told a parent or carer	57%	39%
I told a brother or sister	17%	16%
I told some other person I trust	18%	16%
I rang a helpline	2%	5%
I used an online help service	1%	4%
I dealt with it myself	18%	31%

Students in Effective schools are more likely to tell a teacher and less likely to deal with it themselves. They also tell parents or carers and are markedly less likely to say they did not tell anybody than their fellow students in the Ineffective schools, 24% of whom did not tell anyone.

Experiences of badly bullied students

Sexism and Homophobic bullying is twice as high in Ineffective schools than in Effective ones.

Bullying linked to a long term illness is three times higher in Ineffective schools

Racism and bullying linked to disability and special needs are also higher.

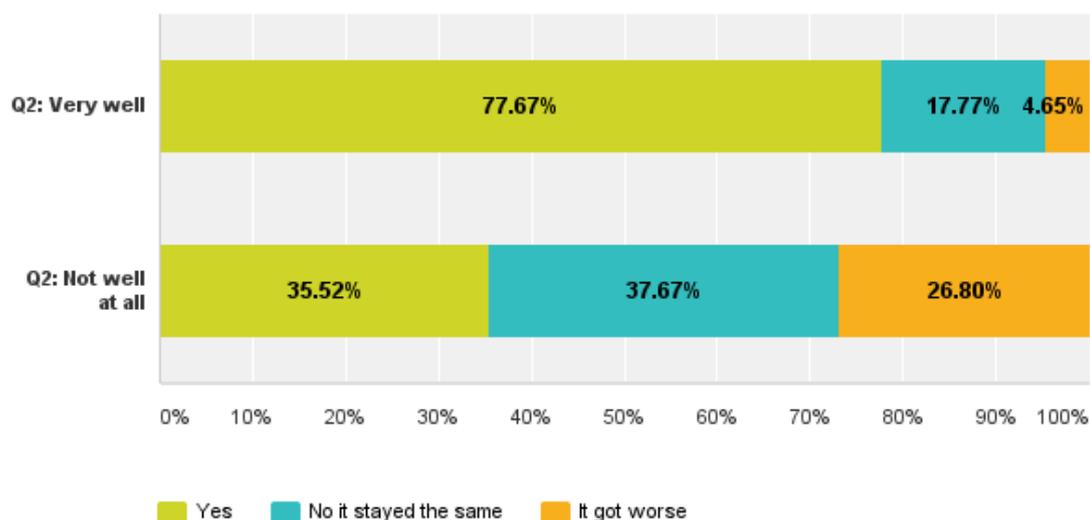
	Effective	Ineffective
Homophobia	19%	38%
Sexism	15%	32%
Racism	27%	36%

Did the bullying stop? *NB!*

Reporting it was far more worthwhile for students in Effective schools, they were more than twice as likely to get a good outcome as their fellow students in Ineffective schools (78% vs. 36%). In fact those in the poorly performing schools found that instead of getting help when they reported being bullied, they were more than twice as likely to find the bullying remained unchanged and five times more likely to find that it actually worsened. This is a disincentive to reporting.

Q11 Did the bullying stop? (Tick the one closest to your experience)

Answered: 1,866 Skipped: 2,897



Experiences of badly bullied students.

45% of badly bullied students told a teacher what was happening. But the bullying only stopped in 11% of their cases. In fact for 38% of them it stayed the same and for more than half (51%) matters became worse.

Please tell us about bullying happening around you. Where does bullying happen? Please tick all that you have seen and experienced. (All students not only those who have personally been bullied.)

We asked students to indicate whether the bullying had happened to them personally or they had seen it happening to others in each of the following locations.

Effective schools Ineffective

	It happened to me	I saw it happen to others
On the bus to or from school	16%	84%
	24%	76%
Walking to school	18.33	82%
	26%	74%
On the field or playground	26%	74%
	30%	70%
On a mobile phone online Social network	21%	79%
	30%	70%
In the classroom without the teacher	23%	77%
	30%	70%
In the classroom with the teacher there	29%	71%
	33%	67%
In the toilets	16%	84%
	27%	73%
In the street	20%	80%
	29%	71%
Around school gates	18%	82%
	26%	74%

In the corridors	23%	77%
	32%	68%
In the dinner hall	21%	79%
	29%	71%

What kind of bullying do you see most often? You may tick more than one box.

Effective schools

Ineffective

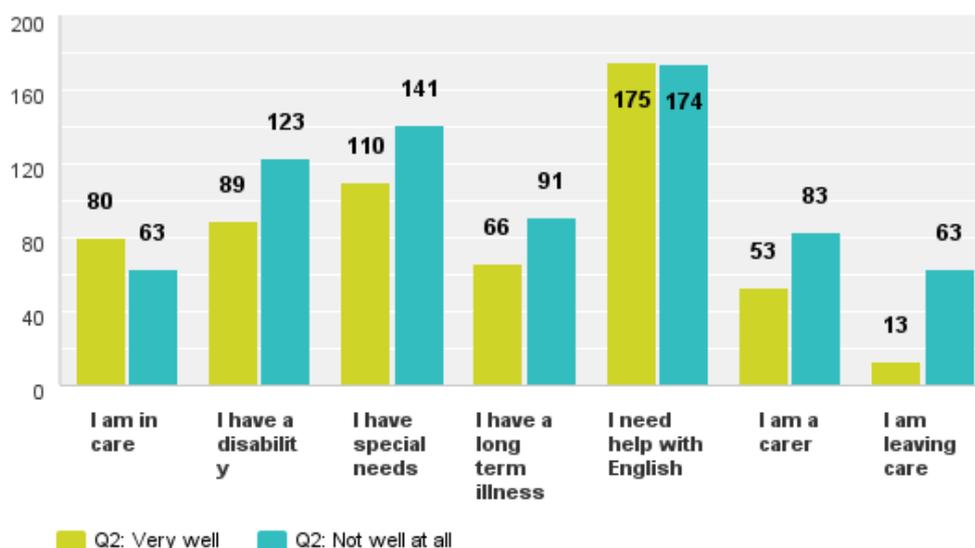
	It happened to me	I saw it happen to others
Pushing and shoving on purpose	26%	74%
	30%	70%
Kicking or beating someone up	19%	81%
	26%	74%
Name calling	32%	68%
	40%	60%
Spreading rumours	28%	72%
	37%	63%
By mobile, online, or hand-helds	20%	80%
	28%	72%
Always leaving someone out	27%	73%
	34%	66%
Racist comments or names	18%	82%
	24%	76%
Bullying due to disability or	14%	86%

health problem		
	20%	80%
Insults calling someone gay	16%	84%
	23%	77%
Sexist bullying	15%	85%
	24%	76%

Among the so called ‘vulnerable’ groups, we note that young carers are particularly likely to feel that their school does not deal with bullying well at all. Those with special needs or a disability are also heavily represented among those who say their school is not dealing with bullying well. Care leavers appear most dissatisfied of all students.

Q17 Please tick a box if any of these are true for you...

Answered: 783 Skipped: 3,980



‘They asked me non-stop questions like ‘why did you tell the teacher?’

‘They bully me for the way I look’

‘I got peed on’

‘They bully me generally for anything they could’

About the badly bullied students

It with regret that we report that there is clearly a racist aspect to this – some people are singled out because they belong to another race or ethnic group but the bullying may take another form, perhaps not overtly mentioning race. The question was worded as follows:

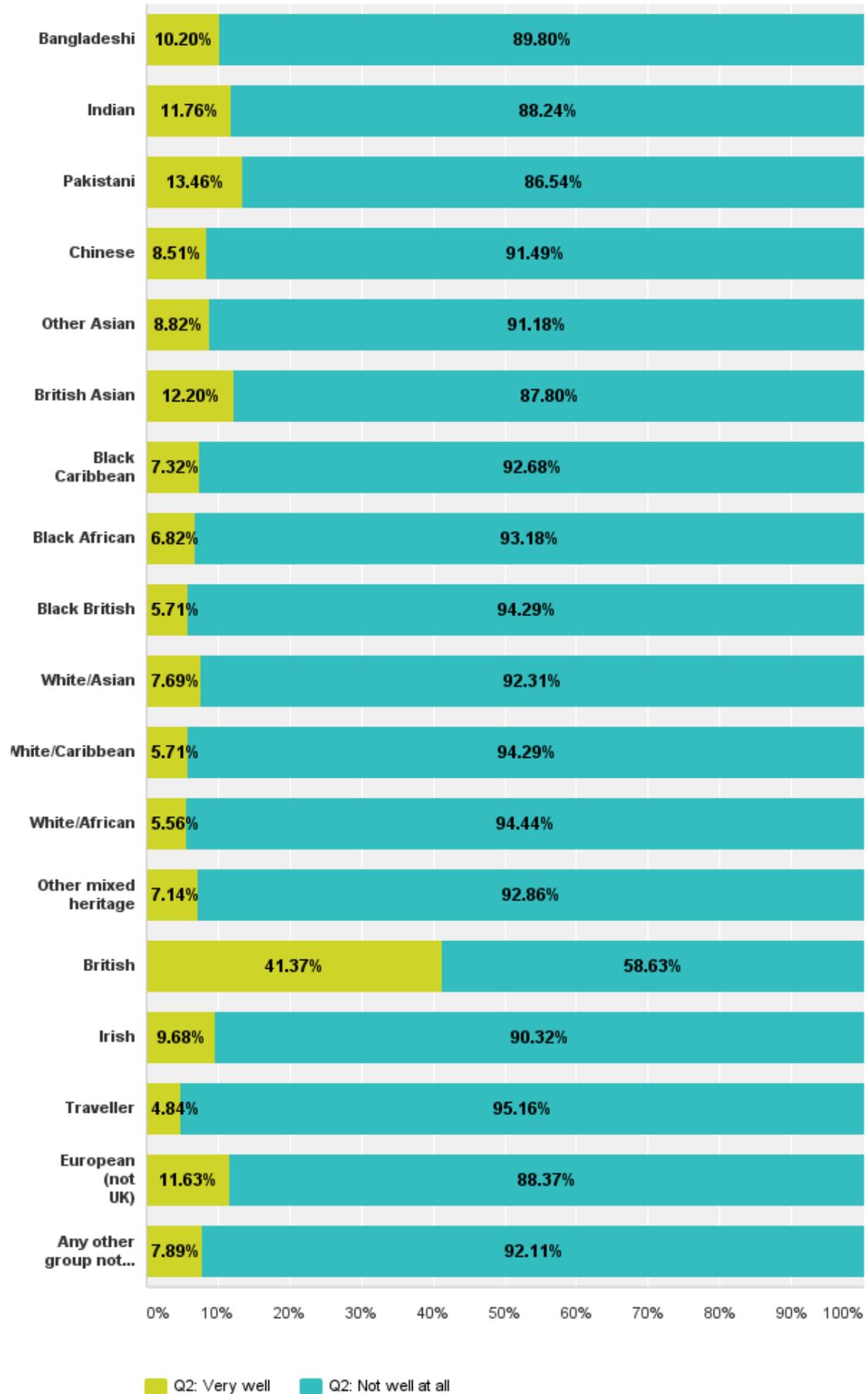
Q16 Why are we asking about your ethnic background? We know that that our family histories are often rich and full of many strands of heritage. We know too that some people do not like questions about ethnic background, but we are asking you about this to find out if there are some people who might need some help because they are being victimised more than others and to challenge prejudice. Please indicate your background.

The badly bullied students who believe their school is ‘not dealing with bullying well at all’ (Ineffective) come overwhelmingly from ethnic minority groups.

For example 93% of Black students who are Black Caribbean or Black British consider their schools Ineffective. 95% of Traveller children also hold this view.

This suggests that responses to reports of bullying need to be far more skilled, nuanced and effective.

We have noticed underlying racism in some of our earlier reports, in particular in homophobic bullying (why does one ethnic group get singled out for more homophobic bullying than others?) and bullying of disabled children and young people and those with special needs. We have called this ‘proxy racist bullying’ as it is really racist but another form of discrimination is used because it may be more possible to get away with it.



Recommendations

- Reduce reliance on telling young people not to bully
- Instead develop more participative activities and embed anti-bullying work across the life of the school, along with safeguarding and e-safety, relationships and emotional health.
- Increase peer support and student 'ownership' of the strategies
- Train staff to respond more successfully if bullying is reported
- Focus support on the vulnerable groups identified
- Regularly ask students to undertake the anonymous survey and develop an action plan to address their concerns
- Over reliance on assemblies and telling students bullying will not be tolerated is less successful than consultation and involvement of the whole school community.