Electronic Appendix 1: Other aspects of bullying included in researchers' definitions

Electronic Appendix 1.1 - Types of bullying included in some researchers' definitions

Aspect of bullying	Examples of researchers who include these aspects in their definitions of bullying
Subset of aggression	Farrington, 1993; Olweus, 1993; Olweus, 1976 cited in Rivers and Smith, 1994; Arora, 1996; Bosworth, Espelage and Simon, 1999; Houndoumadi and Pateraki, 2001; Pellegrini and Long, 2002; Smorti, Menesini and Smith, 2003; Griffin and Gross, 2004; Crothers, Kolbert and Barker, 2006; Monks and Smith, 2006
Only considered direct forms of bullying	Schwartz, 2000; Griffin and Gross, 2004; DeSouza and Ribeiro, 2005.
Bullying could be direct or indirect	Bjorkqvist, Lagerspetz and Kaukiainen, 1992; Olweus, 1993; Olweus, 1997; Hazler et al., 2001; Craig, 1998; Bosworth, Espelage and Simon, 1999; O'Connell, Pepler and Craig, 1999; Salmivalli, 1999; Houndoumadi and Pateraki, 2001; Boulton, Trueman and Flemington, 2002; Pellegrini and Long, 2002; Smorti, Menesini and Smith, 2003; Griffin and Gross, 2004; Woods and Wolke, 2004; Garandeau and Cillessen, 2006; Gini, 2006; Monks and Smith, 2006; Naylor et al., 2006; Craig et al., 2009; Swart and Bredekamp, 2009; Carbone-Lopez, Esbensen and Brick, 2010; Maunder, Harrop and Tattersall, 2010.
Gave physical, verbal and relational bullying as examples	Crick and Grotpeter, 1995; Bosworth, Espelage and Simon, 1999; O'Connell, Pepler and Craig, 1999; Wolke et al., 2000; Woods and Wolke, 2004; Gini, 2006; Naylor et al., 2006; Gruber and Fineran, 2008; Craig et al., 2009; Swart and Bredekamp, 2009; Rivers and Noret, 2010
Gave cyberbullying and sexual bullying as examples	Duncan, 1999a; Naylor et al., 2006; Patchin and Hinduja, 2006; Smith et al., 2006; Shute, Owens and Slee, 2007; Craig et al., 2009; Swart and Bredekamp, 2009; Rivers and Noret, 2010

Electronic Appendix 1.2 - Some researchers' definitions included whom pupils can be bullied

Aspect of bullying	Examples of researchers who include these aspects in their definitions of bullying
Individuals and groups could bully	Farrington 1993; Olweus 1993, 1997; Hazler 1996; Bosworth, Espelage and Simon 1999; O'Connell, Pepler and Craig 1999; Wolke et al. 2000; Carney and Merrell 2001; Houndoumadi and Pateraki 2001; Smorti, Menesini and Smith 2003; Woods and Wolke 2004; Gini 2006; Gruber and Fineran 2008; Maunder, Harrop and Tattersall 2010.
Group process	Salmivalli et al. 1996; O'Connell, Pepler and Craig 1999; Salmivalli 1999; Sutton, Smith and Swettenham 1999; Carney and Merrell 2001; Woods and Wolke 2004; Garandeau and Cillessen 2006; Gini 2006; Monks and Smith 2006; Swart and Bredekamp 2009; Thornberg 2010; Salmivalli, Kärnä and Poskiparta 2011
More boys were involved in bullying	Farrington 1993; Crick and Grotpeter 1995; Pellegrini and Long 2002.

Electronic Appendix 1.3 - Some researchers' definitions included the consequences of bullying

Aspect of bullying	Examples of researchers who include these aspects in their definitions of bullying
Consequences of bullying: mental health	Farrington 1993; Craig 1998; Sharp, Thompson and Arora 2000; Wolke et al. 2000;Griffin and Gross 2004; DeSouza and Ribeiro 2005; Crothers, Kolbert and Barker 2006; Craig et al. 2009; Swart and Bredekamp 2009; Carbone-Lopez, Esbensen and Brick 2010; Thornberg 2010.
Consequences of bullying: impacted on academic attendance and achievement	Farrington 1993; Bosworth, Espelage and Simon 1999; Griffin and Gross 2004; Woods and Wolke 2004; DeSouza and Ribeiro 2005; Crothers, Kolbert and Barker 2006; Craig et al. 2009; Swart and Bredekamp 2009; Thornberg 2010.
Consequences of bullying: social problems	Farrington 1993; Sharp, Thompson and Arora 2000; Griffin and Gross 2004; DeSouza and Ribeiro 2005; Swart and Bredekamp 2009; Carbone-Lopez, Esbensen and Brick 2010; Thornberg 2010
Gender differences in consequences	Gruber and Fineran 2008; Carbone-Lopez, Esbensen and Brick 2010.

Electronic Appendix 1.4 - Some researchers' definitions included reasons and that bullying can be gender or age specific

Aspect of bullying	Examples of researchers who include these aspects in their definitions of bullying
Reasons for bullying	Craig 1998; Schwartz 2000; Woods and Wolke 2004;Thornberg 2010.
Gender-specific bullying	Bjorkqvist, Lagerspetz and Kaukiainen 1992; Farrington 1993; Rivers and Smith 1994; Crick and Grotpeter 1995; Craig 1998; O'Connell, Pepler and Craig 1999; Boulton, Trueman and Flemington 2002; DeSouza and Ribeiro 2005; Gini 2006; Monks and Smith 2006; Craig et al. 2009; Carbone-Lopez, Esbensen and Brick 2010; Rivers and Noret 2010.
Age-specific bullying	Bjorkqvist, Lagerspetz and Kaukiainen 1992; Craig 1998; O'Connell, Pepler and Craig 1999; Boulton, Trueman and Flemington 2002; Garandeau and Cillessen 2006; Craig et al. 2009; Rivers and Noret 2010.

Electronic Appendix 2: Four models of different levels of participatory research

Model of participatory research	'The ladder of participation' Hart (1992: 8-14)	'A model of the level of participation' Kirby et al. (2003: 22-23)	'Pathways to participation' Shier (2001: 110)	'Four modes of participation' Biggs (1989) cited in Cornwall and Jewkes (1995: 1669)
Number of levels	8	4	5	4
Level 1	'Manipulation'	'Children/young people's views are taken into account by adults'	'Children are listened to'	'Contractual'
Level 2	'Decoration'	'Children/young people are involved in decision-making (together with adults)'	'Children are supported in expressing their views'	'Consultative'
Level 3	'Tokenism'	'Children/young people share power and responsibility for decision-making with adults'	'Children's views are taken in account'	'Collaborative'
Level 4	'Assigned but informed'	'Children/young people make autonomous decisions'	'Children are involved in the decision making processes'	'Collegiate'
Level 5	'Consulted and informed'	N/A	'Children share power and responsibility for decision making'	N/A
Level 6	'Adult-initiated, shared decisions with children'	N/A	N/A	N/A
Level 7	'Child initiated and directed'	N/A	N/A	N/A
Level 8	'Child initiated, shared decisions with adults'	N/A	N/A	N/A

Electronic Appendix 3: Principles for adult researchers to follow, devised from children's suggestions

Principles (Hill 2006:85)	How researchers fulfil these principles (Hill 2006:85)
'Fairness'	'Ensure as many types of child and viewpoint as possible are included'
'Effectiveness'	'Try to ensure that the research or the consultation will benefit children'
'Agency'	'Benefit from children's ideas about the best ways to explore their worlds'
'Choice'	'Maximize the opportunities for participants to choose forms of communication and levels of involvement they prefer'
'Openness'	'Be clear to children about limitations to their participation and the effects it will have'
'Diversity'	'Use a range of methods and include all major perspectives'
'Satisfaction'	'Make the experience a comfortable one, and, when appropriate, good fun'
'Respect'	'Recognize children's rights and opinions; minimize use of power'

Electronic Appendix 4: The research advisers/assistants involvement in the research

Electronic Appendix 4.1 - The pseudonyms used for the research advisers/assistants, female peers and teenage girls involved in the research

School	Research advisers/assistants at the start of research	Female peers	Teenage girls
Briston	Alexis Chloe Hall Daisy Flossy Feet Gabrielle Haribo Joanne Linda Lulu Maisy Mera Rose Smith Murphy Nicole Poppy Sunny Roseanne Rosie Starburst Tina	Girl 1-4	N/A
St Beth's	Amelia Bethany Helena Kevie Kitty Marie Phoebe Rihanna Sara	Girl 5-7	N/A
Contor	Ally Maya Jane Smith Rebecca Rose Caves Fruit Apple Jasmine Amber Hattie Danielle Robinson Crystal McCondes Yummy Polly McDale Zoe Madam Diamond Valerie Cambridge Billie Rose Sapphron Pond	Girl 8-12	N/A
Oakbrook	N/A	N/A	Girl A-K

Electronic Appendix 4.2 - The research advisers/assistants' involvement in the research

Area of research	Researcher	Research advisers/assistants	Together
Methods	✓		
Lunch club activities	✓		
Designing the questionnaire			✓
Administering the questionnaire	✓		
Analysis of questionnaire results	✓		
Writing interview questions			✓
Choosing interview questions			✓
Choosing to be interviewers		✓	
Choosing to be interviewed (with additional parental consent)		✓	
Cue cards			✓
Conducting interviews			✓
Analysis of interviews			✓
Ideas for resources		✓	
Design and production of resources			✓
Decision of final resources			✓
How resources are shown to the school		✓	
Recording of the assemblies	✓		
Total	5	4	8

Electronic Appendix 4.3 - The number and percentage of research advisers/assistants who completed the research

School	Number of girls at the start of the research	Number of girls who stopped attending the lunch clubs	Percentage of girls who stopped attending the lunch clubs	Number of girls who completed the research	Percentage of girls who completed the research
Briston	18	8	44.4	10	55.5
Contor (younger group)	8	3	37.5	5	62.5
Contor (older group)	9	2	22.2	7	77.8
St Beth's	9	0[1]	0	9	100.0
Total	44	13	29.5	31	70.5

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[1] One research adviser/assistant at St Beth's did not attend the last session of the lunch club as she had moved schools. However, as she was present for all but one session and she returned evaluation sheets of her experience of being a research adviser/assistant to me by post, I consider her as a research adviser/assistant who completed the research.

Electronic Appendix 4.4 - The stage of research the research advisers/assistants left and the reasons given for leaving the lunch club

Research adviser/assistant	School	Year group	Stage of research when they left	Reason for leaving
Alexis	Briston	Year 4	Pre-research activities	No reason given
Chloe Hall	Contor	Year 4	Pre-research activities	No reason given
Hattie	Contor	Year 4	Pre-research activities	Wanted to play outside with friends
Murphy	Briston	Year 5	Pre-research activities	Lunch club clashed with other commitments
Joanne	Briston	Year 3	Surveys	No reason given
Tina	Briston	Year 3	Surveys	Lunch club clashed with other commitments
Amber	Contor	Year 3	Surveys	No reason given
Mera Rose Smith	Briston	Year 4	Interviews	Lunch club clashed with other commitments
Nicole	Briston	Year 4	Interviews	Lunch club clashed with other commitments
Gabrielle	Briston	Year 4	Making anti-bullying resources	Lunch club clashed with other commitments
Jasmine	Contor	Year 4	Making anti-bullying resources	No reason given
Madam Diamond	Contor	Year 4	Post-research activities	Lunch club clashed with other commitments
Zoe	Contor	Year 4	Post-research activities	No reason given

Electronic Appendix 5: Questionnaire respondents and response rate

Electronic Appendix 5.1 - Percentage of respondents aged 5-11 years old

School	5 years (per cent)	6 years (per cent)	7 years (per cent)	8 years (per cent)	9 years (per cent)	10 years (per cent)	11 years (per cent)
Briston	5.9	15.7	15.7	5.9	25.5	23.5	7.8
Contor	5.4	3.6	26.8	16.1	16.1	19.6	12.5
St Beth's	0	0	29.0	22.6	19.4	22.6	6.5
All schools	4.3	7.2	23.2	13.8	20.3	21.7	9.4

Electronic Appendix 5.2 - Percentage of boy and girl respondents and response rate of questionnaire for all pupils

School	Boy respondents (per cent)	Girl respondents (per cent)	Response rate (per cent)
Briston	47.1	52.9	21.3
Contor	35.1	63.2	37.3
St Beth's	50.0	50.0	100.0
All schools	43.1	56.9	32.8

Electronic Appendix 6: Interview respondents

Electronic Appendix 6.1 - The number of female peers, research advisers/assistants and former or occasional research advisers/assistants interviewed

School	Female peers	Research advisers/assistants	Former/occasional research advisers/assistants
Briston	4	4	2
Contor	5	8	1
St Beth's	3	7	0
All schools	12	19	3

Electronic Appendix 6.2 - The role, school and year group of the six girls who withdrew from the interviews

Girl's role	School	Year group
Female peer interviewed	Briston	Year 3
Female peer interviewed	Contor	Year 4
Female peer interviewed	Contor	Year 3
Research adviser/assistant interviewed	Contor	Year 3
Research adviser/assistant interviewer and interviewed	Contor	Year 3
Research adviser/assistant interviewer and interviewed	Contor	Year 3
Research adviser/assistant interviewer	Contor	Year 3

Electronic Appendix 7: The research activities completed in the lunch club sessions

Schools	Pre-research activities (session numbers)	Designing questionnaire (session numbers)	Preparing for group interviews (session numbers)	Conducting group interviews (session numbers)	Anti-bullying resources (session numbers)	Post-research activities (session numbers)
Briston	1-5, 7	6-10	10-12	13-16	11, 17-23	22-27
Contor - younger	1-3	4-7	6-9	10-12	13-19	20-22
Contor - older	1-3	4-7	6-8	9-11	12-21	20-23
St Beth's	1-3, 5	4-8	7-10	11-14	9, 15-22	23

Electronic Appendix 8: Questionnaire design

Electronic Appendix 8.1 - How the example questionnaire varied in length and content

Questionnaire	Length (pages)	Number of questions or statements	Contained illustrations (yes/no)	Contained tick box responses (yes/no)	Contained Likert scale response (type)	Contained box to write answers (yes/no)	Option to draw answers (yes/no)	Allowed respondents to circle answers (yes/no)
1	1	10 statements	No	Yes	Yes – tick box Likert scale	No	No	No
2	1	20 statements	No	Yes	Yes – tick box Likert scale	No	No	No
3	4	30 questions	Yes	Yes	Yes – bar to colour in	Yes	No	No
4	11	35 questions	Yes	Yes	Yes – tick box and smiley face Likert scale	Yes	No	No
5	11	22 questions	Yes	Yes	Yes – tick box and smiley face Likert scale	No	No	No
6	10	10 questions 2 statements	Yes	Yes	No	Yes	Yes	Yes

Electronic Appendix 8.2 - The aspects of the example questionnaires the research advisers/assistants wanted incorporated in our bullying questionnaire

Questionnaire feature	Number of small groups/pairs who wanted these incorporated in our bullying questionnaire
Tick boxes	11
Pictures	9
Blank box to draw answer	4
Mixture of drawing, writing and tick box answers	3
Easy to read	3
Written answers	3
Big writing	2
Choice of responses	2
Range of questions	2
Circle answers	1
Simple questionnaire	1
Questionnaire for kids	1
Big answer boxes	1

Electronic Appendix 8.3 - The different questionnaire layouts presented to the research advisers/assistants

Layout number	Questions or statements	Responses listed vertically or horizontally	Pictures next to responses
1	Questions	Horizontally	Yes
2	Statements	Horizontally	No
3	Questions	Horizontally	No
4	Questions	Vertically	No

Electronic Appendix 8.4 - An example of one of the questionnaire questions written in the form of a question or written in the form of a statement

Question 3	
In the form of a question	In the form of a statement
How often have you been bullied? (Tick 1 box)	I have been bullied… (Tick 1 box)
Every day ☐	Every day ☐
Once a week ☐	Once a week ☐
Once every 2 weeks ☐	Once every 2 weeks ☐
Once a month ☐	Once a month ☐
Once a term ☐	Once a term ☐
Only once ☐	Only once ☐

Electronic Appendix 9 - Interviews

Electronic Appendix 9.1 - The types of bullying, bullies and coping strategies the 22 cue cards presented

Types of bullying	Types of bullies	Types of coping strategies
Physical such as hitting, pushing or kicking	A girl	Ignore the bully
Having belongings damaged	A boy	Stand up to the bully
Being called nasty names	A group of girls	Get upset
Teased about the way you look	A group of boys	Plan revenge
Being sent nasty messages on a mobile phone or computer	A group of boys and girls	Tell no-one
Rumour spread about you		Tell a teacher
Being ignored and left out by your friends		Tell a friend I can trust
Wrongly accused of being a bully		Tell Mum or Dad
		Tell older brother or sister

Electronic Appendix 9.2 - The 11 interview questions used in the interviews

1) What do you think bullying is?
2) Which of these types of bullying happen most to girls your age?
3) What type of bullying would be the most upsetting to happen to you if bullied by a girl? Why?
4) What type of bullying would be the most upsetting to happen to you if bullied by a boy? Why?
5) Who is it worst to be bullied by?
6) Who are girls your age bullied by?
7) Why do you think they are bullied?
8) Who do girls your age bully?
9) Why would girls bully other children?
10) What are the best ways to cope with being bullied? Why?
11) We are going to make something for the school to use to stop bullying. What do you think we should make?

Electronic Appendix 9.3 - The number and age of interviewees in the group interviews

Interview	School	Interviewees	Year group
1	Briston	2 research advisers/assistants	Year 5
2	St Beth's	4 research advisers/assistants	Year 3 and Year 6
3	Contor	2 research advisers/assistants	Year 3
4	Briston	1 research adviser/assistant and 3 female peers	Year 3 and Year 4
5	St Beth's	1 research adviser/assistant and 2 female peers	Year 4 and Year 6
6	Contor	4 research advisers/assistants	Year 5 and Year 6
7	Contor	1 female peer[2]	Year 4
8	Briston	1 research adviser/assistant and 1 female peer	Year 3 and Year 4
9	St Beth's	1 research adviser/assistant and 1 female peer	Year 3 and Year 5
10	Contor	2 research advisers/assistants and 3 female peers	Year 5
11	Contor	1 research adviser/assistant and 1 female peer[3]	Year 4
12	Briston	1 research adviser/assistant and 1 female peer	Year 3 and Year 4
13	St Beth's	1 research adviser/assistant	Year 6

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[2] Interview started with three research advisers/assistants and one female peer. Three research advisers/assistants who volunteered as interviewees left during the interview to go outside to play.
[3] Interview started with one research adviser/assistant and three female peers. Two female peers withdrew during the interview.

Electronic Appendix 9.4 - Interview themes

The sections underlined are the themes the research advisers/assistants and me worked on together in the thematic analysis sticking activity.

Definition of bullying

- Being mean
- Hurting others feelings
- Repetition
- Becomes a group

Social exclusion

- Nobody to play with
- Unexpected
- Same gender
- Not nice

Physical bullying

- Injuring someone
- Hurt and upset

Cyberbullying

- Happens at secondary school
- Unknown bully
- Bully is a friend
- Victim's reaction
- Content of message

Rumours

- Behind back
- Everybody saying things
- Privacy
- Not nice
- Rumours about work

Appearance

- Physical appearance
- Fashion
- Hurt on the inside
- Spread to others
- Don't need others opinions
- Not nice

Importance of belongings

- Harder to resolve
- Cost
- Precious
- Age
- No longer have belongings
- Protective

Reasons for being a bully

- Jealous
- Revenge
- Power
- Look stronger
- Attention
- Treated badly
- Feel inferior
- Feel superior
- Joke
- Increase number of friends
- Have no friends
- Standing up for self
- Want to

Reasons for being bullied

- Age
- Size
- Appearance
- Personality
- A new pupil
- Not popular
- Racial

- Accent
- Different interests
- Unexpected reaction
- Weaker
- Name

Coping by self

- Ignore the bully
- Walk away
- Standing up to the bully
- Planning revenge
- Make friends with bully
- Make friends with other children
- Tell no-one
- Get upset
- Deal with it yourself

Support from others

- Teachers
- Parents
- Tell an adult
- Older siblings
- Trusted friend
- Older friend
- Tell others

<u>Gender differences</u>

- Girls
  - *Weaker*
  - *Turn on you*
  - *Individual girl*
  - *Group of girls*
  - *Verbal*
  - *Hurt you inside*
  - *Know how to hurt girls*
  - *Target opposite gender*
- Boys
  - *Intimidating*
  - *Turns into a group*
  - *More physical*

- o *Hurt more than girls*
- o *Boys are stronger*
- o *Don't expect it*
- o *Group of boys*
- o *A boy*
- Boys and girls
- o *Stronger together*
- o *Size of group*
- o *Mixture of different types of bullying*
- o *Both Boy and girl bullies can be mean*

Ideas for resources

- Posters
- Banners
- Board about bullying
- Play on bullying
- Assembly
- CCTV in the playground (adult controlled)
- Playground patrol (pupil controlled)
- Leaflets
- Letters
- Film/DVD/Video
- Book
- Computer application
- Golden rules

Friends

- Upsetting when bullied by friend

Electronic Appendix 10: The Anti-Bullying Resources

Electronic Appendix 10.1 - Details of the example anti-bullying resources shown

Type of anti-bullying resource	Title	Types of bullying it addresses	Source
Booklet	Beat bullying	Coping with bullying	(Kidscape.org.uk 2009)
Booklet	Don't bully me: Advice for primary school children	Coping with bullying	(Kidscape.org.uk 2006)
Poster	Bullying is not cool!	Coping with bullying, picture of physical bullying	(Activityvillage.co.uk 2012)
Poster	No bullying here!	Coping with bullying and definition of bullying, picture of physical/verbal bullying	(Earlylearninghq.org.uk 2011)
Poster	Say no to bullying	Cyberbullying	(Couriermail.com.au 2010a)
Poster	Say yes to respect	Ways to stop bullying	(Couriermail.com.au 2010b)
Poster	Stay safe in cyberspace	Coping with cyberbullying	(Anti-bullying Alliance 2009a)
Z-fold leaflet	Stay safe in cyberspace	Coping with cyberbullying	(Anti-bullying Alliance 2009b)

Electronic Appendix 10.2 - The differing amount of support and time needed for the research advisers/assistants to complete their anti-bullying resources

Lunch club group	Anti-bullying resource(s)	Support needed	Time taken to complete
Briston	Posters	Optional frameworks for posters Voting forms	5 sessions
Contor – younger	Board games	Board game designs Content of cards Offer choices of fonts and borders for cards Type up games rules	6 sessions
Contor – older	Design of webpage and Z-fold leaflets	Z-fold leaflet framework Voting forms	8 sessions
St Beth's	Assembly and Z-fold leaflets	Z-fold leaflet framework Editing scripts Producing script of whole assembly Direction signs	7 sessions

Electronic Appendix 10.3 - Contor C of E Primary School anti-bullying snakes and ladders game [game 1]

This game is based on what we, the Anti-bullying Research Club for Girls, found out about bullying and the best ways to cope with it. We found this out by asking girls and boys in the school to fill in surveys and asking some girls questions about what they thought about bullying.

Contents

8 counters

1 spinner

61 bullying cards

Who starts?

The player who is youngest starts the game.

What is the aim of the game?

The aim of the game is to reach the finish square before the other players. The number you spin on the spinner is the number of spaces you move forward.

What happens if you land on a snake square?

If you land on a snake square you pick up a snake card and read it out loud. You have to follow the instructions on the card. The card will have a fact about bullying from our research and will tell you to miss a turn or move backwards a number of spaces. You pick up the top card; it does not have to be the same colour snake as the square you have landed on.

What happens if you land on a ladder square?

If you land on a ladder square you pick up a ladder card and read it out loud. You have to follow the instructions on the card. The card will have a fact about bullying from our research and will tell you to spin again or move forward a number of spaces. You pick up the top card; it does not have to be the same colour ladder as the square you have landed on.

What if you land on a square with just a number on it?

You stay there until your next turn.

How do we know who has won?

The first player to land on the finish square is the winner.

Electronic Appendix 10.4 - Anti-bullying snakes and ladders game [game 2]

This game is based on what we, the Anti-bullying Research Club for Girls, found out about bullying and the best ways to cope with it. We found this out by asking girls and boys in the school to fill in surveys and asking some girls questions about what they thought about bullying.

Contents

7 counters

1 spinner

61 bullying cards

Who starts?

The player who spins the highest number on the spinner starts first.

What is the aim of the game?

The aim of the game is to reach the finish square before the other players. The number you spin on the spinner is the number of spaces you move forward.

What happens if you land on a snake?

If you land on a square with a snake's head on you go down the snake.

What happens if you land on a ladder?

If you land on a square with the bottom of a ladder on it you go up the ladder.

What happens if you land on a square that says bullying?

You pick up a bullying card, read it out loud and follow the instructions on the card. The card will have a fact about bullying from our research and will tell you to miss a turn, spin again, move forward or move backwards a number of spaces.

What if you land on a square with just a number on it?

You stay there until your next turn.

How do we know who has won?

To land on the last square you don't need the exact number on the spinner to finish. For example if you land on square number 46 you can finish the game by spinning 2,3,4,5 or 6.

The first player to land on the finish square is the winner.

Electronic Appendix 10.5 - Examples of information girls added about bullying other than our research results

Anti-bullying resource	Aspects of results covered	Additional information included
Poster by Poppy Sunny	How to cope with bullying	Offered encouragement *'Don't be afraid'* Added own views to result that crying in front of a bully will make bullying worse *'even if you want to cry don't because that's what bullies want to see'*
Poster by Maisy	How to cope with bullying Reasons for bullying	Added own opinion of bullies *'bullies know they are cowards'* View opposed the result of standing up to the bully as an effective coping strategy *'never answer the bully back'*
Poster by Daisy	Used computer image to represent cyberbullying	Chose cyberbullying, one of the least prevalent forms of bullying in the results
Individual Z-fold leaflet by Polly McDale	How to cope with bullying Reasons for bullying Bullying definition	Copied from the example cyberbullying Z-fold leaflet *'cyberbullying – keep evidence'*
Webpage design plan by Valerie Cambridge	How to cope with bullying	Added own opinion about bullying *'always be nice because everyone is fighting a hard battle'* Added Facebook style feature *'99 Likes'*
Webpage design plan by Billie Rose, Yummy and Polly McDale	How to cope with bullying	View opposed the result of standing up to the bully as an effective coping strategy *'don't fight back'*
Webpage picture by Yummy	Used word from bullying definition – *'mean'* Used word *'ugly'* – reflects teased about appearance	Added own words about bullying *'stupid', 'horrible', 'I hate you'*
Webpage picture by Billie Rose	Name calling	Added own opinions about bullying *'I hate bullying', 'don't bully', 'be a friend not a bully', bullying is bad'*
Webpage picture by Polly McDale	None	Added own opinions about bullying *'stomp the bully', 'do not bully'*
Webpage picture by Zoe	Used word *'fat'* – reflects teased about appearance	Added own opinion about bullying *'say no to bullying'*
Webpage picture by Billie Rose	None	Added own opinion about reasons for bullying *'just because I'm small doesn't mean I like bullying'*

Electronic Appendix 10.6 - Script for St Beth's assembly

Bethany: Good morning everybody and welcome to our assembly on bullying. we are now going to sing you are a star. Please stand up.

Song – You are a star

Bethany: Please sit down.

Speech about anti-bullying club:

Marie: We are the anti-bullying research club for girls and we have been working together on Wednesday lunchtimes to find out more about bullying.

Amelia: In our club we have been talking about what bullying is, who to tell and how to stop bullying.

Marie: We made and handed out surveys about bullying to most of the boys and girls in our school.

Amelia: We also talked to some girls in our school to ask them what types of bullying happen to girls our age and what were the best ways to cope with it.

Marie and Amelia: In this assembly we are going to tell you what we found out, starting with what is bullying.

What bullying is:

Sara: Bullying is when someone or a group of people are mean to you on purpose and hurt your feelings.

Kevie: They can be mean to you physically or mentally.

Sara: For it to be bullying it has to carry on over a period of time

Kevie: Bullying can happen anywhere like in school, in the playground or in the street.

Sara: Anyone can be a bully or be bullied.

Kevie: That is what bullying is

Helena: we are now going to do a few role plays of bullying

Types of bullying that happen most to girls:

Rihanna: The types of bullying that happen most to girls are being ignored and left out and being teased about the way you look

Kitty: can I play with you?

Phoebe: No you can't play because you have got freckles and you are very very small

Kitty: (starts crying)

Phoebe: stop crying you little monk

Phoebe throws Kitty on the floor

Phoebe: come on stand up lazy bones

Kitty: (starts to stand up) you are not the best are you

Phoebe: neither are you I never want to see you again

Types of bullying girls find most upsetting:

Rihanna: The types of bullying girls find most upset are belongings being damaged

Marie: (breaks Harriet's belongings) ha ha

Amelia: (starts crying) that was special

Rihanna: teased about the way you look

Marie: you look awful today

Amelia: no I don't

Marie: yeah you do

Amelia: no I don't stop saying that

Marie: you can't tell me what I can say

Rihanna: Wrongly accused of being a bully

Marie: you broke my belongings. That's bullying

Amelia: no I did not

Marie: I'm going to tell everyone that you are a bully

Rihanna: rumours spread about them

Marie: (whispering to another girl and laughing) she looks weird

Amelia: I don't look weird

Rihanna: sent nasty messages on mobile phone

Amelia: Mum, mum

Marie: yeah I'm coming

Amelia: I've just got a message saying that I'm rubbish

Marie: that's not very nice. Who is it from

Amelia: I don't know

Types of bullying girls see happen to other children:

Sara: the types of bullying that happen to other children are being ignored and left out of a game by their friends and called nasty names

(Sara is standing in the playground and Kevie comes up to her)

Kevie: Can I play with you?

(Sara walks away and talks to Bethany, Rihanna and Helena)

Kevie: oh she's gone

Sara: She is so babyish

(Sara, Bethany, Helena and Rihanna are laughing together)

Kevie: can I play with you guys

Sara: On your own are you loner? Come on let's play skipping.

(Group laughs and goes to skip)

Kevie: ooh skipping can I play?

(Group puts skipping ropes down and walk away and Kevie looks sad.)

Who girls are bullied by:

Kitty: girls are usually bullied by a girl or a group of girls

Phoebe: Girls think it would be worst to be bullied by a group of boys and girls because they are stronger together. They also think it would be horrible to be bullied by a group of girls as they are meaner and jealous.

Reasons why girls get bullied:

Bethany: we are going to do a role play about the reasons why girls get bullied

Rihanna: I'm the bully

Helena: we are the victims

Bethany: Day 1

(Helena and Bethany are playing dodge ball)

Helena: pass pass she shoots she scores

Bethany: ouch that hurt

Rihanna: oops did I hurt your leg

(Takes the ball)

Rihanna: ooh my gosh you're that new girl

Bethany: Day 2. Do you like my designer top?

Helena: yeah it's really nice

Bethany: do you like my top?

Rihanna: I already have that top and it looks so much better on me and BTW if you know what that means by the way when your hair is messed up like that you won't be popular

Bethany: why is she so mean? Day 3

(Bethany and Helena playing tig)

Rihanna: hi loser do you want your ball back

Helena: yes

Rihanna: tough, you're not having it so beat it

Bethany: I've had enough I'm going to tell the teacher

Rihanna: you wouldn't dare you are too much of a wimp to do that

Helena: Helena Burton I have had enough of this behaviour. You have been bullying people including Bethany. So I need you to stop and say sorry

Rihanna: sorry

Helena: properly

Rihanna: sorry Bethany. I'm going home.

Helena: not in the middle of lunch you're not

(Everyone stands in a line)

Helena: In our research we found that there were six good ways to cope with bullying

Bethany: Number one is to tell a teacher as the bullying will get sorted out and the bully will be told off.

Phoebe: Number two is to tell your mum or dad as they can support you and tell your teacher for you.

Rihanna: Number three is if you have an older brother or sister, tell them about being bullied. They can tell your parents for you.

Sara: Number four is to tell a friend you trust as they can comfort you.

Amelia: Number five is to stand up to the bully to show that you are too strong to be bullied and are not scared

Marie: number six is to ignore the bully as the bully will get bored and stop and you won't get upset.

Kevie: So the best ways to cope with bullying is to tell someone, ignore the bully or stand up to the bully.

Kitty: We found that the worst ways to cope with bullying were planning revenge, telling no-one and getting upset in front of the bully.

Amelia: we will now sing a song written by us.

Song: If you're being bullied then you need to stop it.

We don't want people crying about it.

Ayo ayo tell a teacher.

Ayo ayo ooooh.

It's so funny that the bully thinks they're winning,

cause I tell you now the bully ain't quitting.

Ayo ayo tell a teacher.

Ayo ayo stop!

If you're being bullied make it stop right now.

Stop right now. Make it stop right now

If you're being bullied make it stop right now.

Stop right now. Ayo ayo stop right now.

Tell a teacher, tell a teacher, tell a teacher. Tell a tell a teacher.

Tell a teacher, tell a teacher, tell a teacher. Tell a tell a teacher.

Stop!

Anti-bullying.

Anti-bullying.

Anti-bullying.

Anti-bullying.

Sara: We are now going to say a prayer

Prayer:

Kevie and Sara: Dear Lord, help us to stop bullying

Marie and Amelia: and make our school a happy place

Bethany, Helena and Rihanna: help us remember the best ways to cope with bullying are to tell someone, stand up to the bully and ignore the bully

Kitty and Phoebe: help us to be nice to one another and always be friends.

Everyone: Amen

Electronic Appendix 10.7 - Questions I gave to the research advisers/assistants to help them produce their webpage design

> 1) Who are we?
>
> Anti-bullying research club for girls
>
> 2) What have we done?
> 3) What did we find out?

Electronic Appendix 10.8 - The bullying speech written for Lulu

> B is for bullying. Bullying is when someone is mean on purpose repeatedly.
>
> U is for upsetting. The three most upsetting types of bullying are
>
> 1. being kicked on purpose
> 2. having rumours spread about you
> 3. being called nasty names
>
> L is for left out. Being ignored and left out of a game by friends is the type of bullying that happens most to girls.
>
> L is for let an adult help. If you tell an adult, they will help to make the bullying stop and the bully will be punished.
>
> Y is for younger children. Younger children often get bullied by older children.
>
> I is for ignoring. Ignoring the bully will help, as the bully might get bored and stop.
>
> N is for no one. Telling no one is not a good way to cope with bullying, as it will continue.
>
> G is for go tell a friend so they can support you.

Electronic Appendix 10.9 - The research advisers/assistants roles in the assembly when they shared the results of our research to their school

Part of assembly	Aspect of results addressed	Research advisers/assistants involved
Welcoming pupils to the assembly	N/A	Bethany
Song 'You are a star'	N/A	All of school
Speech 1	Discussing the role of the anti-bullying research club for girls	Amelia and Marie
Speech 2	Definition of bullying	Kevie and Sara
Introduction to role plays	N/A	Helena
Role play 1	Prevalence of bullying experienced by girls	Rihanna, Kitty and Phoebe
Role play 2	Severity of bullying experienced by girls	Rihanna, Amelia and Marie
Role play 3	Bullying witnessed	Sara, Kevie, Bethany, Helena and Rihanna
Speech 3	Who girls are bullied by	Kitty and Phoebe
Role play 4	Reasons why girls are bullied	Bethany, Rihanna and Helena
Speech 4	Best ways to cope with bullying	All research advisers/assistants (holding up cards that spell out bullying)
Song and dance routine	Coping with bullying	All research advisers/assistants (adapted and choreographed by the research advisers/assistants)[4]
Prayer	Coping with bullying	All research advisers/assistants

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[4] The Year 6 research advisers/assistants used the tune and adapted the words of the song 'Hot right now' by DJ Fresh featuring Rita Ora.

Electronic Appendix 11: Text on the anti-bullying interventions cue cards used in the focus group discussions

Teachers stopping bullying when they see it

Assembly about bullying

Circle time where pupils talk about bullying

Posters about bullying

Improving the design of the playground

Working in small groups in class

Having school rules about bullying

Teachers making the classroom a friendly place to work

Pupils being asked to become friends with a child who has been bullied

A group of pupils help a bully and a victim to sort out their problems

Electronic Appendix 12: Frequency tables for questionnaires, interviews and focus group responses

Electronic Appendix 12.1 - Bullying definitions given by the tweenage and teenage girls

Definition	Tweenage (number of quotes)	Teenage (number of quotes)	Total
Hurting others	57	1	58
Repetition	49	8	57
Intentionality	8	3	11

Electronic Appendix 12.2 - Different bullying definitions given by the tweenage girls

Definition	Number of quotes
Physical bullying – personal and belongings	63
Verbal bullying	62
Relational bullying	23
Groups	22
Cyberbullying	5
Power imbalance	5
Anyone can be a bully	3
Teased about appearance	2
Different to not being friends	1
Consequence - relationship	1
Reasons behind bullying	1

Electronic Appendix 12.3 - Percentage of tweenage girls and boys who reported experiencing bullying

Sex	Briston (n=40)	Contor (n=31)	St Beth's (n=51)	All schools
Girls	60.0	46.9	46.7	50.7
Boys	61.1	50.0	40.0	51.0
Girls and boys	57.5	47.1	41.9	50.0

Electronic Appendix 12.4 - Number of teenage girls' quotes on the age bullying happened at secondary school

Year 8	Year 9	Year 10 and 11	6th Form – bullying still happens	6th Form – bullying does not happen	All ages
2	4	1	1	1	1

Electronic Appendix 12.5 - Percentages of tweenage girls who experienced and witnessed the same type of bullying

Type of bullying	Tweenage girls (per cent)
Ignored and left out of a game	54.4
Name calling	54.0
Physical	36.7
Teased about appearance	34.4
Rumours	29.2
Wrongly accused of bullying	23.1
Belongings damaged	19.7
Cyberbullying	11.6

Electronic Appendix 12.6 - Teenage girls' views on the types of bullying witnessed by girls their age

Type of bullying	Number of quotes
Physical fights by boys	4
Verbal fights by girls	3
Rumours	3
Cyberbullying	1

Electronic Appendix 12.7 - Percentage of older and younger tweenage boys who reported they had witnessed each type of bullying

Type of bullying	Older tweenage boys (per cent)	Younger tweenage boys (per cent)
Name calling	89.3	58.3
Physical bullying	75.0	58.3
Ignored and left out of a game by a friend	67.9	50.0
Teased about appearance	67.9	25.0
Belongings damaged	42.9	41.7
Rumours	50.0	8.3
Wrongly accused of bullying	28.6	8.3
Cyberbullying	21.4	8.3

Electronic Appendix 12.8 - Interviewed tweenage girls views on the prevalence of bullying experienced by girls their age

Type of bullying	Number of quotes
Name calling	14
Rumours	9
Being ignored and left out of a game by a friend	8
Belongings damaged	8
Cyberbullying	8
Teased about appearance	7
Physical bullying	3
Wrongly accused of bullying	2

Electronic Appendix 12.9 -Types of bullying bullied tweenage girls reported they had experienced

Type of bullying	Number of bullied tweenage girls questionnaire responses
Being ignored and left out of a game by a friend	33
Name calling	22
Physical bullying	19
Rumours	17
Teased about appearance	17
Wrongly accused	12
Belongings damaged	7
Cyberbullying	3

Electronic Appendix 12.10 - Comparison of the prevalence of the types of bullying experienced by sex

Type of bullying	Tweenage girls (per cent)	Tweenage boys (per cent)
Ignored and left out of a game by a friend	79.4	50.0
Name calling	55.9	69.2
Physical	50.0	65.4
Teased about appearance	44.1	34.6
Rumours	41.2	34.6
Wrongly accused of bullying	26.5	15.4
Belongings damaged	20.6	30.8
Cyberbullying	8.8	7.7

Electronic Appendix 12.11 - Age differences in the types of bullying experienced by bullied tweenage girls

Type of bullying	7-11 year olds (per cent)	Younger tweenage 7-8 year olds (per cent)	Older tweenage 9-11 year olds (per cent)
Ignored and left out of a game by a friend	79.4	85.7	75.0
Name calling	55.9	50.0	60.0
Physical	50.0	64.3	40.0
Teased about appearance	44.1	42.9	45.0
Rumours	41.2	28.6	50.0
Wrongly accused of bullying	26.5	21.4	30.0
Belongings damaged	20.6	21.4	20.0
Cyberbullying	8.8	0	15.0

Electronic Appendix 12.12 - Age differences in the types of bullying experienced by bullied tweenage boys

Type of bullying	Tweenage 7-11 years	Younger tweenage 7-8 years	Older tweenage 9-11 years
Name calling	69.2	66.7	70.0
Physical	65.4	33.3	75.0
Ignored and left out of a game by a friend	50.0	33.3	55.0
Rumours	34.6	16.7	40.0
Teased about appearance	34.6	16.7	40.0
Belongings damaged	30.8	16.7	35.0
Wrongly accused of bullying	15.4	0	20.0
Cyberbullying	7.7	0	10.0

Electronic Appendix 12.13 - Percentages for how often tweenage girls and boys experienced bullying

Frequency of bullying	7-11 year olds	7-11 year old girls	7-11 year old boys
Everyday	14.8	14.5	15.7
Once a week	6.6	8.7	3.9
Every two weeks	4.9	1.4	9.8
Once a month	6.6	4.3	9.8
Once a term	8.2	10.1	5.9
6-9 times	3.3	2.9	3.9
Occasionally	4.9	7.2	2.0
Only once	14.8	14.5	13.7

Electronic Appendix 12.14 - Percentage of how often tweenage girls and boys reported they had experienced bullying

How often bullied	Tweenage girls	Tweenage boys
Very frequently	47.1	38.5
Frequently	11.8	38.5
Occasionally	41.2	23.1

Electronic Appendix 12.15 - Teenage girls views on how often girls and boys are bullied

Sex bullied	How often	Number of quotes
Girls	Very frequently: (every day, a lot, most of the time, often)	5
	Occasionally: (once a term)	1
Boys	Occasionally: (sometimes, not often)	2
	Frequently (often)	1

Electronic Appendix 12.16 - Interviews and lunch club session discussions on who girls are bullied by

Who bullied by	Given in lunch club or interview	Number of quotes
A group of girls	Interviews	8
A girl	Interviews	6
Same sex	Lunch clubs	2
Different sex	Lunch clubs	2
Older girls	Interviews	2
Friend	Lunch clubs	2
Family	Lunch clubs	2
A group of boys	Interviews	1
Girls the same age	Interviews	1
Both sexes	Interviews	1

Electronic Appendix 12.17 - Teenage focus group discussions on who girls their age are bullied by

Bullied by	Number of quotes
Friendship group	7
Group of girls	4
Group of boys	3
Same age	2
Older	1
Age differences at primary and secondary school	1

Electronic Appendix 12.18 - The percentage of tweenage girls aged 9-11 years old in the questionnaire who reported they would feel ok, sad or very sad if they experienced the different types of bullying

Type of bullying	Ok (per cent)	Sad (per cent)	Very sad (per cent)
Rumours by a girl	5.7	8.6	82.9
Name calling by a girl	0	20.0	80.0
Wrongly accused of bullying by a girl	5.7	5.7	80.0
Teased about appearance by a girl	5.7	17.1	77.1
Kicked by a girl	0	28.6	71.4
Teased about appearance by a boy	5.7	20.0	71.4
Cyberbullying by a boy	5.7	17.1	71.4
Belongings damaged by a girl	0	31.4	68.6
Rumours by a boy	0	28.6	68.6
Kicked by a boy	0	25.7	68.6
Cyberbullying by a girl	5.7	22.9	68.6
Wrongly accused of bullying by a boy	2.9	17.1	68.6
Belongings damaged by a boy	0	31.4	62.9
Hit by a girl	0	40.0	60.0
Hit by a boy	0	40.0	51.4
Name calling by a boy	5.7	31.4	51.4
Pushed by a girl	2.9	54.3	42.9
Social exclusion by a girl	5.7	48.6	42.9
Pushed by a boy	5.7	48.6	40.0
Social exclusion by a boy	17.1	51.4	31.4

Electronic Appendix 12.19 - The tweenage and teenage girls' views on the power of girl bullies

Perceived power	Tweenage girls (number of quotes)	Teenage girls (number of quotes)
Leave girls out	2	5
Mean	5	0
Know how to hurt other girls	4	0
Too weak to bully boys	4	0
Fake friendships	0	3
Hold grudges	0	2
Abuse trust	0	1

Electronic Appendix 12.20 - Interviewed tweenage girls' views on boys' power over girls

Perceived power of boys	Number of quotes
Boys are more physical	9
Hurts more when boys hit	6
Boys are stronger	5

Electronic Appendix 12.21 - Teenage girls' views on boys' power over girls

Perceived power of boys	Number of quotes
Believe what boys say	3
Boys judge girls appearance	2
Nobody stops the bully	2
Want to impress the boys	2

Electronic Appendix 12.22 - Tweenage and teenage girls' views on how other pupils respond to bullying

How others pupils respond	Tweenage girls (number of quotes)	Teenage girls (number of quotes)
Telling others	4	7
Believe rumours	0	4
Rumours are blown out of proportion	0	2
Others cause trouble by telling the victim about the rumour	0	2
Pupils take sides	0	2

Electronic Appendix 12.23 - Number of people involved as bullies or witnesses

Reasons	Tweenage girls (number of quotes)	Teenage girls (number of quotes)
Number of pupils bullying	9	1
Group is stronger	4	0
Everyone witnesses the bullying	0	3
Victim has no-one to turn to	2	1
Expect girls to stand up for other girls	0	2
Intimidating	1	0

Electronic Appendix 12.24 - Teenage girls views on sex and age differences in how pupils' used and responded to bullying

Teenage girls' views	Number of quotes
Girls were more upset by bullying than boys	4
Girls' disputes took longer to resolve than boys	4
Boys' use of banter and teasing	4
Boys did not realise how hurtful their banter was	4
Girls said hurtful comments without thinking	3
Primary school pupils did not realise leaving someone out is bullying	1

Electronic Appendix 12.25 - Who the teenage girls reported they would and would not help if they witnessed bullying

Response	Number of quotes
Would help a girl if she was bullied by boys	3
Would help younger pupils	3
Would not help a boy victim	3
Would not help a girl if bullied by girls	3
Depends on the individual	2
Would help a girl victim	2
Would help same age pupils	2
Would not help older pupils	2
Would help a boy victim	1
Would help a boy bullied by a boy	1
Would help a victim they knew	1

Electronic Appendix 12.26 -The teenage girls' reasons for why they would or would not help when they witnessed bullying

Reason	Number of quotes
Bully's response to bystander helping the victim	5
Bystander embarrassed to help the victim	3
Victim's response to a girl helping them	3
Easier as a bystander to help younger pupils	2
Feel duty to help younger pupils	1
Easier to help if know context	1
Victim's response to bullying	1

Electronic Appendix 12.27 - The tweenage girls' favoured coping strategies

Coping strategy	Book activity (number of quotes)	Ranking activity (mean rank score)	Questionnaire - girls (per cent)	Interview (number of quotes)	Evaluation sheet (number of quotes)
Tell a teacher	15	3.4	75.7	15	9
Tell parents	5	2.0	89.0	15	5
Ignore the bully	11	6.07	51.5	10	3
Tell a trusted friend	3	4.71	69.9	6	4
Stand up to the bully	4	7.07	40.5	10	3
Tell older sibling	0	5.4	53.0	6	0
Walk away	9	15.1	0	6	4
Tell an adult	5	0	0	1	8
Tell someone	4	0	0	3	3
Avoid the bully	1	4.67	0	0	0
Tell grandparents	1	6.07	0	0	0
Plan revenge	0	10.9	4.4	0	0
Tell other family member	0	7.3	1.5	0	0
Tell no-one	0	11.2	1.5	1	0
Tell head teacher	2	15.1	0	0	0
Get upset	0	0	2.9	0	0
Make friends	0	0	0	2	0
Tell older friends	0	0	0	2	0
Bully the bully back	0	14.5	0	0	0
Tell a pet	0	0	1.5	0	0

Electronic Appendix 12.28 - The percentage of the tweenage boys and girls in the questionnaire who reported they would tell someone if they were bullied

Coping strategy	Tweenage boys (per cent)	Tweenage girls (per cent)
Tell parent if bullied by a boy	90.2	88.2
Tell parent if bullied by a girl	84.3	89.7
Tell teacher if bullied by a boy	86.3	77.9
Tell teacher if bullied by a girl	80.4	73.5
Tell trusted friend if bullied by a boy	58.8	69.1
Tell trusted friend if bullied by a girl	56.9	70.6
Tell older sibling if bullied by a girl	49.0	54.4
Tell older sibling if bullied by a boy	49.0	51.5
Tell no-one if bullied by a boy	0	1.5
Tell no-one if bullied by a girl	0	1.5

Electronic Appendix 12.29 - The tweenage and teenage girls' criticisms of coping strategies

Reason	Tweenage girls (number of quotes)	Teenage girls (number of quotes)
Was difficult to use some coping strategies	1	4
Would get into trouble	4	0
Showing emotions made bullying worse	2	2
Bottling up emotions was unhealthy for the victim	2	1
The victim would still feel upset	2	0

Electronic Appendix 12.30 - The tweenage and teenage girls' reasons why they would turn to others for support

Reason	Girls in the questionnaire (number of quotes)	Research advisers/assistants (number of quotes)	Interviewed female peers (number of quotes)	Teenage girls (number of quotes)
Adults could resolve bullying	21	4	4	0
Trust	2	4	2	2
Could tell others	3	5	0	2
Advice	1	2	1	4
Telling a teacher made bullying worse	0	0	0	6
Awareness	1	0	0	2
Bully was punished	1	2	0	0
Critical of tutors	0	0	0	3
Would stand up for you	0	2	0	1
Preferred telling someone they did not know well	0	0	0	3
Wanted to be listened to	0	0	0	3
Bully being punished did not resolve the problem	0	0	0	2
Comfort	0	0	1	1
Harder to tell teachers	0	0	0	2
Teachers overreacted	0	0	0	2
Prevented getting into trouble	2	0	0	0
Unable to help	0	0	1	1

Electronic Appendix 12.31 - Percentage of bullied and non-bullied tweenage boys and girls in the questionnaire who favoured schools using circle time to talk about bullying

Non-bullied tweenage boys (per cent)	Non-bullied tweenage girls (per cent)	Bullied tweenage boys (per cent)	Bullied tweenage girls (per cent)	All tweenage boys (per cent)	All tweenage girls (per cent)
52.0	71.9	42.3	57.6	47.1	62.7

Electronic Appendix 12.32 - Percentage of younger and older tweenage girls' favoured ways schools could help to stop bullying

Intervention	Non-bullied girls 7-8 years (per cent)	Non-bullied girls 9-11 years (per cent)	Bullied girls 7-8 years (per cent)	Bullied girls 9-11 years (per cent)	All girls 7-8 years (per cent)	All girls 9-11 years (per cent)
Teacher intervenes	76.5	86.7	78.6	89.5	75.8	88.2
School rules	64.7	86.7	71.4	78.9	69.7	82.4
Assembly	70.6	93.3	50.0	78.9	60.6	85.3
Posters	70.6	86.7	57.1	73.7	63.6	79.4
Circle time	64.7	80.0	35.7	73.7	48.5	76.5
Peer led mediation	52.9	60.0	50.0	47.4	51.5	52.9
Friendly classroom	47.1	40.0	50.0	47.4	51.5	44.1
Work in Small group	35.3	26.7	42.9	15.8	36.4	20.6
Improve playground	23.5	0	21.4	10.5	21.2	5.9

Electronic Appendix 12.33 - The tweenage girls' and boys' reasons why their favoured interventions were the best ways for their school to help stop bullying

Reason	Tweenage girls (per cent)	Tweenage boys (per cent)
Stops bullying	32.6	33.3
Increases awareness	19.6	24.2
Impact on bully	15.2	18.2
Impact on school	21.7	9.1
Impact on victim	13.0	9.1
Teachers should stop bullying	8.7	9.1
Need to stop bullying	4.3	9.1
Doesn't stop bullying	0	9.1
Reminds pupils about bullying	0	9.1
Scared of punishment	4.3	3.0
Pupils and teachers together try to stop bullying	2.2	3.0

Electronic Appendix 12.34 - Girls' suggestions for bullying interventions with visual and interactive elements

Intervention	Tweenage girls (number of quotes)	Teenage girls (number of quotes)
Posters	18	0
Play performed by pupils	11	0
Pupil led assembly	9	0
Website	6	0
Video or DVD	6	0
Banner	3	0
PowerPoint	3	0
Dance performed by pupils	2	0
Subliminal message in an image	0	2
Bullying notice board	1	0
Computer application	1	0

<u>**Electronic Appendix 13: Extracts from transcripts**</u>

Electronic Appendix 13.1 - Focus groups

- Teenage girls' discussion about believing what boys say about their appearance

Girl C: it kind of just seems more like a boy can say something and you just take it as if it's true… but if they say something about your appearance and you sort of know they are not being true like you know that's not true

Girl E: but you believe it

Girl C: but you do believe it anyway so… you get more upset by it so it just affects you more cause it's a boy

Researcher: do you believe what girls say to you

Girl A: no…you just ignore it

Girl C: if a girl says something you just get over it

Girl A: you just know girls are bitchy and want attention so they just make up loads of stuff just to get themself in the limelight

(Year 10 and Year 12 girls, Oakbrook)

- Five teenage girls' discussion on difficulty for teachers to intervene in bullying incidents they have not witnessed

Girl B: it's quite like rare that they'll actually see it it's often outside at break and stuff…

Girl C: also if it's like a verbal thing they can't really

Girl E: it's hard for teachers to believe people

Girl D: like they want both sides of the story

Girl A: and like someone could just be lying

Girl E: and don't know what to believe and like people can lie about it like the teachers wouldn't be like wouldn't be aware I think it's easier for teachers to deal with people that like cyberbully because you can like get evidence of it

(Year 8, Year 9, Year 10 and Year 12 girls, Oakbrook)

- Two teenage girls' discussion on how girls are both bullies and victims in relational bullying

Girl G: when the girls fall out I think to start off with there's a kind of there is a vague victim and a bully but then they kind of like both end up being the bully and they both end up being the victim

Girl K: you are saying insults back most of the time so

Girl G: it's a case of being like tennis

Girl K: you're as bad as each other

Girl G: it keeps getting thrown back and forth

(Year 9 and Year 10 girls, Oakbrook)

- Teenage girls' discussions on parents helping them see from the bully's perspective

Girl A: yeah they always know what to say

Girl C: have you said anything horrible to them like they help you see it…from the other person's perspective as well so that quite helpful…

Girl A: I find if you tell your mum and dad you might tell them but not like the whole story because you're scared of how their gonna react…

Girl C: yeah you know there's going to be bits that could have could be the reason for you getting bullied you might have said something about someone like not intentionally and that's why it's started or something

Girl E: always make it look like it's not your fault…and when the whole story comes through it's like oh sorry

(Year 10 and Year 12 girls, Oakbrook)

- Teenage girls' discussions on schools using posters to help stop bullying

Girl D: no they won't work

Girl C: we had posters up before they look they like sort of work and like you…become aware that bullying is in the school

Girl B: I don't think anyone actually stops to properly read anything like

Girl E: I think a lot of posters just get taken down as well

(Year 8, Year 9, Year 10 and Year 12 girls, Oakbrook)

Girl B: I think posters cause like if you were getting bullied and you were walking around the school and then you wanted help and you saw one you like kind of give you like you would know what to do or if you were bullying someone it might make you stop and think like do I really is it really nice what I'm doing

Girl D: …if you've got that on a poster it could be around school it could just like click remind you…tell you what to do

(Year 8 and Year 9 girls, Oakbrook)

- Teenage girls' discussion on how peer mentoring scheme could be improved

Girl C: I think like you know because we have this whole Oakbrook Mentors thing if it wasn't necessarily like the mentors going to talk to the person that's being bullied on their own if it was like a mentor was assigned to each tutor group or something

Girl D: that's a good idea

Girl C: like if you had a mentor

Girl E: like one person that was the whole tutor

Girl C: so if the whole tutor knows that it's that one person

Girl E: there's a lot of tutors though

Girl C: not just one mentor for one person then at least the whole tutor knows that there's someone they can come talk to

(Year 9, Year 10 and Year 12 girls, Oakbrook)

Electronic Appendix 13.2 - Interviews and lunch club sessions

- The lunch club response to Roseanne describing Maisy's skin colour as 'brown'

Roseanne: Daisy I'm saying Daisy Daisy Daisy

Maisy: shhh

Daisy: we don't say your name Roseanne Talkalot

Maisy: Roseanne Talkalot has brown hair

Roseanne: Maisy Marshall has black hair and a brown face (.) what

Daisy, Rosie and Maisy: that's offensive

Tina: yeah it is

Roseanne: how is it

Maisy: it's very offensive

Daisy: it's really offensive

Roseanne: I don't know the term though how do you say it (.) I didn't say brown like something else though I just said

Rosie: people who have different coloured

Roseanne: then black then

Daisy: that's offensive

Rosie: that's really offensive

Roseanne: she just told me to say black

Tina: no you didn't

Roseanne: I asked what the term was

Maisy: black's the term for brown people not brown cause it sounds like something unpleasant and people find it offensive

Roseanne: oh alright

Daisy: it is offensive

Roseanne: you say it's offensive when

Maisy: it's best just to say

Tina: you don't say anything

(Year 3 and Year 5 research advisers/assistants, Briston)

- Roseanne is offended by Maisy imitating two research advisers/assistants who are pulling their skin around their eyes to 'look Chinese or Japanese' as part of a clapping song

Starburst and Haribo: (singing) when in china oh very funny this is the way

Haribo: sorry everyone in japan didn't realise you were there

Maisy: Japan Japanese

Roseanne: shut up Maisy you're really offensive

Maisy: what

Roseanne: you're bullying

Maisy: that is Chinese

Roseanne: no it's not the Chinese that's not

Maisy: that's Japanese and that's Chinese

Roseanne: that's offensive to Chinese…

Maisy: they have eyes like this…

Roseanne: it's not funny Maisy I find it really offensive

(Year 5 research advisers/assistants, Briston)

- Poppy Sunny discussing her experience of cyberbullying on Moshi Monsters website

Poppy Sunny: I know a way to stop bullying on computer if it was like on moshi monsters…um there's this thing called a block

Gabrielle: or report them

Poppy Sunny : or yeah and if you see like any rude messages or something there's a little sign on a letter called report and all you do is press that and send ok and then it will go off to the moshi monster health and safety…there's was one thing that really really really bothered me on moshi monsters cause a person um they weren't very nice to me so what they did they were very sneaky looking at all the messages that I sent and I just got really annoyed and said something because they called me a pig online and then um I called them a rat cause they weren't being very nice to me and then I got suspended off moshi monsters…but then they unsuspended me so yeah when they found out what had happened and then they got suspended… you just report them and then it's ok…so I blocked them in the end

(Year 4 research adviser/assistant, Briston)

- Tweenage pupils quotes on teachers punishing bullies

Marie: tell a teacher because they can solve the problem out and can tell them off and they can like tell the mum of the one who's been bullying the person the mum… can tell the person boy or girl off

(Year 3 co-researcher, St Beth's)

So they can tell them off

(8 year old girl, survey answer)

Because I would want them told off because this is wrong

(9 year old boy, questionnaire answer)

So that you tell a teacher and get them in trouble

(9 year old boy, questionnaire answer)

- Some Girls at Briston and St Beth's conversations where they are trying to identify the pupils who filled in the pilot questionnaire

Rosie: look at this person's writing and it's a boy…

Maisy: it's a boy of nine years of age which shows he's in our it's Joshua…

Rosie: I've got Joshua's

Daisy: how do you know

Rosie: because it's his writing

(Year 5 girls at Briston)

Bethany: we think it's Sabrina

Rihanna: how old is Sabrina

Sara: she's ten now she was ten on Monday…

Amelia: she's aged ten and Sabrina is ten and it…looks like Sabrina writing look

R: it doesn't matter who's fill it in

Kitty: yeah it's Sabrina Amelia

(Year 3, Year 5 and Year 6 girls at St Beth's)

- Examples of conflicts girls try to resolve in the Briston lunch club sessions

Roseanne: Maisy Marshall has black hair and a brown face what

Daisy, Rosie and Maisy: that's offensive

Tina: yeah it is

Roseanne: how is it…

Maisy: black's the term for brown people not brown cause it sounds like something unpleasant and people find it offensive

Roseanne: oh alright

(Year 3 and Year 5 research advisers/assistants, Briston)

Maisy: (in American accent) don't worry it will be ok

Lulu: I want to stop talking American but I don't know how…

Maisy: sorry Lulu it's really cool how you speak

Poppy Sunny: you're used to it ay

(Year 4 and Year 5 research advisers/assistants, Briston)

Electronic Appendix 14: Report of Statistics on questionnaire data

Electronic Appendix 14.1 - Sex differences for tweenage girls and boys who would feel very sad if bullied by a girl or a boy bully

More tweenage girls than tweenage boys in the questionnaire reported that they would feel very sad if a girl bullied them by:

Name calling (p<0.001, Chi-Square=13.095, df=1, Phi=0.330)
Hitting (p=0.001, Chi-Square=11.500, df=1, Phi=0.310)
Kicking (p=0.006, Chi-Square=7.487, df=1, Phi=0.250)
Pushing (p=0.072, Chi-Square=3.244, df=1,Phi=0.164)

More tweenage girls than tweenage boys in the questionnaire reported that they would feel very sad if a girl or a boy bullied them by:

Cyberbullying (boy bully=p=0.001, Chi-Square=10.529, df=1, Phi=0.296)
(girl bully= p=0.005, Chi-Square=7.986, df=1, Phi=0.258)
Teased about appearance (Boy bully =p=0.022, Chi-Square=5.276, df=1, Phi=0.210)
(girl bully = p=0.054, Chi-Square=3.707, df=1) (Phi=0.176)

Electronic Appendix 14.2 - Sex differences for tweenage girls and boys who would feel sad if they were bullied by a girl or a boy bully

More tweenage boys than tweenage girls in the questionnaire reported that they would feel sad if a girl bullied them by:

Name calling (p=0.002, Chi-Square=9.573, df=1, Phi=0.282)
Teasing them about their appearance (p=0.047, Chi-Square=3.929, df=1, Phi=0.181)

More tweenage girls than tweenage boys in the questionnaire reported that they would feel sad if a girl bullied them by: Pushing (p=0.060, Chi-Square=3.542, df=1, Phi=0.172)

Electronic Appendix 14.3 - Sex differences for tweenage girls and boys who would feel sad or very sad if they were bullied by a girl or a boy bully

More tweenage girls than tweenage boys in the questionnaire reported that they would feel sad or very sad if a girl bullied them by:
Pushing (p<0.001, Chi-Square=17.418, df=1, Phi=0.381)
Hitting (p<0.001, Chi-Square=14.502, df=1, Phi=0.348)
Kicking (p=0.001, Chi-Square=10.582, df=1, Phi=0.297)
Social exclusion (p=0.004, Chi-Square=8.291, df=1,Phi=0.263)

More tweenage girls than tweenage boys in the questionnaire reported that they would feel sad or very sad if a boy bullied them by:
Teased about appearance (p=0.020, Chi-Square=5.428, df=1, Phi=0.213)
Hitting (p=0.046, Chi-Square=3.996, df=1, Phi =0.182)

Electronic Appendix 14.4 - Age differences for tweenage girls and boys who would feel very sad if they were bullied by a girl or a boy bully

More younger than older tweenage girls in the questionnaire reported that they would feel very sad if a boy bullied them by:
Name calling (p=0.032, Mann Whitney U =446,000, Z=2.148, r=0.259)

More younger than older tweenage boys in the questionnaire reported that they would feel very sad if a girl or a boy bullied them by:
Social exclusion (Girl bully= p=0.004, Mann Whitney U=178,500, Z=2.856, r=0.400)
(Boy bully= p=0.073, Mann Whitney U=212,500, Z=1.793, r=0.251)

Electronic Appendix 14.5 - Age differences for tweenage girls and boys who would feel sad if they were bullied by a girl or a boy bully

More older than younger tweenage boys in the questionnaire reported that they would feel sad if a girl bullied them by:
Rumours (p=0.021, Mann Whitney U=212,500, Z=2.315, r=0.324)

More older tweenage boys than older tweenage girls in the questionnaire reported that they would feel sad if a girl bullied them by:
Rumours (p=0.050, Chi-Square=3.846, df=1, Phi=0.236)

More older than younger tweenage girls in the questionnaire reported that they would feel sad if a boy or a girl bullied them by:
Damaging their belongings (Boy or girl bully=p=0.049, Mann Whitney U=478,000, Z=1.965, r=0.237).

More older than younger tweenage girls in the questionnaire reported that they would feel sad if a girl bullied them by: Social exclusion (p=0.060, Mann Whitney U=463,500, Z=1.880, r=0.226)

Electronic Appendix 14.6 - Age differences for tweenage girls and boys who would feel sad or very sad if they were bullied by a girl or a boy bully

More younger than older boys in the questionnaire reported that they would feel sad or very sad if a girl bullied them by:
Social exclusion (p=0.008, Mann Whitney U=178,000, Z=2.636, r=0.317)

More older than younger girls in the questionnaire reported that they would feel sad or very sad if a girl bullied them by:
Hitting (p=0.010, Mann Whitney U=490,000, Z=2.582, r=0.311)
Name calling (p=0.010, Mann Whitney U=490,000, Z=2.582, r=0.311)
Damaged their belongings (p=0.038, Mann-Whitney U=525,000, Z=2.075, r=0.250)
Pushing (p=0.043, Mann Whitney U=507,000, Z=2.020, r=0.243)

More older than younger boys in the questionnaire reported that they would feel sad or very sad if a boy bullied them by:
Cyberbullying (p=0.045, Mann Whitney U=204,000, Z=2.008, r=0.281)
Teasing them about their appearance (p=0.048, Mann Whitney U=221,000, Z=1.975, r=0.277)

Electronic Appendix 14.7 - Sex and age differences for tweenage girls and boys who would feel ok if they were bullied by a girl or a boy bully

More older tweenage boys than older tweenage girls in the questionnaire reported that they would feel ok if a girl bullied them by:

Social exclusion (p=0.001, Chi-Square=10.721, df=1, Phi=0.394)
Pushing (p=0.003, Chi-Square=9.075, df=1, Phi=0.363)

More tweenage boys than girls in the questionnaire reported that they would feel ok if a girl bullied them by: Social exclusion (p<0.001, Chi-Square=14.449, df=1, Phi=0.347)   Pushing (p<0.001, Chi-Square=13.329, df=1, Phi=0.333)
Hitting (p=0.002, Chi-Square=9.353, df=1, Phi=0.279)

More younger than older tweenage boys in the questionnaire reported that they would feel ok if a girl bullied them by: Damaging belongings (p=0.043, Mann Whitney U=255,000, Z=2.020, r=0.283)   Hitting (p=0.073, Mann Whitney U=221,000, Z=1.800, r=0.252)

More older than younger tweenage boys in the questionnaire reported that they would feel ok if a girl bullied them by: Social exclusion (p=0.053, Mann Whitney U=212,500, Z=1.936, r=0.271)

Electronic Appendix 14.8 - More bullied girls than bullied boys who reported experiencing name calling, rumours or teased about appearance favoured the coping strategy standing up to the bully

More bullied girls than bullied boys who experienced name calling favour standing up to a girl bully (p=0.002, Chi-Square=9.663, df=1, Phi=0.533) or a boy bully (p=0.017, Chi-Square=5.661, df=1, Phi=0.414)

More bullied girls than bullied boys who experienced rumours favour standing up to a girl bully (p=0.037, Chi-Square=4.371, df=1, Phi=0.359)

Reaching significance more bullied girls than bullied boys who experienced teased about appearance favour standing up to a girl bully (p=0.084, Chi-Square=2.982, df=1, Phi=0.296)

Electronic Appendix 14.9 - Age differences in tweenage girls' and tweenage boys' favoured bullying interventions

All tweenage girls

More older than younger tweenage girls favour schools using circle time, (p=0.019, Mann Whitney U=404,000, Z=2.350, r=0.287) and assemblies to help stop bullying, (p=0.024, Mann Whitney U=422,500, Z=2.262, r=0.276).

Reaching significance, more younger than older tweenage girls favour schools improving the design of the playground to help stop bullying, (p=0.068, Mann Whitney U=475,000, Z=1.826, r=0.223).

Bullied tweenage girls

Reaching significance, more older than younger bullied tweenage girls favour schools using assemblies to help stop bullying, (p=0.086, Mann Whitney U=94,500, Z=1.717, r=0.299).

Reaching significance, more younger than older bullied tweenage girls favour pupils working in small groups in the classroom to help stop bullying, (p=0.089, Mann Whitney U=97,000, Z=1.699, r=0.296).

Bullied tweenage boys

Reaching significance, more younger than older bullied tweenage boys favour schools using assemblies to help stop bullying, (p=0.096, Mann Whitney U=39,000, Z=1.662, r=0.326).

Non-bullied tweenage girls

More younger than older non-bullied tweenage girls favour schools improving the design of the playground to help stop bullying, (p=0.048, Mann Whitney U=97,500, Z=1.977, r=0.349).

Electronic Appendix 14.10 - Age difference in tweenage girls favouring schools' use of circle time to help stop bullying

More older bullied tweenage girls (73.7 per cent) than younger bullied tweenage girls (35.7 per cent) favoured circle time (p=0.032, Mann Whitney U = 82,500, Z=2.148, r=0.374).

More older tweenage girls (76.5 per cent) than younger tweenage girls (48.5 per cent) favoured circle time (p=0.019, Mann Whitney U=404,000, Z=2.350, r=0.287)

Electronic Appendix 15: Pupil Voice

Electronic Appendix 15.1 - The ways the schools reported that they promoted and listened to pupil voice

Activities to promote pupil voice	Briston	Contor	St Beth's	Oakbrook
School council	✓	✓	✓	✓
Circle time	✓	✓	✓	
Pupils in peer support roles[5]		✓		✓
Family groups[6]			✓	
pupils reviewing their school's anti-bullying policy		✓		✓
Pupils reviewing their school's bullying charter			✓	
Pupils reviewing Code of Conduct			✓	

Electronic Appendix 15.2 - Sex and year group of the peer support roles at Contor

Role	Sex	Year group
Playground supervisor	3 boys	Year 6
Prefect	3 boys and 2 girls	Year 6
Pupil leader and office helper	1 boy	Year 6
Ambassador	1 girl	Year 6

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[5] At Contor, Year 6 pupils have peer support roles such as playground supervisors, prefects, pupil leaders and ambassadors, as discussed in data chapter 2. At Oakbrook 6th Form pupils volunteer as peer mentors.

[6] At St Beth's, the pupils are placed in family groups, where mixed aged children can discuss together any concerns they have.

Electronic Appendix 15.3 – Examples of pupils' written descriptions of their roles as playground supervisors, prefects and pupils leaders

My job is to look after people who are getting bullied or who have nobody to play with. I am here, if children have a problem. (Prefect – 11 years old)

Redirect someone to their friends if they're feeling left out. If someone is doing the wrong thing at playtime I tell them to do the right thing. If people are arguing or fighting, me or the other playground supervisors will sort it out. If someone is sad or upset my job is to cheer them up. (Playground Supervisor - 11 years old)

I make sure everyone is safe and report dangerous things (such as broken objects) in a special file or straight to Mrs Barnes. (Pupil leader – 11 years old)

Electronic Appendix 16: Motivations to take part in the research

Electronic Appendix 16.1 - The schools' motivations for their participation in this pupil research project

Motivations	Briston	Contor	St Beth's	Oakbrook
To increase knowledge on bullying for staff and pupils	✓	✓	✓	✓
To open up discussions on bullying			✓	✓
To build upon previous pupil voice work on bullying		✓		
To give girls a voice		✓		
Previous work on bullying has been adult led and focused on boys		✓		

Electronic Appendix 16.2 - The girls' motivations for their participation in the lunch club sessions

Girls' reported motivation for joining the lunch club	Number of responses (per cent)
Wanted to help stop bullying	50.0
To find out more about bullying	27.8
Have experienced bullying	11.1
'Hate' bullying	11.1
Lunch club sounded interesting	8.3
To know how to cope with bullying or help others when witnessing bullying	8.3
To help improve their school	5.6
Friends are in the lunch club	2.8
Concerned for children who are bullied	1.0
To be seen as someone who is doing good	1.0
To tell others about bullying	1.0

Electronic Appendix 17: Responses to the research

Electronic Appendix 17.1 - How the schools reported they planned to use the research findings

Plan to use findings	Briston	Contor	St Beth's	Oakbrook
Share with staff	✓	✓	✓	✓
Share with school governors	✓	✓	✓	
Share interesting points with pupils in assembly				✓
Share interesting points with school council				✓
Use anti-bullying resources in Anti-Bullying Week	✓	✓	✓	N/A
May share findings with parents			✓	
Re-print and use Z-fold leaflets	N/A	✓	✓	N/A
Use board games in school's board game club	N/A	✓	N/A	N/A
Share resources with the other primary schools	✓		✓	N/A
Build upon research by using other child-focused activities		✓		
Repeating the same questionniare at a later date			✓	N/A
Results support anti-bullying interventions already used				✓

Electronic Appendix 17.2 - The girls' queries about the research

Queries	Number of quotes
How to interview	11
Compared themselves to the other lunch clubs	5
The use of fake names	4
How to sign consent forms	2
Why some girls had left the lunch club	2
Who would see their work	1
Requested a 'bullying' trip to share their findings with other schools	1

Electronic Appendix 17.3 - The girls' responses to the digital voice recorder

Response to/use of digital voice recorder	Number of quotes
Expressed anti-bullying views	6
Excitement of being recorded	3
Commented on disputes in lunch club	2
Shared bullying experiences	1
Self-conscious of being recorded	1
Wanted to own a digital voice recorder	1
Queried how I listened to the recordings	1

Electronic Appendix 17.4 - The girls' responses when I asked for their opinions and group decisions when we made the research tools and anti-bullying resources

Response	Number of quotes
Wanted to fill in our questionnaire	7
Disappointed if their work was not used	3
Asked if their opinion is correct	2
Disappointed if group opinion or decision differed from their own	2
Excited when individual work was used	2
Wanted to fill in the example questionnaires	2
Wanted own view point in their anti-bullying resource	1

Electronic Appendix 17.5 - The girls' written suggestions in the evaluation sheets on how their anti-bullying resources should be shown to their school

The girls' suggestions	Percentage of girls who filled in the evaluation sheets
Don't know	41.9
In assembly	16.1
By the members of the lunch club	9.7
Put posters up	9.7
Hand the Z-fold leaflets out	6.5
Give the resources to their Head Teacher	3.2
Place in hallways	3.2
Hold posters up	3.2

Electronic Appendix 17.6 - The girls' written suggestions in the evaluation sheets on how their anti-bullying resources should be used

The girls' suggestions	Percentage of girls who filled in the evaluation sheets
Don't know	45.2
Everyone should have access to them	12.9
Make them visible	9.7
Used/placed inside and outside the classroom	6.5
Webpage design put on school website	6.5
Z-fold leaflet handed out	6.5
Bully and victim play board game together	3.2
Pupils given Z-fold leaflet if they are bullied	3.2
Placed inside the classroom	3.2
Placed outside the classroom	3.2

Electronic Appendix 17.7 - The age of the girls who did not know how to show their anti-bullying resources to their school and how they should be used by their school

Year group	Percentage of girls who did not know how resource should be shown to their school	Percentage of girls who did not know how resource should be used by their school
Year 3	38.5	28.6
Year 4	7.7	14.3
Year 5	23.1	35.7
Year 6	30.8	21.4

Electronic Appendix 17.8 - How the girls' experiences of the lunch clubs differed from their expectations

How the lunch club was different to girls' expectations	Percentage of girls who filled in the evaluation sheets
Not different form expectations	38.7
More activities	12.9
Better than expected	9.7
Did not expected the free incentives	9.7
Had no expectations	9.7
Expected more work on computers	6.5
Expected to work alone	3.2
Did not expect to work at a table	3.2
More exciting	3.2
Work was not as hard as expected	3.2

Electronic Appendix 17.9 - The girls' reasons why they enjoyed the research lunch clubs

Reasons why the girls enjoyed the lunch club	Percentage of girls who filled in the evaluation sheets
Learnt about bullying	41.9
Fun	35.5
Socialized with other girls	6.5
Was exciting	3.2
Free drinks	3.2
Kind teacher	3.2
Liked helping people	3.2
Liked making the anti-bullying resources	3.2
Variety of activities	3.2
Liked talking about bullying	3.2

Electronic Appendix 17.10 - The activities the girls reported they did enjoy and rated as their favourite

Activity	Girls who reported they enjoyed this activity (per cent)	Girls who reported this activity as their favourite (per cent)
Making the anti-bullying resources	93.7	85.7
Illustrating the questionnaire	100.0	10.7
Being an interviewee	88.0	17.9
Designing the questionnaire	89.3	10.7
Filling in the questionnaire	92.6	3.6
Being an interviewer	95.7	0
Choosing what anti-bullying resource to make	79.3	10.7
Suggesting changes to the questionnaire	86.2	0
Ranking order activities	75.9	7.1
Book activity	72.4	3.6
Example questionnaires	75.0	0
Looking at the results	72.4	0
Bullying myths	68.0	3.6
Thematic analysis	68.2	0
Writing interview questions	66.6	0
Best ways for schools to stop bullying	65.4	0
Examples of anti-bullying resources	62.1	0
Sheet about being an interviewer	57.7	3.6
Writing bullying definition	48.1	0

Electronic Appendix 17.11 - Girls' reasons for favourite activity

Reason	Percentage of girls who filled in evaluation sheets
Liked drawing/colouring	35.7
Was fun	32.1
Liked being creative	7.1
Liked performing	7.1
Liked using the computer	7.1
Liked being interviewed	3.6
Liked finding out about bullying	3.6
Liked writing	3.6
Liked giving own point of view	3.6
Liked others listening to me	3.6
Liked putting things in order	3.6
Liked making decisions	3.6
Liked asking questions	3.6
Liked taking part in activity with friends	3.6

Electronic Appendix 17.12 - Girls' reasons for least favourite activity

Reason	Percentage of girls who filled in the evaluation sheets
Boring	62.5
Don't like writing	31.3
Not good at sorting order	18.8
Found activity difficult	6.3
Do not like being told what to do as an interviewer	6.3

Electronic Appendix 17.13 - The interview activities the girls enjoyed

Activity	Percentage of girls who enjoyed the interview activities	Percentage of girls who did not enjoy the interview activities
Interviewer	95.7	4.3
Interviewee	88.0	12.0
Thematic analysis	68.2	31.8
Writing interview questions	66.6	33.4
Sheet about how to be an interviewer	57.7	42.3

Electronic Appendix 17.14 - The words used by the girls to express their experience of being an interviewer

Word used	Percentage of girls who filled in the interviewer feedback sheet
Fun	35.3
Cool	29.4
Scary	29.4
Good	23.5
Sophisticated	5.9
Guilty	5.9

Electronic Appendix 17.15 - What the girls enjoyed about being an interviewer

What the girls enjoyed about being an interviewer	Percentage of girls who filled in the interviewer feedback sheet
Asking questions	70.6
Giving out cue cards	29.4
Listening to answers	5.9
Don't know	5.9

Electronic Appendix 17.16 - What the girls did not enjoy about being an interviewer

What the girls did not enjoy about being an interviewer	Percentage of girls who filled in interviewer feedback sheet
Nothing	52.9
Waiting for answers	11.8
Length of interview	11.8
Asking questions	11.8
Not being able to answer	5.9
When one interviewee left	5.9
Girls being silly during the interviews	5.9