AN INVESTIGATION OF BULLYING OF AND WITH PRIMARY SCHOOL GIRLS: A PUPIL RESEARCH PROJECT

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Abstract

Bullying is a social phenomenon that impacts girls and boys inside and outside of school at both primary and secondary school age and is recognised as a social problem both by academic researchers and in the 'real world' by the media and by anti-bullying charities. Although bullying is a widely used concept there is no universal definition. Research on bullying has been conducted over the past four decades looking at various aspects from prevalence and severity to coping strategies and effectiveness of interventions. Studies have also considered specific types of bullying and sex differences but these studies do not consider the full variety of types of bullying boys and girls use or which ones are the most upsetting to experience. Most of the studies on girls' bullying have been conducted in secondary schools; less attention has been given to tweenage girls.

This research redressed this imbalance. It began from the position that it is important for adults to listen to tweenage girls' views as they may have different understandings of bullying compared to adults and this may have policy implications. It assumed that girls were experts on bullying that happened to girls their age in their school.

Weekly research lunch club sessions were used with 32 tweenage girl research advisers/assistants from three primary schools. Together we listened to tweenage girls' views of bullying broadly through developing and administering questionnaires, conducting group interviews and designing anti-bullying resources to be used in their schools. In addition, I conducted one-off focus groups with 11 teenage girls as a comparison to consider age differences in girls' views.

I argue that this research revealed that both girls' bullying and using pupil research to engage with tweenage girls' views on this topic was messy and complex. While relational aggression between girls was reported to be most prevalent and severe, focusing on this alone does not reflect the full extent of the behaviours used in girls' bullying. Both the tweenage and teenage girls' views on bullying, coping strategies and anti-bullying interventions were similar and were only subtly different in the detail. The research decisions were influenced in an ongoing process by the wants and expectations of the girls, the schools and the researcher and changed through the prolonged interactions during the research.

I also argue that ethical practice was an ongoing process and using pupil research created further ethical dilemmas.

Although pupil research with tweenage girls on girls' bullying was challenging and messy, this research gives an example of how it is a viable, successful way to engage with pupils on this sensitive topic. The use of girls' free time at lunchtimes showed how pupil research positioned as an extra-curricular activity enabled marginalised voices to be heard and was beneficial for the girls, the schools and the researcher involved.

This research suggests ways in which school based anti-bullying policies and practices might be more nuanced to take account of the variety of experiences, understandings and preferences for intervention that exist if they engaged in pupil research.

There has been little discussion of the issues of the messiness of research and the ongoing nature of ethical practice in either the pupil research literature or methods texts generally for researchers to refer to. I suggest that it would be useful for others to share their messy experiences of pupil research and the ongoing ethical issues they encounter to enable future researchers to be somewhat prepared and confident in responding to the challenges they may face in their own research.

Publications and papers presented

Book chapters

Hearn, H. and Thomson, P. (2014) Working with texts, images and artefacts. In Clark, A., Flewitt, R., Hammersley, M. and Robb, M. (Eds.) *Understanding research with children and young people*, pp. 154-168. London: SAGE.

Hearn, H. (2015) Girls' relationships with others at primary and secondary school: how they affect bullying and coping strategies used. In Damrow, M.K. and Hearn, H. (Eds.) *Proceedings of 3rd Global Conference- Childhood: A Person's Project*. E-book.

Hearn, H. (2012) Ethical dilemmas of using social networking sites to engage and recruit teenage participants. In Marques da Silva, S. and Landri, P. (Eds.) Rethinking educational ethnography researching online communities and interactions. E-book.

Papers presented

Hearn, H. (2014) Listening to primary school age girls' voices on bullying: a pupil project. At *5th International Conference -Researching children's everyday lives: socio-cultural contexts*, 1st July-3rd July 2014, Centre for the Study of Childhood and Youth, University of Sheffield, UK.

Hearn, H. (2013) Listening to primary school girls' and secondary school girls' voices through participatory research and focus group discussions on bullying. At *BERA Annual Conference*, 3rd-5th September 2013, University of Sussex, UK.

Hearn, H. (2013) Listening to girls' voices on bullying through working with tweenage co-researchers and teenage focus groups. At *Student Voice Conference*, 25th-27th June 2013, University of Cambridge, UK.

Hearn, H. (2013) Girls' relationships with others at primary and secondary school: how they affect bullying and coping strategies used. At *3rd Global Conference - Childhood: A Person's Project*, 18th-20th July, Mansfield College, Oxford, UK.

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<u>Declaration</u>

I declare that the thesis is the result of my own work, which has been mainly undertaken during my period of registration for this degree at The University of Nottingham. I have complied with the word limit for my degree.

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CHAPTER 1 - INTRODUCTION

In August 2013, the smiling face of Hannah Smith, a 14 year old girl from the East Midlands, covered the front pages of the British newspapers and was shown on televised news reports. Her death was the latest report of suicide by a victim of bullying. Her story not only captured the attention of the British media but was also reported internationally in countries such as the US and Australia[1]. The British media and her family linked her death to the popular and highly criticised social networking site, (SNS), Ask.fm where users as young as 13 years old can post questions and answers anonymously.[2] Hannah's family found upsetting comments posted to Hannah encouraging her to kill herself. Sadly, Hannah's death was only one of 16 cases associated with this SNS within a two year period. These suicide victims varied in age and nationality, aged from 12-16 years old and from countries including England, Ireland and the US.[3] The high profile case of Hannah Smith produced moral panic in Britain with demands for the SNS to be shut down. Two e-petitions were set up, one following Hannah Smith's death and one after another English girl's suicide. 15,412 individuals signed the first e-petition for the British government to take action and over 140,000 individuals from the UK and other countries signed the second e-petition requesting the government shut down Ask.fm[4].

Hannah's case, however, was not as straightforward as first presented in the media. In May 2014, in the inquest into her death it was reported that the majority of the abusive comments received by Hannah were sent from her own laptop[5]. In addition, her school

[1] Smith-Spark, L. (2013) *Hanna Smith suicide fuels calls for action on Ask.fm cyberbullying*, CNN [online]. Available at: http://edition.cnn.com/2013/08/07/world/europe/uk-social-media-bullying/ [Accessed 18 September 2014]; News.com.au (2013) *Found hanged, schoolgirl Hannah Smith told to kill herself by online bullies*, news.com.au [online]. Available at: http://www.news.com.au/technology/found-hanged-schoolgirl-hannah-smith-told-to-kill-herself-by-online-bullies/story-e6frfro0-1226691848328 [Accessed 18 September 2014].

[2] BBC News Leicester (2013) *Hannah Smith death: Father says daughter was victim of cyberbullies*, BBC News Leicester [online]. Available at: http://www.bbc.co.uk/news/uk-england-leicestershire-23584769 [Accessed 18 September 2014]

[3] Boderick, R. (2013) *9 teenage suicides in last year were linked to cyber-bullying on social network Ask.fm*, Buzz Feed News [online]. Available at: http://www.buzzfeed.com/ryanhatesthis/a-ninth-teenager-since-last-september-has-committed-suicide#449r6c5 [Accessed 19 September 2014].

[4] HM Government (2013) *e-petition: Government to take a Safeguarding Children position against sites like Ask.fm*, [online]. Available at: http://epetitions.direct.gov.uk/petitions/48886 [Accessed 18 September 2014]; Dix, G (2013) *Shut down cyberbullying website, Ask.fm, in memory of Izzy Dix and 15 other teens globally*, change.org [online]. Available at: http://www.change.org/p/shut-down-cyberbullying-website-ask-fm-in-memory-of-izzy-dix-12-other-teens-globally [Accessed 19 September 2014].

[5] Davies, C. (2014) *Hannah Smith wrote 'vile' posts to herself before suicide, say police*, The Guardian [online]. Available at: http://www.theguardian.com/uk-news/2014/may/06/hannah-smith-suicide-teenager-cyber-bullying-inquests [Accessed 18 September 2014].

revealed she had been involved in a couple of bullying incidents as a perpetrator. Despite this twist in Hannah's story, her family reported that she was a victim of bullying over a three-year period with a significant incident at a party prior to her death where a girl she used to be friends with twice pushed her head into a wall. This according to her family affected her greatly, with her personality changing from being confident and 'bubbly' to becoming more introverted. Hannah's story gives an insight into the complexity of girls' bullying.

While bullying first came to the attention of the public and of interest to academic researchers from the cases of Norwegian teenage boys' suicides in the 1980s (Olweus, 1993; discussed in more detail pp.15), it is a social phenomenon that impacts girls and boys inside and outside school at both primary and secondary school age. There is awareness of this social problem in academia from over thirty years of national and international bullying research and in the 'real world' through media reports and advice from anti-bullying charities such as, Bullying UK[6], Kidscape[7], Act Against Bullying[8] and Beatbullying[9]. Both adults and children have some awareness of bullying through media reports and schools anti-bullying initiatives and legislation. In addition to it being reported in media aimed at adults in newspapers, television, radio and online reports, media aimed at children also raises awareness. Newsround, a news programme on the children's television channel CBBC, reports on issues relating to bullying and on 11th February 2014 broadcasted a 15 minute special on cyberbullying (Newsround, 2014)[10].

Awareness of bullying has also increased in schools over the last decade. Under the Education and Inspections Act 2006, section 89, schools must have procedures for preventing bullying (Department for Education, 2013). In the last ten years primary schools have increased raising awareness of bullying. This has been through the introduction of the annual anti-bullying week in 2004 and Social and Emotional Aspects of Learning (SEAL) in primary schools in 2005 and revised guidance on bullying issued between 2006-2010 to address cyberbullying and prejudice motivated bullying such as

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[6] Bullying UK: Part of families lives (2011) *Bullying UK: Part of families lives, help and support for the nation* [online]. Available at: http://www.bullying.co.uk [Accessed 07 May 2011]

[7] Kidscape: Preventing bullying, protecting children (2011) *Anti-bullying advice and child safety* [online]. Available at: http://www.kidscape.org.uk [Accessed 07 May 2011]

[8] Act against bullying (2011) *Helping children who are bullied at school* [online]. Available at: http://www.actagainstbullying.org/ [Accessed 07 May 2011]

[9] Beatbullying (2011) *Beatbullying: What we do* [online]. Available at: http://www.beatbullying.org/dox/what-we-do/what-we-do.html [Accessed 07 May 2011]

[10] Newsround (2014) Cyberbullying: a Newsround special [online]. Available at: http://www.bbc.co.uk/newsround/26136189 [Accessed 29 March 2014]

racist, sexist or homophobic bullying (Young, Grey and Boyd, 2009; Smith et al., 2012). Therefore, from a young age British pupils have awareness of bullying, through anti-bullying initiatives at school and exposure to media reports on bullying.

In this chapter, I will introduce my research, a pupil research project on tweenage girls', aged 7-11 years, views on bullying. I will argue why it is important to listen to this age of girls' opinions on this sensitive topic and the suitability of a pupil research methodology to examine it. Although comprehensive research has been carried out on bullying, less attention has been given to primary school aged girls' views or the use of pupil research to engage with younger pupils on this social phenomenon. Firstly, I discuss the different understandings adults and children can have of bullying and consider that the girls in this study are experts on bullying that happens in their everyday lives in their own school. Secondly, I identify the research question and discuss the methods used to address it. Thirdly, I position myself in the research and I clarify the key terminology used throughout the subsequent chapters. Finally, as this research asks a methodological question, the focus is on the suitability of pupil research to engage with primary school age girls on bullying and the practical implications of this rather than those on bullying itself.

1.1 - Tweenage girls can give an insight into girls' bullying

While both adults and children have awareness of bullying, they can have different understandings and definitions of bullying. Although bullying is a widely used concept both in the 'real world' and in academic research it is difficult to define with no universal definition available. Some researchers however agree on three main components of bullying: the intention to hurt another person physically, verbally or psychologically; its repetition over a period of time and a power imbalance between a powerful bully or group of bullies and a defenceless victim (for example, Olweus, 1993; Rigby, 2007; Smith and Sharp, 1994; discussed further pp.19). This broad definition is often used in schools' anti-bullying policies and in studies on bullying using traditional methods such as questionnaires and interviews. Some studies however have found pupils often do not include these three components in their definitions (for example, Land, 2003; Vaillancourt et al., 2008) and Canty et al. (2016:54) argues that using this broad definition produced by adults 'risks obscuring the phenomenon that the research seeks to uncover'. This suggests that pupils and adult researchers and teachers may have different understandings of bullying (discussed further pp.20-21).

In studies where the three main components of bullying are given as the definition of bullying, pupils' voices may be silenced on incidents they consider to be bullying but do not fit the above criteria. This may lead to underreporting of the prevalence of bullying in schools. Vaillancourt et al. (2008) found when pupils used their own definition they reported experiencing bullying more than when given a set definition. Canty et al. (2016:54) argued that using a set definition based on adults' rather than children's views 'positions children's definitions as less valid interpretations of their experiences and marginalises their competence as reliable reporters of those experiences'. It is important therefore to consider pupils' definitions of bullying.

Some studies have considered age differences (for example, Smith, Madsen and Moody, 1999; discussed further pp.21-22) and sex differences between boys' and girls' bullying definitions (Smith et al., 2002; Frisén, Holmqvist and Oscarsson, 2008). Less attention however has been given to whether girls' definitions differ with age. Considering tweenage and teenage girls' definitions can help adults to gain an insight into girls' bullying at primary and secondary school age and how their perceptions compare to the definitions given in their schools' anti-bullying policies. Using a pupil research methodology allows pupils to produce their own definition of bullying and to design questionnaires that reflect this view. This enables more pupils' voices to be heard on the bullying that happens in their schools without the restriction of research tools designed solely by adults that only allow for opinions agreeing with adults' understandings.

Less attention in bullying research has been given to comparing tweenage and teenage girls' views. Over the past four decades, studies have looked at various aspects of bullying from prevalence and severity to coping strategies used and the effectiveness of schools interventions at both primary and secondary school level. While studies have considered age differences between primary and secondary school pupils (for example, Slee and Rigby, 1993; Hunter, Boyle and Warden, 2004; Stevens, Van Oost and De Bourdeaudhuij, 2000), less attention has been given to single sex differences between these age groups such as between tweenage girls, aged 7-11 years, and teenage girls aged, 13-18 years (discussed further pp.46-48).

Tweenage girls' views have been considered alongside tweenage boys' views on a number of aspects of bullying including their role as bystanders, experiencing certain types of bullying and the impact of bullying on children's health and academic achievement (for example, Salmivalli, Voeten and Poskiparta, 2011; Crozier and Dimmock, 1999; Troyna and

Hatcher, 1992; Craig, 1998; Woods and Wolke, 2004). Although primary and secondary school girls' views alongside boys' views are considered on the effectiveness of schools' anti-bullying interventions, less attention has been given to primary school aged pupils' own suggestions for interventions or girls' views on tackling girls' bullying. The few studies conducted have focused on secondary school aged girls and boys (for example, Frisén and Holmqvist, 2010; Crothers, Kolbert and Barker, 2006).

Research with female participants on bullying experienced usually focuses on relational aggression between girls or sexual bullying perpetrated by boys (for example, James and Owens, 2005; Shute, Owens and Slee, 2008; discussed further pp.46-48). Less attention has been given to the variety of types of bullying girls may experience and use and which are the most upsetting to experience. Previous studies have found that both tweenage and teenage girls find relational aggression more upsetting than boys (for example, Crick and Nelson, 2002; Crick, Grotpeter and Bigbee, 2002; Galen and Underwood, 1997) but this does not necessarily mean that it is the most upsetting type of bullying girls can experience.

Tweenage girls however are rarely consulted on their views on same-sex bullying. Literature on girls' bullying has mainly focused on teenage girls' views and experiences of relational aggression and sexual bullying (for example, Owens, Shute and Slee, 2000; Crothers, Field and Kolbert, 2005; Adamshick, 2010; Ortega et al., 2010; discussed further pp.46-47). There are a few studies that do consider tweenage girls' views of these forms (for example, Besag, 2006a, 2006b; Renold, 2002), but the majority of these only consult older tweenage girls, aged 10-11 years (discussed further pp.46). Less attention has been given to comparing tweenage and teenage girls experiences of bullying and how gender-specific types of bullying such as relational aggression differs with age. Primary school girls' voices have also been silenced on their views on anti-bullying interventions and both tweenage and teenage girls' views on how to tackle girls' bullying have also not been heard.

1.1.1 - *Tweenage girls as experts on bullying*

Listening to tweenage and teenage girls' views are important as bullying is socially constructed and they are experts on bullying that happens to girls their age in their school. This research redressed the imbalance of voices unheard by considering tweenage and teenage girls' views on the types of bullying witnessed and experienced by girls their age,

favoured coping strategies and suggestions for anti-bullying interventions their schools could use.

Individuals socially construct what bullying means and whether they consider an incident as bullying. Bullies, victims and bystanders may view a potential bullying incident in different ways. This raises questions whether a negative behaviour is considered bullying from the intentions of the bully or by the victim's or bystanders' interpretations (Guerin and Hennessy, 2002). Bystanders may see bullying differently to the victim. Some bystanders may perceive victims as deserving to be bullied or may underestimate how serious it is if victims respond in a passive way (Teräsahjo and Salmivalli, 2003; Owens, Shute and Slee, 2000; Salmivalli, 2010). Therefore, bullying is interpretative and individuals have different understandings and experiences of bullying. As pupils can have different understandings to adults it is important to listen to pupils' views and how they define bullying. Children and young people have expertise on issues that happen in their lives (Clark and Statham, 2005; Hardman, 1973 cited in Kellett et al., 2004; Morrow and Richards, 1996; Kellett, 2014; Fraser, Flewitt and Hammersley, 2014; Bucknall, 2014; Clark et al., 2014; discussed further pp.60, 167). Pupils are experts on the bullying that happens in their own school and have knowledge on what ways pupils their age cope with bullying and can give their views on the effectiveness of anti-bullying interventions used by their school. To gain a greater understanding of girls' bullying at primary school and secondary school age it is vital to listen to both tweenage and teenage girls' views on bullying.

1.1.2 - *Researcher-led methodology is more often used in studies on bullying*

Bullying research often uses researcher-led methodology and rarely uses participatory research, where pupils are actively involved in the research process, especially with primary school aged girls. Although some researchers have acknowledged children and young people are experts on their peer group and the aggression within it (Owens and Duncan, 2009; Björkqvist, Osterman and Kaukiainen, 1992 cited in Archer and Coyne, 2005), most studies on bullying use adult researcher-led methods such as questionnaires and interviews. Children have the right to have their views heard on issues that impact their lives according to Article 12 of the UN Convention on the Rights of the Child (1989) (Kellett, 2014; discussed further pp.61). Bullying is one such issue and therefore pupils' opinions on bullying should be listened to. When pupil research has been carried out on bullying it has focused on secondary school aged pupils (for example, Thomson and Gunter, 2008; Ackers, 2012; discussed further pp.49). Pupil research with primary school

aged children has been used considering their views on some issues such as research methods, school reform and inclusive education and child-led research has been used where the pupils decide the focus of the research (for example, Hill, 2006; Mitra and Serriere, 2012; Messiou, 2012; Kellett et al., 2004). In pupil research with primary school aged children however, it is often only the older pupils who are consulted. This suggests that both in girls' bullying and pupil research literature younger tweenage girls' voices are not heard. Bucknall (2014) argues that it is important to acknowledge silenced voices. Voices unheard can be a result of how questionnaires and interviews are designed and carried out as well as by pupils not being involved in the research (Bucknall, 2014; discussed further pp.61). The involvement of pupils as 'researchers' who can help adult researchers design or give feedback on questionnaires and interview questions, (for example, Thomson and Gunter, 2008), can help their peers' voices to be heard (discussed further pp.50). Therefore, although pupils and adults can have different understandings of bullying and it is acknowledged that children are experts of their own lives, studies on bullying often use an adult researcher-led methodology that can silence pupils' voices on this topic. In addition to pupils' voices being silenced by the methodology of the studies, tweenage girls' voices are not heard by girls' bullying research focusing on older girls' views.

I argue how pupil research can be used to create new knowledge on girls' bullying by tweenage girls engaging and participating in research as research advisers/assistants (see pp.12 for definition). A pupil research methodology allows girls' views to be heard on girls' bullying using methods and research tools that reflect pupils' understandings of bullying.

1.2 - The research aims

In this research, I asked a methodological question:

1) What can we learn about tweenage girls' bullying using pupil research?

32 tweenage girl research advisers/assistants from three primary schools and I listened to tweenage girls' views of bullying through developing and administering questionnaires, conducting group interviews and designing anti-bullying resources to be used in their schools. In addition I conducted one-off focus groups with 11 teenage girls as a comparison to consider age differences in girls' views. The research focused on both tweenage and teenage girls' views on definitions of bullying, reasons why pupils are bullied and favoured coping strategies and interventions.

The tweenage girls' involvement in designing the questionnaires and interview questions allowed for 'participant-friendly' methods (Fraser, Flewitt and Hammersley, 2014; discussed further pp.68), to be developed. The research advisers/assistants shared their knowledge not only as experts on bullying in their school but on viewing research instruments from a participant's perspective. As participatory research is often carried out on older primary school aged pupils and secondary school aged pupils this raises the question of whether younger children have the capability to participate. I argue that I found, in the sample of tweenage girls I worked with in this research, girls as young as 7 years old can be competent research advisers/assistants who can be involved in some research decisions and assist in the design of and use of research tools.

In the following chapters, I argue that pupil research, positioned, as an extra-curricular, voluntary activity was suitable to engage with primary school aged girls on the sensitive topic of bullying. Using this methodology both the tweenage girls and their schools benefited from the research as well as the findings contributing new knowledge to both pupil research and tweenage girls' bullying.

In order to carry out this research I needed to consider both bullying and pupil research literature. In chapter 2 and chapter 3, I situate this research in these two literatures. I discuss in chapter 2 that although many aspects of bullying have been considered over the past four decades of research, tweenage girls' views have been marginalised particularly on the topic of girls' bullying. I examine how tweenage girls have often participated in studies alongside male peers using researcher-led methods such as questionnaires and interviews. Research on girls' bullying often concentrates on relational aggression within teenage girls' friendship groups. From this, I identify how tweenage girls' voices on bullying they have experienced and witnessed have been marginalised.

In chapter 3, I identify how pupil research has rarely been used in bullying studies, particularly with primary school aged girls. I discuss that social constructionism and social constructivism were the ontological and epistemological underpinnings of this research. Ethnographic and action research traditions influenced my research design.

I detail the process of the research, from pre-research activities with the tweenage girls and designing the research tools to conducting group interviews with female peers and making anti-bullying resources based on the research findings. I also discuss the one-off focus group discussions with two groups of teenage girls, used as an age comparison.

In chapter 4 and chapter 5, I examine the findings on tweenage girls' bullying. First I consider girls' understandings and experiences of bullying, followed by girls' views on others' responses to bullying. I consider the girls' age similarities and differences and how the findings supported and added to the girls' bullying literature.

In chapter 6, I consider the complexity of girls' bullying and the implications of these. I also discuss the complexity and messiness of pupil research with tweenage girls and the ongoing nature of ethical practice.

Finally in chapter 7, I consider the lessons learnt on pupil research with tweenage girls and the contributions to knowledge on pupil research and tweenage girls' bullying. I discuss the implications of the research for research training, ethics committees and primary school teachers. I conclude with suggestions for further research, reflect on the lessons I have learnt from my experience as a researcher using this methodology and the limitations of this study.

1.3 - My position in this research

I came to this research with more theoretical knowledge than practical experience of working with children and young people. My research experience was limited to three dissertations, two in the field of education and one in psychology. However, the research skills developed through these were useful in this research.

- *My academic background*

I came to this research with a background in psychology and early years education from studying BA (Hons) in Early Childhood Studies at University of Warwick and MSc in Psychology at Nottingham Trent University but with limited practical experience in nursery, pre-school and primary school settings. During the three years of studying Early Childhood Studies I became interested in children's social and emotional development and carried out a small piece of research on girlhood and the influence of girls' magazines on primary school age girls' self-esteem. Following this I embarked on MSc in Psychology where I developed research skills such as coding questionnaires, thematic analysis of interviews and using SPSS to analyse experiments and questionnaire responses. I continued to develop these skills during the MA in Education Research Methods, which I completed at University of Nottingham prior to this research. I developed a research interest in bullying during the MSc Psychology when I considered the social problem of violence in schools by examining the violent retaliation by aggressive victims of bullying,

focusing on some examples of school shootings in North America. From this examination of violence in schools, I became interested in how individuals cope with bullying in different ways and whether there are age and sex specific styles of coping. This became the starting point of developing the research questions for my doctoral research.

- *My experience and the research*

I had limited experience of working with children but I have in the past worked as a supply nursery nurse and preschool assistant and trained as a Teaching Assistant working with Reception and Year 1 children. I gained some experience conducting research with children in my undergraduate and postgraduate dissertations using different methods including document analysis, computer based tasks, questionnaires, individual and pair interviews and focus groups. Although the participants involved in these small-scale research projects were aged from 6 years to 17 years old, from my background in early childhood studies and experience working with preschool aged children I was more confident engaging with younger children. Therefore, when I decided to work with tweenage girls as research advisers/assistants it was challenging, as it was an age group I had little experience with. Having no teaching experience I faced challenges in the practicalities of running the lunch clubs such as behaviour management and developing activities that would suit the girls' different ages and abilities. I did however have some experience of viewing and writing lessons plans from training as a Teaching Assistant, which helped in planning the lunch club sessions. Despite the challenges I considered not being a teacher and looking younger than my actual age as advantages in terms of engaging with both the tweenage and teenage girls.

I chose research sites where I had a similar background to the girls taking part to help with building rapport with the tweenage girls. I first recruited the secondary school for this research and chose to approach the secondary school where I attended as a pupil over a decade ago. Once the secondary school agreed to take part, I contacted all their feeder primary schools to invite them to take part. Although the primary school I went to as a child chose not to take part, the tweenage girls from the three feeder primary schools recruited could relate to me and my prior experience of schooling.

I faced the dilemma of whether to share my own experiences of bullying at secondary school with the tweenage research advisers/assistants and how this may influence the types of bullying discussed. Simmons (2002) was open and honest with her teenage participants, discussing her experiences of relational aggression before asking for their

views on sex differences in the types of aggressions boys and girls use. Researchers sharing their own experiences of bullying could be criticised for not being able to distance themselves from the subject or having a vested interest, but Simmons (2002) shows by sharing her experiences of bullying enabled her to engage very effectively with teenage girls in discussions about relational aggression. I viewed that as bullying is interpretative, any adult researcher would come to a research study on bullying with his or her own perceived views from their own experiences of school bullying and exposure to reports in the media. As bullying is a group process (Salmivalli et al., 1996), even if pupils do not experience bullying they are likely to have witnessed it. Therefore as most pupils are involved in bullying either knowingly or unknowingly, this will influence adult researchers' perceptions of bullying having once been pupils themselves. Before going into the schools, I had to make the decision whether to tell the girls about my own experiences of bullying, questioning whether it would enhance or inhibit discussions. I decided not to directly tell the girls about my bullying experiences, as I wanted the girls to discuss the types of bullying that impact girls their age in their school now. As I wanted to be truthful and open, as suggested by Bucknall (2014), I made the decision that I would discuss my experiences if the girls asked me about them. During the research, only one group of girls enquired about my experiences of bullying.

1.4 - Key definitions used in this research

In the subsequent chapters the key terms: 'anti-bullying resources', 'bully/victims', 'girls' bullying', 'research advisers/assistants', 'sex and gender' and 'tweenage girls' are used.

- *Anti-bullying resources*

The anti-bullying resources refered to in subsequent chapters were artefacts that the girls chose to make that would reflect the research findings and help prevent bullying in their school. These were chosen by the girls and varied in type, from posters and Z-fold leaflets (a grid of 12 rectangles on A4 card which can be folded to credit card size, small enough to fit in a child's pocket) to board games, assemblies and webpage design plans (detailed pp.93-98).

- *Bully/victims*

Bully/victims are pupils who bully and have also experienced the participant role of a victim (Haynie et al., 2001). They are also categorized as 'aggressive victims' and 'provocative victims' (Veenstra et al., 2005:673; Salmivalli and Nieminen, 2002:33;

Olweus, 1997:500). Pure bullies are characterised as being powerful, using proactive aggression and pure victims are seen as weak and helpless (Stassen Berger, 2007; Wolke et al., 2001; Gini et al., 2008). Bully/victims use aggression that is reactive often using direct forms of aggression (Stassen Berger, 2007; Haynie et al., 2001; Craig, 1998). While pure victims and bully/victims are different in how they react to bullying, they both are reported to be unpopular with few friends (Stassen Berger, 2007; Olweus, 1997; Scheithauer and Hayer, 2006; Smith, Shu and Madsen, 2001; Boulton and Underwood, 1992; Vaillancourt et al., 2010).

- *Girls' bullying*

Studies in the field of girls' bullying (for example, Besag, 2006a; Simmons, 2002; Owens, Shute and Slee, 2000) have focused on the use of indirect and relational aggression within girls' friendship groups (discussed further pp.46-47). I use girls' bullying in a broader sense of bullying girls experienced perpetrated by female or male bullies. Therefore, it encompasses a wider range of types of bullying and considers the different forms of aggression used by different sex bullies at primary and secondary school age.

- *Research advisers/assistants*

Categorising the tweenage girls' participation in the research process was difficult (discussed further pp.180). I referred to the girls as 'research advisers/assistants' rather than 'researchers' or 'co-researchers' as I viewed this more accurately captured their involvement, which changed during each stage of the research.

- *Sex and gender*

In my research, sex and gender are viewed as different, with sex referring to the biological, physical differences and gender as being socially and culturally constructed (Oakley, 1972, cited in Segal, 1994). Girls and boys are sex categories, while behaviours seen as feminine or masculine are gender categories (Pilcher and Whelehan, 2004). An example is that relational aggression is viewed as a feminine form of aggression and is a gender-specific type of bullying rather than sex-specific, as although it is often used by girls, boys can also be relationally aggressive (Boulton, Trueman and Flemington, 2002; Card et al., 2008; discussed further pp.27).

- *Tweenage girls*

'Tweenage' is a term originally used in the field of marketing as a specific consumer audience (Tinson and Nancarrow, 2010; Siegel, Coffey and Livingston, 2001). This term is used to categorize older children as in an in-between stage, not yet old enough to be teenagers but not considered as young children (Siegel, Coffey and Livingston, 2001). However, some definitions also incorporate younger teenagers, 13 year olds, into the tweenage category (for example, Kehily, 2003). There is no agreement about the exact ages the term 'tweenage' refers to, but 8-12 years old is often used (for example, Tinson and Nancarrow, 2010; Siegel, Coffey and Livingston, 2001). In my research, 'tweenage' is used for girls aged 7-11 years old, in Year 3 to Year 6 and 'teenage' for girls aged 13-17 years old, Year 8 to Year 12. Therefore, in the secondary school, Year 7 girls, aged 11-12 years and Year 8 girls who had not yet turned 13, who are by some definitions tweenage, were excluded from my research and my definition, as they were unable to participate in the tweenage lunch club sessions as these were held only in the primary school setting.

When considering age differences in the questionnaire data I grouped the tweenage pupils, as younger (7-8 years old) and older (9-11 years old). I choose these age bands as Fekkes, Pijpers and Verloove-Vanhorick (2005) reported gender-specific bullying at primary school for pupils aged 9-11 years. As the questionnaires were administered in the first half of the spring term, if I had grouped younger tweenage to include 7-9 year olds the age groups would have been unbalanced. The younger tweenage group would contain more pupils (some Year 2, all Year 3 and Year 4 and some Year 5 pupils) and the older tweenage group would include less pupils (the Year 5 pupils who had turned 10 by first half of the spring term and all the Year 6 pupils).

1.5 - The boundaries of this research

This research asks a methodological question, 'What can we learn about girls' bullying from pupil research?' I argue that pupil research positioned as an extra-curricular activity with tweenage girls contributed new knowledge on both tweenage girls' bullying and pupil research with primary school aged girls. The implications of this research were therefore methodological rather than on policy and practice related to primary school bullying. Although tweenage girls' bullying was examined, specific types of bullying were not focused upon in depth. Together the research advisers/assistants and I asked girls for their views on the prevalence and severity of bullying, favoured coping strategies and anti-bullying interventions. This gave a broad overview of tweenage girls' views and the

teenage girl age comparison group's views on bullying and responses to bullying. There was no follow up to how the schools used the resources given. Therefore, it was not possible to comment on the influence of running the lunch club groups or the resources had on the level of the bullying in the schools.

In summary while comprehensive research had been carried out on various aspects of bullying, often using a researcher-led methodology, less attention has been given to pupil research as an alternative way to engage with tweenage girls on the sensitive topic of bullying or to primary school aged pupils' views on girls' bullying. Primary school age children however are not ignorant to the social phenomenon of bullying. They are aware of bullying through exposure to media reports and anti-bullying initiatives at school. While tweenage girls have been marginalised in girls' bullying literature, they are experts on bullying that happens to girls their age in their school. Through engaging with tweenage girls on this topic, adults can gain a greater insight into girls' bullying. In the subsequent chapters, I argue that pupil research positioned as an extra-curricular activity with tweenage girls is a suitable way for adult researchers to listen to and engage with pupils of this age on this sensitive topic.

I will next examine the aspects of bullying previous research has considered, identifying the types of studies that have considered tweenage girls' views and identifying how tweenage girls' voices on girls' bullying have been marginalised.

CHAPTER 2 -THE MARGINALISATION OF TWEENAGE GIRLS IN BULLYING RESEARCH LITERATURE

In the last chapter, I argued that despite primary school aged pupils' awareness of and expertise on bullying and adults' and children's different understandings of bullying, tweenage girls were rarely asked for their views on the topic. Although there has been comprehensive research on bullying, which I consider in more depth in this chapter, most studies have used an adult researcher-led methodology, while less attention has been given to the suitability of using a pupil research methodology to engage with tweenage girls on bullying. In order to address this methodological research question, 'what can we learn about girls' bullying from pupil research?' I needed to consider and situate my research in both the bullying and pupil research literatures. In this chapter, I examine the bullying literature and consider how my research built upon the numerous studies conducted on various aspects of bullying.

I begin by considering the background of bullying research with focus on the development of anti-bullying guidance and policies in the UK. I then examine how there is no agreed definition of bullying with individuals having different understandings. I follow this by discussing the many different aspects of bullying that researchers have considered, such as its prevalence, the role of bystanders, reasons behind bullying, favoured coping strategies and opinions on anti-bullying interventions. I examine how research on girls' bullying has had a limited focus, often concentrated only on relational aggression and sexual bullying experienced by teenage girls. I finish by considering that studies on bullying, particularly with primary school age girls, do not use a pupil research methodology.

2.1 - Background of bullying research

Bullying came to the national and international attention in 1982 after media reports in Norway of the suicides of three male victims of bullying (Olweus, 1993; Beaty and Alexeyev, 2008; Ttofi and Farrington, 2010). Although research in Scandinavia had focused on 'mobbing' and peer harassment in the early 1970s, the need for research on bullying in other countries was recognised from the 1980s onwards (Lane, 1989; Vaillancourt et al., 2008; Swart and Bredekamp, 2009; Olweus, 2010).

Studies have been carried out in Europe, Asia, North America and South America, Africa and Australia (for example, Stephenson and Smith, 1989; Wolke et al., 2001; Huang and

Chou, 2010; Craig et al., 2009; DeSouza and Ribeiro, 2005; Swart and Bredekamp, 2009; Rigby and Johnson, 2005a) suggesting bullying is a global social phenomenon.

Since the late 1980s, bullying in Britain has been examined (for example, Stephenson and Smith, 1989). In the early 1990s, a key study by Whitney and Smith (1993) funded by the Department for Education (DFE) informed anti-bullying guidance given to schools in England (Department for Education, 1994). Over the past three decades there has been increased interest in how schools can prevent and respond to bullying and British media attention on raising awareness of bullying, particularly the use of SNS to cyberbully teenagers and adults (for example, Shute, 2013[11]; Hardaker, 2014;[12] Perkins, 2014[13]). Although bullying itself is not against the law, in some of the cases of cyberbullying on Facebook and Twitter where the victim was harassed and threatened, the perpetrators have been prosecuted (for example, Knight, 2009;[14]Cockerell, 2014[15]). Academic research has also examined how the use of SNS in cyberbullying is an international problem. Kwan and Skoric (2013) reported that over half their sample of teenage pupils in Singapore had one or more experiences of bullying on Facebook in the previous year. Snell and Englander (2010) found 73 per cent of their sample of US college students had viewed a SNS profile with degrading, offensive, or threatening content. In addition, cyberbullying was the focus of Anti-bullying Week 2009; therefore, even if primary school children have not experienced this form of bullying they will have awareness of it (Monks, Robinson and Worlidge, 2012).

In addition to schools being given anti-bullying guidance, it became a legal requirement for schools in England and Wales from 1998 and in Northern Ireland from 2003 to have an

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[15] Cockerell, J (2014) *Twitter 'trolls' Isabella Sorley and John Nimmo jailed for abusing feminist campaigner Caroline Criado-Perez*, The Independent. [online] Available at: http://www.independent.co.uk/news/uk/crime/twitter-trolls-isabella-sorley-and-john-nimmo-jailed-for-abusing-feminist-campaigner-caroline-criadoperez-9083829.html [Accessed 18 February 2014]

anti-bullying policy (James, 2010; Young, 2009; Smith et al., 2008a; Department for Education, 2013; Department of Education for Northern Ireland, 2003; McGuckin and Lewis, 2008). However, in Scotland, schools were only encouraged to have one (James, 2010; The Scottish Government 2010).

The contents of schools anti-bullying policies have been influenced by the governmental guidance produced and legislations that have been enforced in the last twenty years. Young (2009) reports the earliest guidance on bullying was 'Action against Bullying' in Scotland in 1991 and in England in 1992, 'Don't suffer in silence: an anti-bullying pack for schools' was produced in 1994, with a second edition in 2000 and revised version in 2002 (DFE, 1994; DfES, 2002; Smith et al., 2008a). This pack gave guidance on developing anti-bullying policies and encouraged a whole school approach to defining and tackling bullying (Sutton and Smith, 1999; Maunder, Harrop and Tattersall, 2010). This suggested that definitions of bullying in schools' anti-bullying policies should reflect pupils' understandings of bullying. In my research, I examined the participating schools' anti-bullying policies to consider whether they reflected the tweenage and teenage girls' understandings of bullying.

While some attention has been given to the definitions of bullying in English schools' anti-bullying policies (Smith et al., 2012; Smith et al., 2008a) less focus has been given to how these compared with pupils' definitions.

In England, the bullying definitions used in anti-bullying policies was considered in a content analysis of policies from 115 primary schools and 27 secondary schools in 2002 and 169 primary schools and 48 secondary schools six years later in 2008 (Smith et al., 2008; Smith et al., 2012). Most of the policies' definitions included physical, verbal and relational bullying and more of the 2008 policies also referred to cyber, racial, sexual and homophobic bullying (Smith et al., 2008; Smith et al., 2012). While the policies used were only from schools in one county and therefore are not representative of the whole of Britain, it did reveal that not all the policies considered cyberbullying or all types of prejudice-based bullying in their definitions. The increase in the later policies including cyberbullying and some prejudice-based bullying in their definitions is likely to have been influenced by changes in government guidance and legislation such as the introduction of 'Bullying - A Charter for Action,' Anti-Bullying Week in schools in 2004 and the use of Social and Emotional Aspect of learning (SEAL) in primary schools in 2005 (Smith et al., 2012; Young, 2009). Also guidance from Department for Children Schools and Families,

'safe to learn' in 2007 gave advice on prejudice based bullying such as faith, disability and homophobic bullying (Smith et al., 2012).

As the policies used by Smith et al. (2012) and Smith et al. (2008a) are 8-14 years old and new governmental guidance and legislations have since been enforced, for example, The Equality Act 2010 and the Education Act 2011 (Department for Education, 2013), more attention may now be given to aspects of bullying such as cyberbullying and prejudice based bullying. Therefore, these are types of bullying that are now likely to be included in schools anti-bullying policies and that the girls participating in my study may have had awareness of.

In summary, there is increased awareness of bullying from over three decades of British and international research, with a legal requirement for schools to have anti-bullying policies and have procedures in place to tackle bullying and because of the media reports on cyberbullying, children, their parents and teachers are aware that bullying is social problem. While some attention has been given to definitions of bullying used in anti-bullying policies, these have not been compared with pupil's views. It is important to compare pupils' views to the definitions given in their schools anti-bullying policies as these should reflect a whole-school view on bullying and how to prevent and respond to bullying incidents (Maunder, Harrop and Tattersall, 2010; Department for Education and Skills, 2002; Sutton and Smith, 1999; Department for Education, 1994). If pupils' definitions of bullying differ from those in their school's anti-bullying policy, this suggests that schools may not be addressing all the types of bullying pupils are experiencing. Pupils may not report behaviour they view as bullying if it is not included in adults' definitions of bullying provided to them (Madsen, 1996 cited in Frisén, Holmqvist and Oscarsson, 2008) and teachers may not intervene in situations where the behaviour does not fit their own definitions of bullying (Kochenderfer-Ladd and Pelletier, 2008). This demonstrates the importance of definitions of bullying in school anti-bullying policies reflecting pupils' own definitions and experiences of bullying. However understandings of bullying may vary.

2.2 - There is no agreed bullying definition

Adults' and pupils' understandings of bullying may vary, as there is no agreed definition of bullying (for example, Arora, 1996; Swain, 1998; Monks and Smith, 2006). Figure 2.1 shows the different aspects of bullying used in researchers' definitions, with the most often used presented as larger in size.

Figure 2.1 - Word cloud of researchers' definitions of bullying

Olweus (2001) argued that a definition of bullying was needed when bullying became a Norwegian and international concern after the tragic events in 1982. However over thirty years later there is still no universal agreed definition but there is some agreement over the key components of bullying (Arora, 1996; Maunder, Harrop and Tattersall, 2010).

Some researchers agree three key components of bullying are repetition, intentionally hurting the victim and an imbalance of power (see Olweus, 1993; Smith and Sharp, 1994; Rigby, 2007; as discussed pp.3). Guerin and Hennessy (2002) however, challenged two of these key components: intentionality and repetition. They suggested bullying could also be unintentional, dependent on a victim's response or a one-off traumatic incident (Guerin and Hennessy, 2002). Olweus (1993) agreed that in some cases, bullying may be a one off incident and Tattum (1997) cited in Guerin and Hennessy (2002) suggested that although a bullying incident may only happen once there is the fear it may happen again. Sharp, Thompson and Arora (2000) also question the necessity for bullying to be repeated. They ask if behaviour has to be repeated, would a pupil be seen as a bully but the

recipients not as victim if the pupil targeted different pupils each time he/she bullied? In addition, if different individuals target the same pupil once are they not considered as bullies? (Sharp, Thompson and Arora, 2000).

In addition to the three key components of bullying, researchers' definitions can also include a number of different aspects of bullying (Electronic Appendix 1). These range from discussing bullying as a subset of aggression and how bullying can be both indirect and direct to how groups and individuals can bully and how bullying is a group process. There is however, inconsistency in the types of bullying researchers include in their definitions. Many researchers do include physical, verbal and relational bullying, (for example, Crick and Grotpeter, 1995), but less incorporate cyberbullying or sexual bullying (for example, Duncan, 1999a; Patchin and Hinduja, 2006). A few researchers have an even narrower view of bullying considering only physical and verbal bullying (for example, Schwartz, 2000). Some researchers' definitions are however more comprehensive, considering the consequences of bullying for the bullies and victims, reasons behind the bullying behaviour, sex differences in the consequences of bullying and gender and age differences in the types of bullying experienced and used (for example, Farrington, 1993; Griffin and Gross, 2004; Craig, 1998; Gruber and Fineran, 2008; Crick and Grotpeter, 1995; Garandeau and Cillessen, 2006).

The diversity of researchers' definitions shows that although bullying is a frequently used term in research, in schools and in the media, there is no consensus on what it actually means. There are no fixed definitions; the key elements agreed on by some researchers are contested by others.

2.2.1 - *Different understandings of bullying*

As well as there being no universal definition of bullying agreed by researchers there are different understandings of bullying in different countries, between adults and pupils and within groups of pupils depending on their participant role in bullying.

- **Understandings vary in different countries**

Having no universal definition is problematic when comparing studies of bullying. An additional complication is the difficulty of translations of bullying in other languages and cultures (Smorti, Menesini and Smith, 2003). Terms in other languages and even in English used in a different country such as the US do not have the exact same meaning as the term bullying does when used in Britain (Smorti, Menesini and Smith, 2003). Some

translations such as in Spanish, Italian, Portuguese and Japanese refer to behaviour of specific types of bullying rather than bullying as a whole (Smorti, Menesini and Smith, 2003). An example of this is the Japanese term 'Ijime' that refers to a whole school class socially excluding and ignoring one pupil (Morita et al., 1999; Smorti, Menesini and Smith, 2003). Therefore, it is difficult to compare studies from different countries, as there may be subtle but important differences in the aspects of bullying they are considering.

- ***Different understandings between adults and pupils***

Even when comparing British studies it is difficult as academics, teachers and pupils may all have different understandings of bullying (Maunder, Harrop and Tattersall, 2010). Individuals socially construct what bullying means and whether they consider an incident as bullying (as discussed pp.6). Maunder, Harrop and Tattersall (2010) discuss how pupils' and teachers' definitions of bullying can differ from the three key components endorsed by some academics. Studies have found some teachers and primary and secondary school pupils do not include all of these key components in their definitions of bullying (Naylor et al., 2006; Guerin and Hennessy, 2002; Madsen, 1996 cited in Naylor et al., 2006). Naylor et al. (2006) reported, that in their questionnaire, almost a quarter of teachers included intentionality in their bullying definitions compared to only 3.9 per cent of secondary school aged pupils (Naylor et al., 2006).

- ***Different understandings of pupils in different participant roles***

As well as differences between adults' and pupils' definitions of bullying, there are different interpretations of bullying between pupils. Pupils have different participant roles in bullying (Salmivalli et al., 1996). Bullies, victims and bystanders, may view a potential bullying incident in different ways (Guerin and Hennessy, 2002; Teräsahjo and Salmivalli, 2003; Owens, Shute and Slee, 2000; Salmivalli, 2010; as discussed pp.6).

2.2.2 - *Research on pupils' and adults' definitions of bullying*

Since the 1990s, a number of studies have consulted both primary and secondary school pupils on their definitions of bullying (for example, Smith and Levan, 1995; Smith, Madsen and Moody, 1999; Boulton, Trueman and Flemington, 2002; Guerin and Hennessy, 2002; Oliver and Candappa, 2003). These studies used a researcher-led methodology. There are mixed findings on what ages use the most comprehensive definitions. Smith and Levan (1995) and Swain (1998) reported that younger children have broader definitions than older children and adults, while Frisén, Holmqvist and Oscarsson (2008) found Swedish 13

year olds in their questionnaire had more comprehensive definitions. Including relational aggression in bullying definitions has been found to increase with age (Maunder, Harrop and Tattersall, 2010; Smith, Madsen and Moody, 1999; Frisén, Holmqvist and Oscarsson, 2008). Despite this increase with age, these studies reported less than half of secondary school aged pupils included indirect aggression in their definitions (Frisén, Holmqvist and Oscarsson, 2008; Maunder, Harrop and Tattersall, 2010). However, at primary school age, Swain (1998) found contrast with this, reporting that 93 per cent of Year 3 and 92 per cent of Year 6 pupils agreed that always leaving someone out of a game was bullying. This suggested that although most researchers include relational aggression in their bullying definitions, there are mixed findings on whether pupils do.

There are concerns about the age at which pupils can give their own definitions of bullying (for example, Frisén, Holmqvist and Oscarsson, 2008). Frisén, Holmqvist and Oscarsson (2008) discussed that when the participants were 10 years old they found it difficult to define bullying. However, a number of studies have examined primary school aged pupils from 5 years old upwards on their perceptions and definitions of bullying (for example, Smith, Madsen and Moody, 1999; Smith and Levan, 1995; Swain, 1998; Smith et al., 2002; Guerin and Hennessy, 2002). This demonstrated how primary school age pupils' definitions of bullying can and should be sought. While these studies showed that pupils' definitions of bullying have been considered, these are influenced by the use of an adult researcher-led methodology. In my research I considered how girls' definitions of bullying produced in a pupil research project differed to those in previous studies.

Adults' definitions of bullying have also been sought. Some studies have only considered adults' definitions of bullying such as parents or teachers, (for example, Smorti, Menesini, and Smith, 2003; Boulton, 1997), while others have compared secondary school pupils' and their teachers' perceptions of what bullying means (for example, Menesini, Fonzi and Smith, 2002; Naylor et al., 2006; Maunder, Harrop and Tattersall, 2010). Many of the studies on pupils' and/or adults' definitions have compared these to those promoted by researchers (for example, Frisén, Holmqvist and Oscarsson, 2008; Guerin and Hennessy, 2002; Naylor et al., 2006), less attention however, is given to how their definitions compared to those given in their schools anti-bullying policies (as discussed pp.17). Therefore, studies on pupils' and adults' definitions do not show whether they have a whole school approach to defining bullying as encouraged by 'Don't suffer in silence: an anti-bullying pack for schools' (Sutton and Smith, 1999; Maunder, Harrop and Tattersall,

2010). In my research I compared the girls' definitions of bullying to those used in their schools' anti-bullying policies.

In summary, definitions of bullying are contested with understandings varying between individuals and it is unclear whether definitions in schools anti-bullying policies reflected pupils' understandings of bullying. As I consider the girls in this research as experts on bullying that happened in their school, as identified on pp.6, my research focused on exploring their understandings of bullying.

I will now consider how, although many aspects of bullying have been examined, there has been a limited focus on the types of behaviours involved in girls' bullying.

2.3 - Mixed views on the prevalence of bullying

Previous research on school bullying has considered various aspects of bullying at primary and secondary school age from prevalence and severity to coping strategies pupils use and schools' anti-bullying interventions (for example, Crick and Nelson, 2002; Smith, Shu and Madsen, 2001; Smith et al., 2004; Glover et al., 2000). For some aspects of bullying there are mixed findings such as the age at which it is most prevalent.

2.3.1 - *Age at which bullying is most prevalent*

Pupils experiencing school bullying is widely considered to happen more often at primary school and to decrease with age (Boulton and Underwood, 1992; Whitney and Smith, 1993; Olweus, 1999; Wolke et al., 2001; Smith, Shu and Madsen, 2001). However, some studies have reported an increase in pupils experiencing bullying during the transition from primary school to secondary school (Smith, Shu and Madsen, 2001; Pellegrini and Bartini, 2000; Pellegrini and Long, 2002). It is argued that this is a result of the change from being the oldest pupils to the youngest pupils in the school and moving into an environment with a large number of older pupils (Pellegrini and Bartini, 2000; Pellegrini and Long, 2002; Smith Shu and Madsen, 2001). In contrast, the number of pupils who bully others has been reported to stay the same across ages (Whitney and Smith, 1993; Olweus, 1999; Wolke et al., 2001).

- *Size of school or classroom*

There are mixed views on whether the size of school or class sizes affects the prevalence of bullying as discussed by Wolke et al. (2001). No difference in prevalence of bullying according to size of classes (for example, Lagerspetz et al., 1982; Mellor, 1999; Olweus,

1994), or size of school (for example Olweus, 1994; Whitney and Smith, 1993), or primary or secondary school age have been found in some studies. More bullying was found however in smaller primary school classes in England by Wolke et al. (2001) and in smaller primary and secondary schools in Ireland by O'Moore, Kirkham and Smith (1997) and O'Moore and Hillery (1989), and in larger junior schools in England by Stephenson and Smith (1989). Therefore, it is inconclusive whether schools and class sizes, at primary or secondary school age, affects the prevalence of bullying pupils' experience.

- ***Dependent on type of bullying***

The views on the age at which pupils experience bullying the most, varies depending on the type of bullying that is considered. Some studies have reported physical bullying is most prevalent in younger pupils, (Woods and Wolke, 2004; Stassen Berger, 2007; Benbenishty and Astor, 2005), while the use of indirect aggression has been reported to increase with age (Björkqvist, Lagerspetz and Kaukiainen, 1992; Stassen Berger, 2007; Crick, Casas and Ku, 1999). Björkqvist, Lagerspetz and Kaukiainen (1992) reported that particularly for girls their use of indirect aggression intensifies from 11 years old. Fekkes, Pijpers and Verloove-Vanhorick (2005) however, found 15.1 per cent of 9-11 year old Dutch pupils had experienced social exclusion and 21.9 per cent had experienced rumours spread about them, which showed that primary school aged pupils can also experience relational aggression.

Another form of bullying that is considered to be most prevalent during adolescence is cyberbullying (Smith et al., 2008b; Monks, Robinson and Worlidge, 2012). The prevalence of experiencing cyberbullying has been reported to range from 6 per cent to 25.3 per cent for adolescents (Li, 2006). Although many of studies on cyberbullying have focused on teenage pupils' experiences, two studies in England and Australia have found primary school aged children also can experience cyberbullying (Sakellariou, Carroll and Houghton, 2012; Monks, Robinson and Worlidge, 2012). The rates of cyberbullying were much higher for the English primary school pupils with 36.2 per cent of boys and 24.0 per cent of girls experiencing cyberbullying by text (Monks, Robinson and Worlidge, 2012), compared to 1.5 per cent of the Australian primary school aged boys (Sakellariou, Carroll and Houghton, 2012). Similar to cyberbullying, studies on sexual bullying have often focused on secondary school aged participants (for example, DeSouza and Ribeiro, 2005; Gruber and Fineran, 2007; Gruber and Fineran, 2008), although Renold (2002) argued that sexual bullying can also be experienced at primary school age.

- *Frequency of bullying*

Previous studies have reported mixed views on the prevalence of primary school aged victims of bullying in Europe, ranging from 15 per cent in Norwegian schools to 44.6 per cent in the Netherlands (Olweus, 1985, 1987, 1991, 1993, 1994, cited in Olweus, 1997; Fekkes, Pijpers and Verloove-Vanhorick, 2005). Wolke et al. (2001) reported 24 per cent of English pupils experienced bullying every week and 30.4 per cent of Year 2 pupils and 29.0 per cent of Year 4 pupils in their sample experienced bullying frequently. Studies use different categories for measuring frequency of bullying, making them difficult to compare. Studies in primary schools have reported frequency from 1.4 per cent 'nearly every day' and 1.7 per cent 'often' (Williams et al., 1996) to 16.2 per cent 'several times a month or more' (Fekkes, Pijpers and Verloove-Vanhorick,2005) and 26 per cent 'most weeks' (Hunter and Boyle, 2002).

- *Prevalent at all ages*

This suggests that despite some studies reporting that bullying decreases with age, when specific types of bullying are considered, bullying is prevalent at all ages. Physical bullying is prevalent at younger ages and relational bullying and cyberbullying are used more at secondary school age. However, types of bullying that are viewed as prevalent teenage forms of bullying, such as relational aggression, sexual bullying and cyberbullying, can also be experienced at primary school age.

In addition to mixed views on the age at which bullying is most prevalent, there are also conflicting reports on whether boys or girls are more likely to be bullies and victims of bullying.

2.3.2 - *Mixed views on the more prevalent sex of bullies*

Many studies have reported how boys are more likely to be bullies or bully/victims than girls (for example, DeSouza and Ribeiro, 2005; Pellegrini and Long, 2002; Wolke et al., 2001; Scheithauer and Hayer, 2006). However the prevalent sex of bullies can be dependent on the form of bullying. Studies on racial, sexual and direct forms of bullying supported the prevalence of male bullies (for example, Larochette, Murphy and Craig, 2010; DeSouza and Ribeiro, 2005; Crick and Grotpeter, 1995; Monks, Robinson and Worlidge, 2012).

For cyberbullying and indirect and relational aggression however, there are mixed findings. Some studies have discussed how relational aggression is used more by girls than

boys (for example, Crick and Grotpeter, 1995) with the majority of studies on girls' bullying focusing on relational aggression, such as rumours and social exclusion between teenage girls in their female friendship groups (for example, James and Owens, 2005; Owens, Shute and Slee, 2000; Owens, Slee and Shute, 2000; Simmons, 2002). Two reviews examining studies of aggression have found more girls use indirect aggression than boys (Archer, 2004; Card et al., 2008). However, Archer (2004) found this sex difference only when using particular methods such as observations and peer ratings, while Card et al. (2008) reports the sex difference found was only small. In cyberbullying, some studies have reported more boys than girls are cyberbullies (for example, Wang, Iannotti and Nansel, 2009; Li, 2006), while Slonje and Smith (2008) and Monks, Robinson and Worlidge (2012) found no sex differences. Monks, Robinson and Worlidge (2012) argued that girls differed from boys as they use a wider range of types of cyberbullying. This suggested both boys and girls can be bullies with some sex differences in the types of bullying and aggression they use.

The sex difference is not that boys and girls use separate forms of aggression but that boys often use a combination of both direct and indirect aggression, while girls only use indirect aggression (Card et al., 2008; Salmivalli and Kaukiainen, 2004). Reasons why girls favour the sole use of indirect aggression include girls being physically weaker than boys and it being socially unacceptable for females to use direct and physical aggression (Björkqvist, 1994; Bretherton et al., 1994 cited in Shute, Owens and Slee, 2008; Tapper and Boulton, 2000; Denman, 2001). This however, does not limit girls' aggression to only being towards the same sex. Girls can have power over boys through teasing (Swain, 2005).

2.3.3 - *Mixed views on the more prevalent sex victimised*

Some studies have found boys are more likely to be victims or bully/victims than girls (for example, Farrington, 1993; Kumpulainen et al., 1998; Wolke et al., 2001; Eslea and Mukhtar, 2000). While others studies have found more girls are victimised in middle school and in adolescence (for example, Baldry, 1998; Craig et al., 2009), or that there is no significant sex difference for victimization (for example, Whitney and Smith, 1993; Fekkes, Pijpers and Verloove-Vanhorick, 2005).

When gender-specific types of bullying are considered such as repeated direct and indirect bullying, sex differences in victimization are found (Carbone-Lopez, Esbensen and Brick, 2010). Monks, Robinson and Worlidge (2012) found more girls experienced having their belongings damaged than boys. This form of bullying is difficult to categorise as either

direct or indirect, with some studies viewing it as a form of direct physical bullying (for example, Rivers and Smith, 1994; Hunter, Boyle and Warden, 2004; Baldry and Farrington, 1999), a type of behavioural bullying (Stassen Berger, 2007) or as separate from either direct or indirect aggression (for example, Alsaker and Valkanover, 2001; Kristensen and Smith, 2003; Wei, Jonson-Reid and Tsao, 2007). Less attention has been given to whether damaging belongings could be used as a form of relational aggression.

For cyberbullying there are mixed views with some studies reporting that girls are more likely to be victims (for example, Kowalski and Limber, 2007; Wang, Iannotti and Nansel, 2009; Mark and Ratliffe, 2011) and some finding no sex differences (Slonje and Smith, 2008; Monks, Robinson and Worlidge, 2012). Monks, Robinson and Worlidge (2012) found that in their sample of English primary school children, boys were more likely to experience cyberbullying via text message, while more girls were targeted by email and Instant Messenger (IM). Although cyberbullying may not be experienced more by one sex, boys and girls may experience different forms of cyberbullying (Monks, Robinson and Worlidge, 2012).

This suggests that there are some forms of bullying girls are more likely to experience, for example, repeated indirect bullying, belongings deliberately damaged and cyberbullied via emails and IM, while boys are more likely to experience direct forms of bullying and being cyberbullied via text messages. It is important to acknowledge that although there are some gender-specific types of bullying, these are not sex exclusive and can be experienced by both boys and girls (Boulton, Trueman and Flemington, 2002). In addition, girls and boys can use the same forms of bullying but use them in different ways. Name calling, for example, can be used to relationally, sexually or racially bully (for example, Eder, Evans and Parker, 1995; Catanzaro, 2011; Shute, Owens and Slee, 2008; Troyna and Hatcher, 1992). Boys use banter and humour with sexual and homophobic content to demonstrate their heterosexuality and masculinity (Kehily and Nayak, 1997; Rivers, 2001; Poteat and Digiovanni, 2010; Kimmel and Mahler, 2003; Phoenix, Frosh and Pattman, 2003), while girls use banter to question boys masculinity in retaliation to sexual bullying (Shute, Owens and Slee, 2008).

2.3.4 - *Ethnicity only influences racial bullying*

While there are mixed findings on whether sex and age influence prevalence of traditional forms of bullying pupils experience, studies show that ethnicity does not affect

victimization. However, ethnicity does affect the prevalence of racial bullying experienced (Moran et al., 1993).

Studies on primary school children's use of racism have revealed that there are different types of racism they can use, for example, 'personally mediated', 'alien culture', 'regretted', 'misconception' and 'stereotyping' (Jones, 2000: 1213; Elton-Chalcraft, 2009: 109,112). Racial name calling is considered as the most prevalent form of racial bullying experienced by primary school pupils (for example, Eslea and Mukhtar, 2000; Boulton, 1995; Troyna and Hatcher, 1992).

Racial name calling is experienced more by non-white children but white children can also be targeted (Eslea and Mukhtar, 2000; Boulton, 1995). Boulton (1995) reported that both Asian and white pupils call Asian pupils racial names. While white pupils only reported experiencing racial name calling by non-white pupils (Boulton, 1995; Eslea and Mukhtar, 2000). However, as argued by Eslea and Mukhtar (2000), it is important not to consider non-white pupils as one group. They found prevalent bullying between other ethnic groups of Asian young people aged 12-15 years (Eslea and Mukhtar, 2000). Although these young people did report being racially bullied by white pupils, Hindus reported being bullied the most by Pakistanis and Pakistanis and Indian Muslims pupils reported being bullied the most by Hindus (Eslea and Mukhtar, 2000). Racial bullying has been found to be most prevalent when a particular ethnic group was the minority in the school (Verkuyten and Thijs, 2002). Troyna and Hatcher (1992) supported this by discussing that racism was prevalent in primary schools where the majority of pupils are white.

This suggested that age, sex and ethnicity can influence the prevalence of victimization, with age and sex affecting the types of traditional and electronic forms of bullying experienced and ethnicity affecting the racial bullying experienced.

2.3.5 - *Mixed views on who girls are bullied by the most*

When considering the sex of bullies, there is agreement that boys are targeted the most by other boys but there are mixed views on who victimises girls the most.

Some studies have reported that girls experience same-sex bullying the most (for example, Eslea and Mukhtar, 2000; Pellegrini and Long, 2002; Smith and Shu, 2000), while other studies reported that girls are more frequently bullied by a boy bully or a group of boy bullies (for example, Fekkes, Pijpers and Verloove-Vanhorick, 2005; Baldry and Farrington, 1999).

For teenage girls this varied with the type of bullying experienced. Studies on girls' experiences of indirect and relational aggression focused on same-sex bullying in girls' friendship groups (for example, James and Owens, 2005; Owens, Shute and Slee, 2000; Owens, Slee and Shute, 2000; Simmons, 2002) whereas studies on sexual bullying reported teenage boys sexually bully teenage girls (Shute, Owens and Slee, 2008). Although there are conflicting findings who girls are bullied by the most, studies have found experiencing bullying from a single-sex group of bullies was more prevalent than targeted by a mixed-sex group of bullies (Petersen and Hyde, 2009; Blahutková and Charvát, 2008).

These findings showed that there are mixed views on the age at which bullying is most prevalent, the most frequent sex of bullies and victims and who girls are more often bullied by. The girls in my research added to the literature by discussing the prevalence of bullying, giving their expertise on who girls are bullied by and at what age this was most likely to happen.

2.4 - Limited research on the severity of bullying

While many studies have focused on the prevalence of bullying, less attention has been given to the severity of bullying, in particular what types of bullying are the most upsetting for girls to experience.

Studies that have examined the severity of bullying have focused on specific types of bullying such as relational bullying (for example, Crick and Nelson, 2002) or sexually bullying (for example Gruber and Fineran, 2007), rather than asking what are the most upsetting types across all forms of bullying. Some studies have reported that girls find indirect and relational bullying more upsetting than boys (for example, Crick and Nelson, 2002; Crick, Grotpeter and Bigbee, 2002). This however, only showed a sex difference not whether indirect and relational bullying is the most upsetting type of bullying girls can experience. Gruber and Fineran (2007) found that both middle school and high school girls reported that being ridiculed about their appearance by boys was one of the most upsetting types of sexual bullying they could experience. This revealed what girls find most upsetting within sexual bullying but not how upsetting sexual bullying is compared to other forms of bullying they can experience.

While the severity of girls having their belongings deliberately damaged is rarely considered in the bullying literature, Belk (1988) argues that individuals see belongings as

an extension of self and therefore loss of possessions is distressing. This suggested that pupils having their belonging damaged is another type of bullying pupils may find upsetting.

In my research the girls discussed what types of bullying were most upsetting, by whom and why. This built upon the existing literature by considering the degree of distress different types of bullying can cause girls and whether the forms of bullying focused on in girls' bullying studies were the most upsetting to experience.

2.5 - Bystanders' reactions to bullying

In addition to studies considering bullies and victims involvement in bullying, some studies have considered the roles of bystanders and their responses to bullying.

Sex differences have been found in pupils' reactions to witnessing bullying. Girls are often more upset by bullying they witness than boys (for example, Houndoumadi and Pateraki, 2001; Salmivalli, 2001; Pellegrini and Bartini, 2000; Menesini et al., 1997) and are more likely to report that they would defend victims or help the victim indirectly, while boys are more likely to report they would support the bully or be passive bystanders (for example, Salmivalli et al., 1996; Obermann, 2011; Rolider and Ochayon, 2005; Rigby and Johnson, 2005b; Salmivalli, Lappalainen and Lagerspetz, 1998).

There are mixed findings for age differences in how girls have reported they would respond as bystanders of bullying. Rolider and Ochayon (2005) found that more secondary school aged than primary school aged girls in their Israeli sample would support the victim directly. While Rigby and Johnson (2005b) reported similar levels of primary school aged and secondary school aged girls in their Australian sample would directly help the victim.

Despite some studies having reported that primary school aged and secondary school aged girls would help the victims directly or indirectly, Obermann (2011) argued that in practice bystanders helping victims is uncommon. Studies on observations of bullying in school playgrounds (for example, O'Connell, Pepler and Craig, 1999; Hawkins, Pepler and Craig, 2001) reported that only in 19.0-25.4 per cent of bullying incidents did pupils support the victims. O'Connell, Pepler and Craig (1999) argued that pupils wanted to support victims but were reluctant to do so in practice.

Other studies reported reasons why pupils were reluctant to help (for example, Thornberg, 2007; Hazler, 1996; Rigby and Johnson, 2005b; Kanetsuna and Smith, 2002;

Pergolizzi et al., 2009). These included pupils' worries of the consequences of helping, for example, the bully turning on them (Rigby and Johnson, 2005b; Kanetsuna and Smith, 2002; Hazler, 1996), concern that they would embarrass the victim (Thornberg, 2007) and that the bullying incident was none of their business (Pergolizzi et al., 2009; Obermann, 2011). In addition, bystanders may not view the incident as bullying as, for example, some studies have reported that teachers and pupils viewed bullying behaviour as similar to banter (Shute, Owens and Slee, 2008; Hoover and Oliver, 1996 cited in Colvin et al., 1998). Also, the relationships bystanders had with the bullies and victims may have affected how they responded to the bullying they witnessed (Rigby and Johnson, 2005b; Lodge and Frydenberg, 2005; Macháčková et al., 2013; Oh and Hazler, 2009). The participant roles, suggested by Salimivalli et al. (1996:1), 'Victim, Bully, Reinforcer of the bully, Assistant of the bully, Defender of the victim and the outsider', may change during the bully incident, for example, in indirect and relational aggression in teenage girls' friendship groups, girls may be both bullies and victims (Ponsford, 2007).

Therefore, how pupils respond to bullying could differ depending on their sex, age, relationship with the bully or victim and the type of bullying they witness. Girls often report they would try to help the victim but in reality reasons such as the consequences for the victim and themselves prevented them from intervening. While the roles of bystanders have been considered, less attention has been given to the types of bullying pupils witness. This could give adult researchers an insight into the types of bullying pupils have awareness of and the forms of aggression most prevalent in schools. The findings of my research contributed to this as the girls shared their views on the types of bullying they had witnessed and their responses.

2.6 - Reasons victims are targeted

As well as studies examining the role of bystanders in bullying incidents, studies have also considered reasons why pupils are targeted.

A number of studies have considered pupils' views on the reasons why pupils are bullied and why some pupils bully (for example Frisén, Holmqvist and Oscarsson, 2008; Thornberg, 2010; Bosacki, Marini and Dane, 2006; Buchanan and Winzer, 2001; Teräsahjo and Salmivalli, 2003). Deviating from the norm is often given as the main reason victims are targeted (Frisén, Jonsson and Persson, 2007; Frisén, Holmqvist and Oscarsson, 2008; Kulig, Hall and Kalischuk, 2008; Thornberg, 2010; Beaty and Alexeyev, 2008).

- *Appearance*

At secondary school age there is an 'appearance culture' where there are peer expectations for pupils to meet with the requirement not to deviate from the attractiveness norm set (Jones, 2001:658; Jones, Vigfusdottir and Lee, 2004: 324; Jones and Crawford, 2006:257). The pressure to meet the peer-accepted attractiveness comes from images in the media such as in magazines, conversations with friends and criticism from other peers (Jones, Vigfusdottir and Lee, 2004). Clark and Tiggemann (2006) argue that younger girls aged 9-12 years old also have this pressure to meet peer expectations of attractiveness. Therefore, both at primary and secondary school girls have the pressure to be seen as attractive by their peers and not to deviate away from peer expectations.

Deviating from the peer-accepted norm of attractiveness can include facial attractiveness, choice of clothing and hairstyle, wearing glasses, height and weight (Jones, 2001; Beaty and Alexeyev,2008; Frisén, Holmqvist and Oscarsson, 2008; Kulig, Hall and Kalischuk, 2008; Horwood et al., 2005; Voss and Mulligan, 2000; Pearce, Bergers and Prinstein, 2002; Griffiths et al., 2006). Jones (2001) reported 87 per cent of boys and 83 per cent of girls in Grades 9-10 rated girls' attractiveness on their facial features and Hazier, Hoover and Oliver (1992) cited in Beaty and Alexeyev (2008) reported that facial appearance was a reason pupils can be victimized. Pupils also gave unattractive or incorrect choice of clothing and hairstyle as reasons why pupils may be bullied (Frisén, Holmqvist and Oscarsson, 2008; Thornberg, Rosenqvist and Johansson, 2012; Swart and Bredekamp, 2009; Kulig, Hall and Kalischuk, 2008). For primary school children, wearing glasses and obesity can increase the likelihood of experiencing direct forms of bullying (Horwood et al., 2005; Griffiths et al. 2006). Obesity and being shorter in comparison to average-sized peers increased the likelihood of victimization at secondary school age (Pearce, Bergers and Prinstein, 2002; Voss and Mulligan, 2000). Teenage petite girls as well as likely to have been victims are also more likely to have been bullies than average sized adolescent girls (Voss and Mulligan, 2000).

- *Personality and family background*

In addition to appearance, victims can be different from other pupils in terms of their behaviour, their family and home background or their accent (Hazier, Hoover and Oliver, cited in Beaty and Alexeyev, 2008; Renold, 2001; Thornberg, 2010; Duncan, 1999b; Shariff, 2008). Girls can be perceived as different by being work-focused and showing their intelligence (Renold, 2001). Renold (2001) reported how intelligent girls in her sample of

Year 6 girls were labelled as 'square', opposing feminine behaviours such as fashion, attractiveness and potential relationships with boys. Thornberg (2010:315) reported that victims could also be 'deviant through association', where pupils were viewed as different through being associated with someone who was different, for example, a family member.

2.6.1 - *Motivations behind bullying vary*

Reasons pupils bully varied from 'emotional' responses to 'instrumental' and 'sadistic' motives (Bosacki, Marini and Dane, 2006:231).

- **'Emotional responses'**

Emotional responses such as jealousy are often given as a reason for girls using indirect and relational aggression (for example, Bosacki, Marini and Dane, 2006). Girls can be jealous of threats to their friendships, other girls' real friendships and popularity with boys, owning expensive clothes, and sporting and academic achievements (Garandeau and Cillessen, 2006; Coffin, 2011; Besag, 2006a, 2006b; Owens, Shute and Slee, 2000; Swift, 2014; Bosacki, Marini and Dane, 2006; Thornberg, 2010; Thornberg, Rosenqvist and Johansson, 2012; James and Owens, 2005; Catanzaro, 2011; Pronk and Zimmer-Gembeck, 2009; Adamshick, 2010). James et al. (2013) found boys similarly also use relational aggression and can be jealous of other boys' popularity, relationships with girls and sporting achievement. Although jealousy is reported as one of the main reasons for bullying, some studies have found only 4-14 per cent of pupils gave jealousy as a reason for bullying (James, 2010; Frisén, Jonsson and Persson, 2007; Thornberg, Rosenqvist and Johansson, 2012). Simmons (2004) argued that parents overemphasise that jealousy is the reason why relational aggression happens.

Other emotional responses have been considered such as bully/victims' reactive responses are associated with victimisation by their siblings at home and receiving physical discipline from parents and are seen as attempts to guard their self-esteem (Duncan, 1999b; Demaray and Malecki, 2003; Loeber and Dishion, 1984; Espelage, Bosworth and Simon, 2000; Zapf and Einarsen, 2011).

- **'Instrumental motives'**

In addition to emotional responses, girls may also bully for instrumental motives to gain attention of and popularity with boys (Bosacki, Marini and Dane, 2006; Currie, Kelly and Pomerantz, 2007; Smith, Rose and Schwartz-Mette, 2010). While, popularity has been reported to be a motive for bullying (Carney and Merrell, 2001), this may only be a motive

for some pupils. Pure bullies are reported to be confident and popular (Smith, Shu and Madsen, 2001; Sutton, Smith and Swettenham, 1999) whereas bully/victims have poor social skills and are unpopular (Stassen Berger, 2007; Scheithauer and Hayer, 2006; Smith, Shu and Madsen, 2001; O'Moore and Kirkham, 2001; Eslea et al., 2003). Therefore, bully/victims are more likely to have the motive to bully to gain popularity.

- *'Sadistic motives'*

Pupils can also bully as they gain enjoyment from hurting others or justify their bullying behaviour by viewing that victims deserve to be bullied (Bosacki, Marini and Dane, 2006; Teräsahjo and Salmivalli, 2003; Thornberg, 2011; Baldry, 2005; Smith and Shu, 2000). Bullying can be considered to be a form of entertainment for bullies who find it funny to see how the victim reacts (Thornberg, 2010). In indirect and relational aggression, the enjoyment is in the process of gossiping about others (Owens, Shute and Slee, 2000).

Some studies have found that bullies, particularly boys, viewed that victims deserved to be bullied (Baldry, 2005; Smith and Shu, 2000). Bullies can normalise bullying by viewing it as non-bullying or justify bullying when the victim deserved to be targeted (Teräsahjo and Salmivalli, 2003; Thornberg, 2011). Bullying can be seen as deserved, especially in indirect and relational aggression, when it is used as revenge or in retaliation (Simmons, 2002; Ponsford, 2007; Besag, 2006b; Guerra, Williams and Sadek, 2011; Owens, Shute and Slee, 2000).

- *No given motive*

Although many reasons focused on conscious motivations for bullying, Thornberg (2010:318) reported bullying could also be 'thoughtless happenings' where pupils bully others without thinking what they were doing.

- *Variety of motives behind bullying*

Therefore, there are a number of reasons why pupils bully that vary depending on the sex of the pupil and the type of bullying. Motives may be different for pure bullies and bully/victims as they have different characteristics. The girls' views in my study also added to the literature on reasons for bullying as they discussed both why girls are bullied and motivation for girls to bully others.

2.7 - Coping strategies

Previous studies have also considered sex and age differences in favoured coping strategies and how they differed from those schools' anti-bullying policies, teachers and researchers promote. Studies have found pupils favour a variety of coping strategies, some seeking social support and others coping by themselves.

2.7.1 - *Seeking social support*

The proportion of pupils who sought support from others varied with reports from 22.5 per cent to 86.1 per cent (Smith, Shu and Madsen, 2001; Naylor, Cowie and del Rey, 2001). Some studies have found more girls than boys and more younger than older pupils sought social support from others (Hunter and Boyle, 2004; Unnever and Cornell, 2004; Craig, Pepler and Blais, 2007; Smith, Shu and Madsen, 2001; Kristensen and Smith, 2003). For girls seeking social support was more effective than ignoring the bully (Shelley and Craig, 2010). This could be because girls 'rely more directly on relationships for social support' (Newman et al. 2001, cited in Unnever and Cornell, 2004:385).

Age and sex differences in how pupils cope with bullying can be influenced by their moral voice. Primary school aged pupils are viewed to be at level 1 of Kohlberg's theory of moral development where decisions are motivated by worries of being punished (Muuss, 1996). While sex differences can be considered through Gilligan's view that there are two possible moral voices, where there is a male justice orientated voice and female care orientated voice (Gilligan, 1982; Gilligan and Attanucci, 1988; Gilligan and Wiggins, 1988).

As girls favoured seeking social support over coping with bullying by themselves, this raises the question who do they turn to for support?

Unnever and Cornell (2004) found in their middle school aged sample that pupils often turned to a number of sources of support, not just one person. Studies have found friends were a popular source of support at secondary school age, particularly for girls (for example, Glover et al., 2000; Smith and Shu, 2000; Smith, Shu and Madsen, 2001; Kristensen and Smith, 2003; Unnever and Cornell, 2004). Glover et al. (2000) reported that secondary school aged victims were more likely to tell a friend about bullying (61 per cent) than their mother (44 per cent) and their tutor (26 per cent). Studies on primary school aged pupils primarily focused on children telling adults (for example, Rivers and Smith, 1994; Wolke et al., 2001; Fekkes, Pijpers and Verloove-Vanhorick, 2005) rarely considering that pupils may confide in friends. However, Oliver and Candappa (2007) found that 68

per cent of Year 5 pupils in their sample would confide in their friends. Choosing to turn to teachers and parents decreased with age while telling friends about bullying was a popular choice for both Year 5 and Year 8 pupils (Oliver and Candappa, 2007).

Turning to parents, the most popular choice for the Year 5 pupils and second most popular choice for the Year 8 pupils, were preferred over teachers (Oliver and Canadappa, 2007). For relational aggression, a girl's mother may be preferred over her friends, as they can talk to her without the risk of worsening the bullying situation (James and Owens, 2005). However, Owens, Slee and Shute (2000) found teenage girls viewed talking to their former friend, the perpetrator, alone was also effective. Other studies also found that primary and secondary school pupils were more likely to turn to parents than their teacher (for example, Whitney and Smith, 1993; Wolke et al., 2001; Fekkes, Pijpers and Verloove-Vanhorick, 2005; Smith and Shu, 2000). Therefore, for both primary and secondary school pupils, friends and parents are preferred sources of support rather than teachers.

2.7.2 - *Pupils are reluctant to report bullying to teachers*

Anti-bullying policies and governmental guidance however, encourages pupils to tell teachers about bullying, which does not reflect pupils' views on who they would want to turn to for support (Oliver and Candappa, 2007). Some studies have found pupils were reluctant to tell adults because of the consequences, such as adults overreacting or making the bullying worse than it was (for example, Oliver and Candappa, 2007; Hunter and Boyle, 2002). Hazler et al. (2001) reported that teachers and counsellors overreacted to examples of pupils being at risk of physical harm but not when they were in danger of being hurt verbally or emotionally.

Some studies reported how there were benefits of telling teachers about bullying such as not being blamed if they reacted to the bully, but this can come at a high price, such as the bullying continuing or becoming worse (Oliver and Candappa, 2007; Hunter and Boyle, 2002; Glover et al., 2000).

- *Age differences in reluctance to tell teachers*

Studies have found that while secondary school aged pupils viewed that when teachers intervened in bullying incidents they made no difference or could even make the bullying experienced worse (for example, Glover et al., 2000; Kanetsuna, Smith and Morita, 2006; Smith and Shu, 2000), at primary school age, pupils were more optimistic of teachers' efforts to resolve bullying incidents. Fekkes, Pijpers and Verloove-Vanhorick (2005)

reported that more pupils viewed that bullying decreased or stayed the same than became worse. However out of the three sources of help: teachers, parents and peers, teachers were more likely (9.5 per cent) than peers (6.6 per cent) and parents (3.7 per cent) to make the bullying worse. Oliver and Candappa (2007) argued that friends' support was less effective but there was a lower risk of the bullying experienced becoming worse.

Some studies reported that teachers and parents are often unaware bullying was happening to pupils (for example, Smith and Shu, 2000; Fekkes, Pijpers and Verloove-Vanhorick, 2005). Oliver and Candappa (2007) argued that it was easier for pupils to tell friends, as they were more likely to observe bullying and more likely to believe that it was happening than teachers. Therefore, pupils, particularly at secondary school age, are reluctant to report bullying to teachers because of the high risk of negative consequences. However, for indirect and relational aggression within teenage girls' friendship groups there is also high-risk in seeking support from friends because of the 'potential peer backstabbing' (James and Owens, 2005:85).

- ***Dependence on frequency, type of bullying and nationality of victims***

Some studies have found that the frequency of bullying experienced over a long duration, the type of bullying experienced and the nationality of the victims can influence whether pupils seek support from adults (Rivers and Smith, 1994; Fekkes, Pijpers and Verloove-Vanhorick, 2005; Smith, Shu and Madsen, 2001; Kanetsuna, Smith and Morita, 2006). Fekkes, Pijpers and Verloove-Vanhorick (2005) and Smith, Shu and Madsen (2001) reported that more pupils reported bullying to teachers if bullied frequently. Smith, Shu and Madsen (2001) also found pupils told adults about bullying if they had experienced bullying for a number of years. Primary school and secondary school aged boys were more likely to report direct bullying than indirect bullying to adults (Rivers and Smith, 1994). Girls were more likely to report indirect bullying to adults than are boys and older girls were more likely to report incidents of verbal bullying, than other forms of bullying (Rivers and Smith, 1994). Although more girls than boys reported indirect aggression to adults, James and Owens (2005) reported some teenage girls would confide in their mother rather than their teacher, who they could share intimate details with. Kanetsuna, Smith and Morita (2006) found more English pupils than Japanese pupils reported they would tell others about direct and indirect bullying.

- ***Pupils want to turn to someone who will listen***

The status of who pupils choose to turn to, for example whether they are adults or peers and whether they know them or not, may not be important when seeking social support as pupils want someone who will listen to them. Teachers, who pupils are often reluctant to turn to, often do not listen to them (Fox and Butler, 2007; Oliver and Candappa, 2003; McLaughlin, 1999).

Noddings (2002) argued for 'caring in schools' where teachers' care shown towards pupils was a relational act, rather than a duty, with dialogue between teachers and pupils. She argued that it was through dialogue 'we learn what others want and need' (Noddings, 2002:19) and the teacher and pupils should 'not know at the outset what the conclusion will be' (Noddings, 2002:16). However, some studies have found there was no dialogue between teachers and pupils (Fox and Butler, 2007; Oliver and Candappa, 2003; McLaughlin, 1999).

Harris (2007:22) discussed the 'I-It' and 'I-Thou' relational styles proposed by Buber (1937), where in the former other individuals are treated as an object rather than a person. Harris (2007:22) argued that schools, those within them and parents were often treated as a 'collective it'. Listening to others was a complex process which Harris (2007:139) argued by referring to the 'Chinese verb to listen', that involves the 'ears, eyes, heart and undivided attention'.

Fox and Butler (2007) discussed how teachers have time restrictions and how counsellors could instead give pupils the time to discuss their problems. Naylor and Cowie (1999) and Oliver and Candappa (2007) argued that talking to someone helped victims to cope with bullying. Many studies have found pupils sought support from others they knew (Whitney and Smith, 1993; Smith and Shu, 2000; Fekkes, Pijpers and Verloove-Vanhorick, 2005). However, those close to pupils such as friends may not be able to support them and telling adults can go against the rules within the peer group of not telling on peers (Danby, Butler and Emmison, 2011). Fox and Butler (2007) found that some pupils viewed counsellors as a stranger who they did not feel judged by.

- ***Worries about confidentiality***

Regardless of whom pupils confided in they were worried about confidentiality. Oliver and Candappa (2007) and Fox and Butler (2007) both reported whoever pupils seek support from there was a fear of whether the information would remain confidential. Some pupils

viewed that adults would tell other adults about a victim's experiences of bullying. Oliver and Candappa (2007:76) reported that 'many pupils were keenly aware that information on bullying was more likely to be shared between adults than acted upon in a speedy or an effective way'.

2.7.3 - *Coping by themselves*

There are mixed views on what are pupils' favoured ways to cope by themselves. In some studies, pupils coping by themselves were reported as the most popular strategies. Oliver and Candappa (2007) reported 'standing up' is the most popular strategy, while Smith and Shu (2000) and Smith, Shu and Madsen (2001) found 'ignoring the bully' was favoured the most. 'Telling no-one' was also a popular strategy for up to 50 per cent of secondary school aged pupils (Frisén, Holmqvist and Oscarsson, 2008; Smith and Shu, 2000; Slonje and Smith, 2008).

- *Age differences*

Some studies have found secondary school aged pupils favoured the passive coping strategies 'ignoring the bully' and 'telling no-one' (Smith and Shu, 2000; Craig, Pepler and Blais, 2007; Slonje and Smith, 2008; Salmivalli, Karhunen and Lagerspetz, 1996). There were mixed findings for how younger children coped with bullying by themselves. Oliver and Candappa (2007) reported slightly more Year 5 than Year 8 pupils favoured standing up to the bully, while other studies found that younger children favoured seeking social support (Kristensen and Smith, 2003), crying and running away (Smith, Shu and Madsen, 2001; Kristensen and Smith, 2003) or acting nonchalant (Camodeca and Goossens, 2005).

While secondary school aged pupils favoured ignoring the bully, researchers and teachers did not consider this an effective coping strategy to use (for example, Berguno et al., 2004; Nicolaides, Toda and Smith, 2002). Berguno et al. (2004) reported ignoring the bully would not resolve experiences of social exclusion. Nicolaides, Toda and Smith (2002) found trainee teachers in their sample encouraged pupils to tell an adult but were less likely to advise pupils to ignore the bully.

- *Sex differences*

Sex differences were found, with a number of studies finding that boys often retaliated to bullying (Smith, Shu and Madsen, 2001; Kristensen and Smith, 2003; Salmivalli, Karhunen and Lagerspetz, 1996), while girls favoured assertive strategies that would resolve bullying (Camodeca and Goossens, 2005) or helplessness and crying which in contrast could

worsen the bullying experienced (Smith, Shu and Madsen, 2001; Kristensen and Smith, 2003; Salmivalli, Karhunen and Lagerspetz, 1996).

The type of bullying experienced can influence girls' use of coping strategies. Owens, Shute and Slee (2000:396) reported that there were a number of strategies available to girls when responding to indirect and relational aggression, for example, standing up to the bullying by talking to the perpetrator alone, planning revenge, acting nonchalant or internalizing negative thoughts such as 'self-defeating inner talk' and wanting to run away. Nonchalant coping where pupils appeared unaffected by bullying was used by both boys and girls and is a more effective strategy than retaliation or acting helpless (Salmivalli, Karhunen and Lagerspetz, 1996).

- *Victim's nationality*

The nationality of victims could influence the types of coping strategies they use when coping with bullying alone. More English pupils than Japanese pupils reported they would ignore verbal bullying and make friends with others when they experienced social exclusion (Kanetsuna, Smith and Morita, 2006). However, more Japanese pupils than English pupils reported they would stand up to bullies in direct and indirect bullying incidents and were more likely to cope with rumours by denying that they were true (Kanetsuna, Smith and Morita, 2006).

- *Prior experiences of bullying*

As with seeking social support, the types of coping strategies pupil used when coping with bullying alone were influenced by their prior experiences of bullying.

Smith, Shu and Madsen (2001) reported pupils who were frequently bullied for at least a term favoured standing up to bullies. While, pupils who experienced bullying frequently for a number of years reported crying (Smith, Shu and Madsen, 2001). In addition, pupils' participant roles in bullying could also influence their favoured coping strategies. Bullies were more likely to favour retaliation, while defenders, outsiders and victims favoured assertive strategies (Camodeca and Goosens, 2005).

In summary, previous studies have found that there are a range of coping strategies pupils can use and there are a number of factors that influence which strategies are used, such as age, sex, type of bullying experienced, frequency and duration of bullying, and nationality of pupils. Pupils favour confiding in their friends and parents, but not their teachers, influenced by the high risk of negative consequences when reporting bullying to

teachers (for example, Glover et al., 2000; Oliver and Candappa, 2007; Hunter and Boyle, 2002). Therefore, there is a conflict between pupils' preferred coping strategies and those promoted in schools (Oliver and Canadappa, 2007). Secondary school girls' first choice of social support is their friends, while more primary school aged girls favoured support from their mother (Oliver and Candappa, 2007). This suggests that teenage girls may have difficulty when experiencing indirect and relational aggression within their friendship group, as their friends, who are there favourite source of social support, are potential perpetrators or 'peer backstabbers' (Besag, 2006a, 2006b; James and Owens, 2005:85).

In my study, as both tweenage and teenage girls' views were sought, the findings added to the literature on age differences in coping strategies favoured. While many studies on primary school aged pupils only consider adult support in coping, my research allowed the girls to discuss freely who, if anyone, they would turn to for support.

Previous research has also considered the anti-bullying interventions schools use to prevent and deal with bullying incidents.

2.8 - Anti-bullying interventions in schools

Many studies have examined the use of and effectiveness of anti-bullying interventions in primary and secondary schools (for example, Salmivalli, Kärnä and Poskiparta, 2011; Stephens, 2011; Sapouna et al., 2010; Eslea and Smith, 1998). A limited number of studies have listened to pupils' views and suggestions for anti-bullying interventions (Frisén and Holmqvist, 2010; Bowen and Holtom, 2010; Crothers, Kolbert and Barker, 2006; Glover et al., 2000; Cunningham et al., 2011; Thompson and Smith, 2011). While, some only considered secondary school aged pupils' views (Frisén and Holmqvist, 2010; Crothers, Kolbert and Barker, 2006; Glover et al., 2000), others compared primary and secondary school pupils' opinions (Bowen and Holtom, 2010; Cunningham et al., 2011; Thompson and Smith, 2011).

Whole school approaches to bullying are recommended and used in the majority of schools (Smith and Samara, 2003; Kärnä et al., 2011; Smith et al., 2004). Primary and secondary schools use a variety of anti-bullying interventions, from teacher-led assemblies, school rules and initiatives such as Healthy School Programme to those with pupil involvement such as circle time, school councils, peer mediation, peer mentoring and befriending (Thompson and Smith, 2011).

There are mixed findings on the effectiveness of anti-bullying programmes in schools. Studies in some Norwegian and Finnish schools have found reduction in bullying, while those in other countries for example in UK and Germany have not (Salmivalli, Kärnä and Poskiparta, 2011; Stephens, 2011; Smith et al., 2004; Hanewinkel, 2004). The reduction in bullying has been higher in studies on primary schools than secondary schools and with more boys than girls (Slee and Mohyla, 2007; Eslea and Smith, 1998; Roland et al., 2010; Smith et al., 2004). Some studies have found anti-bullying programmes focus on direct bullying and this has led to questions about how schools can address indirect aggression (Smith, Ananiadou and Cowie, 2003; Salmivalli, 2001; Slee and Mohyla, 2007).

2.8.1 - *Pupils' favoured anti-bullying interventions*

Pupils favour different forms of interventions from sanctions to pupil-led interventions.

- ***Sanctions***

Sanctions are frequently used by primary and secondary schools and some studies report that pupils viewed them as effective in tackling bullying (Thompson and Smith, 2011; Bowen and Holtom, 2010; Cunningham et al., 2011). Bowen and Holtom (2010) found an age difference with more older pupils than younger pupils suggesting the use of punishment to stop bullying. The use of sanctions however, was less popular with the 49 Local Authorities in the Thompson and Smith (2011) study on effectiveness of anti-bullying interventions. Only 49 per cent of the Local Authorities endorsed the use of sanctions whereas in the sample of 1273 English schools, 90 per cent of primary schools and 98 per cent of secondary schools used direct sanctions (Thompson and Smith, 2011). These sanctions were used for direct forms of bullying such as physical and verbal bullying in primary schools and direct forms of bullying and cyberbullying in the secondary schools (Thompson and Smith, 2011).

- ***Pupil-led interventions***

While pupils favour sanctions, they have mixed views on pupil-led interventions such as school council involvement in anti-bullying interventions, befriending schemes, peer mediation, and mentoring (Thompson and Smith, 2011). Pupil participation in tackling bullying is encouraged in governmental guidance (for example, Department of Education, 2013; DfES, 2002) and in anti-bullying programmes (for example Stephens, 2011). Some studies found pupils more positively receive peer-led interventions than adult-led interventions (Salmivalli, 2001; Peterson and Rigby, 1999). Thompson and Smith (2011)

however, reported that some primary and secondary school aged pupils criticised pupil support schemes and Crothers, Kolbert and Barker (2006) reported that peer support was the least favoured intervention by the middle school aged pupils in their study. Pupils have criticised pupil-led interventions. They viewed that peer mentors could be unreliable and abuse their position of power, younger children could feel intimidated by older pupils offering peer support and some children and young people felt embarrassed being seen meeting a peer mentor (Thompson and Smith, 2011). Younger children can also find it difficult when their older peer mentor leaves the school (Thompson and Smith, 2011). Addressing this, others have argued that at both primary and secondary school younger pupils should be involved in peer support schemes (Thompson and Smith, 2011; Sellman, 2002). Peer befriending, although recommended in some anti-bullying programmes such as 'Zero', can be difficult to implement as pupils may not be willing to become friends with victims of bullying (Stephens, 2011).

Most schools and Local Authorities recommend school councils involvement in bullying interventions (Thompson and Smith, 2011). Thompson and Smith (2011) argued that the school councils were the main way pupil voice is heard in the majority of schools. Some pupils however criticised that school councils are tokenistic as teachers checked their ideas and make the final decisions (Thompson and Smith, 2011). Pupils are also involved in anti-bullying interventions such as circle time and role-play that can help prevent and respond to bullying. Previous studies have found that the use of drama encouraged pupils in bystander roles to help (Cowie and Sharp, 1994) and the use of role-play in computer games at primary school age could reduce victimization short term (Sapouna et al., 2010). Thompson and Smith (2011) also reported how schools in their sample viewed drama as an effective way to raise awareness of bullying. However, not all visual and interactive methods are effective in reducing or changing pupils' attitudes to bullying (Jennifer, Cowie and Bray, 2006; Boulton and Flemington, 1996; Tulloch, 1998). As discussed by Jennifer, Cowie and Bray (2006) some studies have found the use of singular anti-bullying video session did not reduce victimization but rather reinforced pupils' previous views of bullying (Boulton and Flemington, 1996; Tulloch, 1998).

- ***Teacher-led interventions***

Teacher-led interventions are frequently used and are more likely to be accepted by younger pupils. Teacher-led interventions such as assemblies and school rules are used by most primary and secondary schools (Thompson and Smith, 2011). Thompson and Smith

(2011) reported that 98 per cent of the schools in their sample used assemblies and that they could be used for both prevention and in response to bullying incidents. Smith, Ananiadou and Cowie (2003) argued that younger pupils were more likely to accept school rules while older pupils may rebel against the anti-bullying ethos promoted by their school.

Thompson and Smith (2011:30) reported that teachers 'modelling positive relationships' was a popular anti-bullying intervention with schools, with 91 per cent of the schools in their sample reporting they use it. Giant and Beddoe (2013:63) suggested that teacher could influence teenage girls' views towards relationships by 'modelling empathy and openness'. They have developed activities for adults working with teenage girls to use to help them cope with relationships and to improve self-esteem to help prevent conflicts within their friendship groups (Giant and Beddoe, 2013).

- ***Improvement to school building and grounds***

Thompson and Smith (2011) reported that improving the school and its grounds was a popular intervention with primary schools, while Crothers, Kolbert and Barker (2006) found middle school pupils favoured improvements to classrooms so teachers could monitor behaviour of pupils.

- ***Use of CCTV cameras***

Another way schools can monitor the behaviour of pupils is through CCTV cameras. Crothers, Kolbert and Barker (2006) found monitoring activities inside the school building and its grounds was a moderately popular intervention with middle school pupils. In addition, Thomson and Gunter (2008) and Cunningham et al. (2011) found some students advocating the use of CCTV cameras to reduce bullying in their school. Thompson and Smith (2011) found that schools with CCTV cameras viewed it as a good way to collect evidence of bullying. While some studies have found pupils are unconcerned by the CCTV cameras in their school (Brown, 2012; Tupper et al., 2008), Taylor (2010:391) reported that pupils viewed CCTV cameras as a sign of 'lack of trust' and it removed their private places such as the toilets where some girls reported they go when distressed.

- ***Interventions that raise awareness***

As well as schools supporting victims, monitoring and punishing bullying behaviour, some studies revealed that pupils favoured interventions that raise awareness of bullying (for example Glover et al., 2000). 50 per cent of teenage pupils viewed that teachers should

raise awareness of bullying by talking about it and monitoring it by looking out for bullying incidents (Glover et al., 2000).

- ***Interventions that help rather than demonize the bully***

Frisén and Holmqvist (2010) found victims prefer interventions focused on working on bullies' understanding of how the bullying affected the victim rather than direct actions such as teachers talking to bullies and victims about the bullying incident. This revealed that victims want the bully to be supported so they understand the consequences of their actions. Schools are also aware of the need to support bullies with Smith and Samara (2003) reporting that some schools suggested that the revised edition of the DfES 'Don't Suffer in Silence' anti-bullying pack could be improved by having a section on how schools can work with bullies. Legislation, for example the Children Act (1989) and recent governmental guidance supported the view that the bully as well as the victim should receive support if needed (Legislation.gov.uk, 1989; Department of Education, 2013). The aims of the Zero anti-bullying programme also supported this view by encouraging schools to promote the view where the act of the bullying not the bully is condemned (Roland et al., 2010; Stephens, 2011).

Therefore, there are a number of anti-bullying interventions primary and secondary schools use from teacher-led and pupil-led interventions to visual and interactive interventions (for example, Thompson and Smith, 2011; Cowie and Sharp, 1994; Sapouna et al., 2010; Jennifer, Cowie and Bray, 2006; Boulton and Flemington, 1996; Tulloch, 1998). Pupils have mixed views on their effectiveness, particularly pupil-led interventions (for example, Salmivalli, 2001; Peterson and Rigby, 1999; Thompson and Smith, 2011; Crothers, Kolbert and Barker, 2006). Interventions that are popular and viewed as effective, such as sanctions are mostly used for direct forms of bullying and cyberbullying. This raised questions of what interventions are effective for indirect and relational aggression (Smith, Ananiadou and Cowie, 2003; Salmivalli, 2001; Slee and Mohyla, 2007). Interventions on improving relationships may be one such way.

My research added to the bullying literature on interventions by giving age comparisons of those favoured by the tweenage and teenage girls who participated in this study. In addition, at the time of this research, the participating secondary school had recently implemented a peer-mentoring scheme. The teenage girls' views revealed girls' perceptions on this scheme, from both an 'insider' perspective from the two Year 12 peer

mentors in the focus groups and an 'outsider' perspective of the other girls not actively involved in the scheme.

2.9 - Limited views of behaviours involved in girls' bullying

The types of bullying focused on in the literature are limited to indirect, relational, and social aggression and to a lesser extent sexual and cyberbullying.

- *Indirect, relational and social aggression*

These forms of aggression are similar, but relational aggression aims to damage friendships and social aggression aims to destroy others' social position (Galen and Underwood, 1997; Archer and Coyne, 2005). Relational and social aggression can use either direct or indirect aggression, while for indirect aggression the bullying is carried out only in a covert way (Archer and Coyne, 2005). However, girls' use of relational and social aggression often does involve indirect ways to manipulate and hurt others (Archer and Coyne, 2005). Simmons (2002:21) groups these forms of aggressions together as 'alternative aggressions'.

Most studies on girls' bullying refer to their behaviour as indirect or relational aggression, with the focus on teenage girls' experiences of this within their female friendships groups (for example, Owens, Shute and Slee, 2000; James and Owens, 2005; Curry, Kelly and Pomerantz, 2007). Previous studies have focused on behaviours such as social exclusion, rumours and gossiping, writing notes, girls' use of aggressive facial gestures and body language and nasty messages or ambiguous comments via SNS or text messages used to manipulate or damage girls' friendships (Owens, Slee and Shute, 2000; Swart and Bredekamp, 2009; Simmons, 2012; James and Owens, 2005; Catanzaro, 2011). Social occasions such as parties have also been used by girls to socially exclude other girls (Brown, 2003; Simmons, 2004; Besag, 2006b).

Although indirect and relational aggression is reported to increase from 11 years old (Björkqvist, 1994), some studies have found girls use and experience more relational aggression than boys, as young as at preschool age (for example Crick, Casas and Mosher, 1997; Crick, Casas and Ku, 1999; Crick et al., 2006). While many studies on indirect and relational aggression in adolescents focused on girls only, less attention has been given to tweenage girls' views and when they are considered (for example, Besag, 2006a, 2006b), only older tweenage girls' views are sought. However, some studies have considered sex differences at primary and secondary school age with regard to the use and experience of

indirect and relational aggression (for example, Björkqvist, Lagerspetz and Kaukiainen, 1992; Crick and Grotpeter, 1995; Crick and Nelson, 2002; Woods and Wolke, 2004; Carbone-Lopez, Esbensen and Brick, 2010; Hampel, Manhal and Hayer, 2009).

Although sex differences in indirect and relational aggression have been considered, less attention has been given to age differences between girls. Therefore, although some studies have shown relational aggression is used and experienced more by girls from preschool age and there is some evidence that the prevalence of indirect and relational aggression increases from 11 years old, less attention is given to tweenage girls' views as a separate group, or on age differences in girls' experiences at primary and secondary school age.

- *Sexual bullying*

Some studies have also considered teenage girls' experiences of sexual bullying and harassment by teenage boys (for example, Gruber and Fineran, 2007; Gruber and Fineran, 2008; Shute, Owens and Slee, 2008; Duncan, 1999a). Although sexual bullying can also happen at primary school age (Renold, 2002), less attention has been given to tweenage girls' views on this form of bullying (for example, Renold, 2002; Gådin, 2012). Most of the studies on sexual bullying focus on boys bullying girls (for example, Gruber and Fineran, 2007; Gruber and Fineran, 2008; Shute, Owens and Slee, 2008; Gådin, 2012). However, some studies have looked at sex differences in sexual bullying with mixed findings on whether boys or girls are more often victims of sexual bullying and harassment (Gruber and Fineran, 2008; Young, Grey and Boyd, 2009; Petersen and Hyde, 2009). Young, Grey and Boyd (2009) found more girls than boys in high school experience sexual harassment while Gruber and Fineran (2008) found no sex differences. Petersen and Hyde (2009) found reports of sexual harassment increased with age between Grade 5 and Grade 9 and more Grade 9 boys reported being harassed by other boys than same-sex harassment for Grade 9 girls (Petersen and Hyde, 2009).

- *Cyberbullying*

Cyberbullying is viewed as another way girls can indirectly and relationally bully (for example, Keith and Martin, 2005; Erdur-Baker, 2010; Catanzaro, 2011). There are mixed views whether girls are more likely than boys to be involved in cyberbullying (for example, Kowalski and Limber, 2007; Wang, Iannotti and Nansel, 2009; Mark and Ratliffe, 2011, Slonje and Smith, 2008; Monks, Robinson and Worlidge, 2012). Cyberbullying allows girls another way to indirectly and relationally bully others (Keith and Martin, 2005; Erdur-

Baker, 2010). Monks, Robinson and Worlidge (2012) reported how even if girls use or experience cyberbullying less than boys do, they use more types of cyberbullying. Most studies on cyberbullying have been on secondary school aged pupils (Smith et al., 2008b; Yilmaz, 2011; Ponsford, 2007; Li, 2010). However, Monks, Robinson and Worlidge (2012) and Sakellariou, Carroll and Houghton (2012) showed that primary age pupils have awareness of and have experienced cyberbullying.

- *Age comparisons of girls' bullying*

Less attention has been given to tweenage girls' views or age comparisons with teenage girls to examine similarities and differences in girls' experiences at primary and secondary school for the three types of bullying girls are likely to experience: indirect/ relational aggression, sexual bullying and cyberbullying. My research addressed this by listening to tweenage girls' views on bullying girls their age experience. This gives the girls the freedom to talk about the different types of bullying. Through this I was able to gain insights into the different types of aggression used in girls' bullying and whether additional forms of bullying need to be considered alongside the three normally focused on in studies on girls' bullying.

2.10 - Pupil research methodology rarely used in bullying studies

Most studies on bullying with both primary and secondary aged pupils have used researcher-led methodology using methods, such as questionnaires, interviews and focus groups where the research tools have been developed by adults (for example, Crozier and Dimmock, 1999; Smith et al., 2008b; Woods and Wolke, 2004; Thornberg and Knutsen, 2011; Oliver and Candappa, 2007; Swart and Bredekamp, 2009). Rapport is difficult to build between an adult and child participants (Kirk, 2007), especially if the researcher and children only meet a few times. In her ethnographic study on sexual harassment at primary school age, Renold (2002) interviewed Year 6 children six times over the period of a year allowing her time to develop rapport with her participants. This created an environment where the pupils could 'discuss, disclose and share their experiences' (Renold, 2002:418). In addition, Kehily et al. (2002) reported that during their ethnographic research with primary school pupils, they engaged with and were invited into a group of Year 5 girls' exclusive private discussions.

Pupil research, where children are actively involved in the research, allows children's voices to be heard while diluting the power imbalance between them and adult researchers (Gallagher, 2009). A few studies on bullying have used pupil research, (for

example, Thomson and Gunter, 2008; Ackers, 2012), however, these have focused on secondary school aged pupils. Pupil research with primary school girls, where an adult researcher can engage and listen to girls' voices can create new knowledge on girls' bullying.

2.11 - The key studies that contributed to the framing of this research

There were eight key studies that influenced the framing of this research. Four of these informed the methodology (table 2.1) and the other four (table 2.2) influenced my focus on tweenage girls' views on girls' bullying.

Table 2.1 - The key studies that informed the choice of methodology

Research study	Relevance to current study	Difference from current study
James and Owens (2005)	- Alternative methodology to engage with girls on topic of girls' bullying	- Focus on 39 teenage Australian girls from a single-sex school - Non-participatory approach - Sole focus on indirect aggression
Thomson and Gunter (2008)	- Pupil research on bullying - Pupils involvement in designing research tools - Pupils conducting discussions with group of peers - British study	- With mixed sex secondary school aged pupils - Move from pupils as consultants to pupil-led research - Focus on bullying and use of focus groups were chosen by pupils - Pupils solely in either 'consultant/researcher' or 'participant' role - 10 pupil researchers
Ackers (2012)	- Pupil research on bullying - Focus on bullying decided by adult researcher - British study	- With mixed sex secondary school aged pupils - Pupil researchers chose research method - 12 pupil researchers and 325 peer participants - Pupils solely in 'researcher' or 'participant' role
Tarapdar and Kellett (2013)	- Pupil research on bullying - Pupil designed questionnaire - British study	- With mixed sex secondary school aged pupils - Child-led research - Involved 1,512 young people - Pupils either solely in a 'researcher' or 'participant' role

James and Owens (2005) use of a letter writing methodology as an alternative way to engage with teenage girls on indirect aggression inspired me to consider doing something other than the frequently used researcher-led approaches. This first led me to explore the

possibility of using a Facebook group to recruit and engage with teenage girls but this posed ethical and practical challenges. I was unsuccessful in reaching my target audience through this means and I turned to pupil research.

Only a handful of studies have used pupil research to investigate bullying but these have focused on mixed-sex secondary school aged pupils (Thomson and Gunter, 2008; Ackers, 2012; Tarapdar and Kellett, 2013). The study by Thomson and Gunter (2008) reveals how through a pupil research methodology students can participate in designing research tools, for example questionnaires, and carry out focus group interviews. This example informed my decisions about how the girls could participate in the different stages of the research.

The four studies in table 2.2 informed the focus of my research on girls' bullying.

Table 2.2 - The key studies that informed the focus on tweenage girls' views on girls' bullying

Research study	Relevance to current study	Difference from current study
Besag (2006a)	- Tweenage girls' bullying - Primary school activity club - Use of questionnaire and interviews - British study	- Focus on bullying in girls friendships only - Adult researcher-led methodology - 16 months length - 20 girls aged 10-12 years
Simmons (2002)	- Girls' bullying - Group interviews - Shared own experiences of bullying	- Focus on relational aggression only - American study - 10 schools over 1 year - girls aged 12-18 years - Adult researcher-led methodology
Renold (2002)	- Tweenage girls' bullying - 1 year long ethnographic study - British study	- Focus on sexual harassment only - Adult researcher-led methodology - 59 Year 6 mixed sex pupils
Fekkes, Pjipers and Verloove-Vanhorick (2005)	- Tweenage bullying - Broad focus on bullying	- Only considered coping involving adult support - Dutch study - 2,766 pupils aged 9-11 years - Adult researcher-led survey

The focus in the girls' bullying literature has primarily been on teenage girls' views. However, some studies have also considered older tweenage girls' opinions (for example, Besag, 2006a; Renold, 2002; Simmons, 2002). While the findings from Besag (2006a) and Renold (2002) reveal that primary school aged girls can also experience relational

aggression and sexual bullying, they also show that younger girls', aged under 10 years, views have been marginalised on the topic of girls' bullying. In addition these studies focus only on one specific form of bullying, that is relational aggression in the study by Besag (2006a) and sexual bullying in the study by Renold (2002).

Because less attention has been given to the different forms of bullying tweenage and teenage girls can experience and find upsetting we know much less about their favoured ways of coping. Studies on girls' bullying have focused on singular forms of bullying and severity within these, for example, the study by Gruber and Fineran (2007) who found being ridiculed about their appearance was the most upsetting form of sexual bullying middle school and high school girls experience by male peers. They however do not consider the breath of the different types of bullying girls can witness and experience and girls' responses to this.

Fekkes, Pjipers and Verloove-Vanhorick (2005) in contrast considered the breath of the type of bullying children at primary school age can experience. Although this Dutch study uses an adult researcher-led methodology on a mixed sex sample of 9-11 year old children, I was influenced by the focus on breath. The broad focus on bullying in my research allowed the girls (and the boys in the questionnaire) to discuss the types of bullying they wanted to focus on rather than being restricted by an adult's decision. Therefore I decided to take a broad view of girls' bullying. I engaged with the girls on their definitions of bullying, prevalence of bullying witnessed and experienced; at what age and by whom, reasons why bullying happens, favoured coping strategies and their views on the anti-bullying interventions their schools use. This enabled me to listen to girls' voices and revealed a more realistic insight into the complexity of girls' bullying.

I will now consider the ontological and epistemological underpinnings of my research, the literature on pupil research and discuss the procedure of the research with the tweenage research advisers/assistants and the teenage girls in the focus groups.

CHAPTER 3 - METHODS

Most studies on bullying use an adult researcher-led methodology, with minimal contact between the researcher and the child participants.

In this research, I attempted to redress this aspect of the bullying literature by using pupil research to engage with tweenage girls, aged 7-11 years. Rather than asking them about specific types of bullying, I discussed with them the different types of aggression used in tweenage girls' bullying in their school.

In this chapter, I will discuss the methodology and the methods I used to address the research question, 'What can we learn about tweenage girls' bullying using pupil research?' The first section of the chapter will be a methodological discussion where I begin by considering the ontological and epistemological underpinnings of my research. This is followed by an examination of the pupil research literature and ethical considerations that influenced my research design. I describe how I view bullying and girls' views on bullying as interpretative and socially constructed and that my research uses a pupil research methodology positioned as an extra-curricular, voluntary activity. In the second section of this chapter, I progress to discussing the research design and the methods used.

3.1 - Ontological and epistemological underpinnings of my research

Prior to moving on to discussing the research design used to engage with girls' different understandings of bullying, I will identify the ontological and epistemological underpinnings of this research and my own influence during the research process. This is required as it affects the methodology used (Grix, 2002).

3.1.1 - R*elationship between ontology, epistemology and methodology*

The different research aims and questions researchers have are influenced by their own ontological and epistemological standpoints (Grix, 2002). Research always starts with our own understandings of social reality (ontology) and these are inevitably influenced by our own experiences (Grix, 2002; Bryman, 2001, 2008). Our ontological position informs how we understand knowledge (epistemology) constructed through research, and this then leads to the methodology we choose to use (Figure 3.1; Grix, 2002).

3.1.2 - *How social constructionism informed my research*

Social constructionism is the ontological and social constructivism the epistemological underpinnings of my research and these informed how I understood and approached bullying (figure 3.2 and table 3.1).
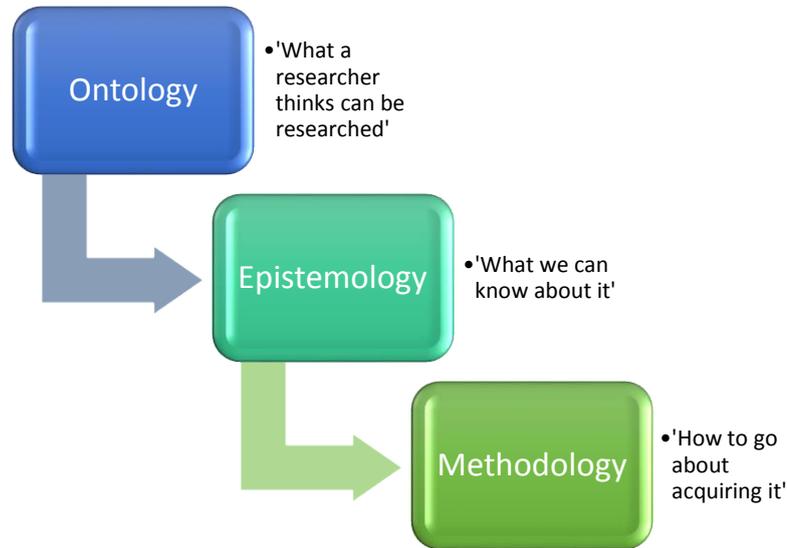
(Grix, 2002: 179)

Figure 3.1 - The relationship between ontology, epistemology and methodology
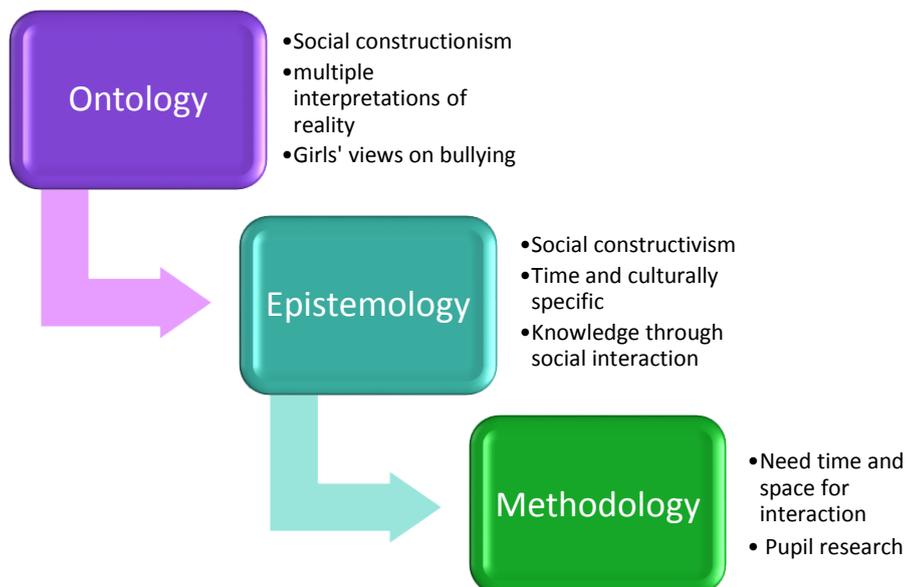
Adapted from Grix (2002)

Figure 3.2 - The relationship between ontology, epistemology and methodology in my research

Table 3.1 - The four key beliefs of social constructivism

Key beliefs of social constructivism (Gergen, 1985; Burr 2003: 2-5)
1. 'A critical stance towards taken-for-granted knowledge'
2. 'Historical and cultural specificity'
3. 'Knowledge is sustained by social processes'
4. Knowledge and social action go together'

I first of all discuss my research participants and then go on to talk about my own positioning and the implications of this for my research.

Social constructivism questions realism by rejecting that any individuals' knowledge is 'a direct perception of reality'; there is no singular stable truth or reality, only individuals' various views of the world (Burr, 2003:6). Willig (2013) argues that individuals construct through language 'knowledges' instead of one fixed 'knowledge'. However rather than there being multiple realities, there are multiple interpretations of reality (Pring, 2000). From the start of the research I viewed bullying as socially constructed and interpretative dependent on the individual's perspective and their participant role (bully, victim, bully/victim, bystander). In my research the girls' views were not direct reflections of reality but their multiple representations of their world, from their perspectives as individuals. In the context of the schools there would be different interpretations of bullying between adults and pupils and between the pupils themselves.

I conducted this research with a specific group of girls at a particular time and place. The girls' views on bullying are therefore time and context specific, (see pp.75), and are difficult to generalise. I cannot say these girls and their views on bullying are representative of other girls their age within their school or in other schools in the UK. Nor can I report that other girls would respond in the same way to taking part in pupil research on bullying. However, I am able to use 'moderatum' generalisation, a moderate, limited form of generalisation (Payne and Williams, 2005). The results of my research may or may not be transferable to other girls in a different time or place context. The generalisations I make are 'testable propositions' that the findings of further research may support or contest (Payne and Williams, 2005:297).

I analysed the girls' voices as not authentic, unable to represent the views of all the girls in their school. They instead had individual views influenced by their own experiences. These views were changeable with understandings being negotiated through social interactions with other girls and myself.

Social constructivism also focuses on the importance of time and the culture that individuals inhabit. Individuals' views are 'products' and 'artefacts' of a particular culture at a specific period of time (Hepburn, 2003:175; Burr, 2003:4). As I will show later in the chapter when I discuss the design of the project (see pp.77-78), my research was influenced by the similarities of the girls and myself as members of our local community. Our cultural position, experience and individual identities influenced our views and interactions during the research. Identity is influenced by categories present in specific cultures and also by individuals sharing memories through conversation (Burr, 2003; Pasupathi, 2001; McIlveen, 2012). The girls' and my own identities in this research were influenced by our age, sex, ethnicity and education level and sharing and reflecting on memories of bullying. I explain on pp.56-59 how I worked reflexively to take account of this.

Knowledge(s) are produced and sustained by social interactions with others (Schultheiss and Wallace, 2012; Gergen, 2009; Burr, 2003). In my research therefore I looked for methodologies that would allow prolonged social interactions between the girls themselves and between the girls and me, an adult researcher.

3.1.3 - *Research drew on ethnographic and action research traditions*

As knowledge is created and negotiated through social interaction, research can generally be seen as a 'co-production' (Burr, 2003:152). However, I opted for a more obviously participatory approach. The methodology I chose needed to give the girls time and space to build relationships and interact with each other and with me. I selected three research traditions that would enable this; action research, ethnography and pupil research. Pupil research would give the girls the opportunity to not only create knowledge on the topic of girls' bullying but be actively involved in the research process. While pupil research is my chosen overarching methodology, my research also draws upon the research traditions of action research and ethnography.

The prolonged time I spent with the girls in the lunch clubs is similar to the immersion in field sites that is a hallmark of ethnographic research. Like an ethnographer, I used a variety of methods to listen to different tweenage voices on bullying. This enabled me to build an in-depth picture of girls' bullying from multiple girls' views in the specific primary schools studied. My research was a small-scale piece of research but was in-depth, rigorous and data rich. These are qualities often identified with ethnographic research (table 3.2).

In ethnographic research, ongoing record keeping is used through writing a fieldwork diary (Scott, 1996). This enables the researcher to record what happens, their own experiences and their reflections and changes throughout the research (Scott, 1996; Burgess, 1984). I also used ongoing record keeping through my own fieldwork diary, as this would enable me to reflect on the research process, changes made and the girls' and my own responses to the research over time.

Table 3.2 - Key principles of ethnographic research that are reflected in my research

Key principles of ethnographic research (Hammersley and Atkinson, 2007; Pole and Morrison, 2003; Walford, 2009)
1. The researcher participates in individuals' everyday lives
2. The research is over an extended time period
3. Variety of methods used
4. Small-scale piece of research
5. In-depth, rigorous and data rich

My research also drew on action research. Here action occurs as part of the research process rather than as an end on addition after the results have been determined. Action research is often carried out by teachers or other professionals with a 'vested interest in the teaching and learning process' (Nolen and Vander Putten, 2007:401). The focus is on not only examining a specific issue but has a 'political agenda' to making changes and improvements, (Burr, 2003:155). This motivation for change was reflected in my project in the last stage when I gave the girls the opportunity to produce materials for use by their schools (see pp.93-98). This enabled the girls to have their voices heard, engage with the topic of girls' bullying and to actively contribute to their schools effort to tackling bullying.

As in action research I also reflected on the research and the girls' responses to it throughout the time we spent together. Change was an active process during the research through interactions with the girls over time. This involved me listening to and reflecting on the girls' responses to their level of involvement during each stage of the research.

3.1.4 - *How I influenced the research*

My preconceptions and experiences prior to the research undoubtedly influenced my decision to use the methodology of pupil research to investigate tweenage girls' bullying. As researchers bring their own understandings and values to their research it is difficult for them to distance and separate themselves from the research as they become part of what is being studied (Pring, 2000; Smith, 2007). The research process from the aims,

methodology and analysis is influenced by the researchers' own 'interests and values' (Usher, 1996b:36).

The researcher(s) subjectivity in their research however does not need to be seen as a negative, as it might be in the post-positivist paradigm (Usher, 1996a). It can be viewed as the beginning of creating knowledge; 'to know one must be aware of one's pre-understandings even though one cannot transcend them' (Usher, 1996a:21; Levering, 2007). Through the research process the researcher's preconceptions are tested and adapted as they develop understanding on the topic being studied (Usher, 1996a). Therefore it is important as a researcher for me to acknowledge and reflect upon my influence upon my research.

There are three aspects of my background and previous experiences that influenced the research. First is my past experience as a former primary and secondary school pupil and as a current student with no background in teaching. Second is my experience of bullying as a pupil at Oakbrook. This influenced how I related to the girls and their discussions on bullying and how I approached working with them. Third is my background in studying psychology and how this affected the methods I chose to use.

- ***Identity as a student and a former primary and secondary school pupil***

I approached this research as an adult research student with no professional experience as a teacher. My past experiences are as a student in different stages of education; in compulsory education, at a Further Education college training to qualify as a Teaching Assistant and at university at undergraduate and postgraduate level. I viewed my identity as a student and as a former primary and secondary school pupil. I therefore considered myself as similar to the girls and different to the adult teachers in the research sites. I had preconceptions that having similarities with the girls would help me to engage and have rapport with them during the research. This influenced my decision to invite my former secondary school and its feeder primary schools to take part in the research.

- ***Identity as a former victim of bullying***

In addition to being similar to the girls as a former primary and secondary school pupil, I share their anti-bullying attitude. This perspective is informed by my own experiences of bullying during my years at secondary school. While my experiences were not my motivation to study this topic, it inevitably influences my approach to the research. I view my experiences as an individual case that was time and context specific. As this happened

15-20 years ago it is long enough ago to not impact the research negatively but gives me some understanding of the seriousness of bullying and what it can feel like to be a victim. During the research I had a heightened sensitivity to how my experiences could influence or lead the research. I was aware that the findings needed to fully reflect the types of bullying that the girls viewed as important to discuss, not just those that related to my own experiences.

I felt a moral obligation during the research not to overshare my experiences of bullying not only because it could influence the direction of the research and my rapport with the girls but also as a risk of harm to the girls. My experiences of sexual bullying were not age-appropriate to share in detail. Some of the girls were in Year 6 and would move up to secondary school at the end of the year. This transition would be a daunting enough prospect without fears of facing a number of years bullying based on my experiences.

On reflection I approached the research with an understanding of bullying from my own experience and from my reading of the bullying literature. I was aware that my own experiences of bullying could lead the research and it would influence how I approached it and how I related to the girls and in our shared understandings of girls' bullying.

From my identity as a former pupil, ex-victim of bullying and a non-teacher and seeing myself as similar to the girls I approached the study concerned for how the girls benefited from the research.

- *Background in studying psychology*

My background in psychology, where over the period of a year I received comprehensive training in using SPSS and conducting different statistical tests on quantitative data, influenced my decision about which methods and analysis to use. I chose to use mixed methods as this would enable me to continue to develop my skills of analysing quantitative data and gave a greater opportunity for different girls' voices to be heard.

In addition to my background, the categories I chose to use relating to age and gender influenced the research. These categories are socially constructed and they are culturally and time specific.

- *Categories I used in my research*

While age has biological aspects its 'cultural definition' differs between societies (Eisenstadt, 2003:325). The category of age is used in this research through the terms of

'tweenage' and 'teenage'. The use of these terms can be seen as reflecting an age distinction. MacDonald (2014) discusses that the boundaries between being a child and a teenager is blurred. She argues that tweenage girls are at an in-between stage where they are not seen as children but are not yet teenagers (McDonald, 2014). While the term 'tweenage' has its origins in consumer marketing, 'tween' can be used to refer to a specific age group (Cook and Kaiser, 2004; MacDonald, 2014).

I recognise that this is a contentious approach but I see the term as a heuristic, rather than as a binary social category which reflects a uniform 'stage' of life. I use the consumer term 'tweenage' on a non-consumer topic. However although my research did not focus on the girls' consumer activities, their participation in a consumer western society could influence other areas of their lives such as their social lives in school and their exposure to bullying. While I understood that the notion of tweenage and teenage are arbitrary, and create a sense of 'break' between two distinctive stages that are tied to chronological age, I nevertheless decided that the categories have some use in comparison of the girls in their differing school contexts.

I view the move from 'tweenage' to 'teenage' as a continuum where tweenage girls have similarities to and are moving towards becoming teenagers. There will of course be significant diversity in the ways in which this occurs. The key difference between the girls in this research is not how old they are but whether they attend primary or secondary school. The context in which the girls view and experience bullying is likely to influence their opinions on bullying. At secondary school there are a larger number of pupils and larger number of teachers girls can interact with during the school day than at primary school. The tweenage and teenage girls in this study therefore are both similar and different and institutionally framed.

In addition to age, the girls are variously placed in the categories of sex and gender. These dimensions are based on biological (sex) differences and cultural constructed differences (gender) - what is perceived as masculine and feminine behaviour. Burr (2003) argues from a social constructivist perspective that separating humans into men and women, male and female, is arbitrary and is influenced by cultural understandings of what is masculine and feminine. She suggests that individuals could have been split into two categories by other criteria such as height. What is important in this study is gender.

I now move on to consider the pupil research literature and how this informed my research.

3.2 - Pupil research literature

I first consider the background of pupil research and examine the models of levels of pupil participation and then discuss the challenges of research with children.

3.2.1 - *Background of pupil research*

Traditionally research has been 'on' children with researchers failing to acknowledge that children live in a different social world to adults (Mayall, 2000; Morrow and Richards, 1996; Greig, Taylor and MacKay, 2007). Adult researchers have been in control of the research process from the research design to the analysis of data (Burton, Smith and Woods, 2010; Woodhead and Faulkner, 2000). This is often the case in bullying research studies. The new sociology of childhood, The Children Act (1989) and the UN Convention on the Rights of the Child (1989) have influenced the move towards research 'with' and 'by' children (Porter and Abane, 2009; James, Jenks and Prout, 1998; Kellett et al., 2004; May, 2005; Legisation.gov.uk, 1989; UNICEF, 1989).

- ### *Adult researchers' differing views of children*

The new sociology of childhood views children as 'competent social actors' who should be researched, moving away from the perceptions that children are unable and emerging as 'becoming-adults' (Van Blerk et al., 2009:2; James, Jenks and Prout, 1998; Clarke, Boorman and Nind, 2011; Åkerström and Brunnberg, 2013; Gallacher and Gallagher, 2008:501). In this view, children are seen as similar to adults but differ in their abilities (James and Prout, 1990 cited in Morrow and Richards, 1996; White et al., 2010). Fraser, Flewitt and Hammersley (2014) argue that in research children are perceived as different from adults because of their social and cultural roles.

Many researchers view children as 'experts in their own lives' (for example, Kellett et al., 2004; Clark and Statham, 2005; Fraser, Flewitt and Hammersley, 2014:48). In contrast, Gallacher and Gallagher (2008:512) argue against the view of children as 'experts' or as competent 'beings', suggesting that both children and adults are 'emergent becomings' unable to have expertise. While others have argued that children and adults should be viewed as both 'being' and 'becoming' (Uprichard, 2008; Lee, 2001).

I agree with the view that children are both capable social beings and have expertise. Therefore, I chose to use a methodology that would acknowledge this and enable the tweenage girls in this study to both actively participate in the research and to share their knowledge of bullying in their schools with me, an adult researcher.

- *Pupil research viewed as a political act*

Participatory research is viewed by some as a political act, where adult researchers campaign for pupils' views to be heard (Barker and Weller, 2003; Lindsay, 2000; Gallagher, 2009; Nairn, Munro and Smith, 2005; Heath et al., 2009; Clarke, Boorman and Nind, 2011; Rudduck and Flutter, 2000). Rudduck and Flutter (2000) argue that pupils should be more actively involved in having their views heard by teachers and policy makers on how to improve their school rather than having adults campaign on their behalf. These opinions should not be limited to the usual topics offered to school councils of 'lockers, dinners and uniforms' (Rudduck and Flutter, 2000:83). In my research, I invited the tweenage girls to be involved in different stages of the research including the dissemination of the results. This enabled the girls to have active involvement in having their views heard.

- *Pupil research enables children to share their views*

The UN Convention on the Rights of the Child (1989) articles 12 and 13 advocate that children's views on issues that affect their lives should be heard (Kellett, 2014), and that they should have the 'freedom of expression, including freedom to seek, receive and impart information and ideas of all kinds' (Burton, Smith and Woods, 2010:91). Bullying is one such issue where adults should listen to children's views. Children's participation where they are involved in the research process, can offer them the opportunity to express their views (Kellett, 2014). However, the children's voice, 'the freedom to express their views', does not necessarily derive from participation (Kellett, 2014:27). Children need the 'opportunity' and assistance to communicate their view and that adults must listen and respond to them if suitable (Lundy, 2007:933).

As well as listening to what children say, we should consider the significance of silence, either by the child or through the adult researcher's actions (Bucknall, 2014). Therefore, the methods used in a pupil research project must not only encourage participation but also give the chance for views to be shared and for adult researchers to play a supportive role for children's voices to be heard. In this research, the prolonged interaction with the tweenage girls allowed time for a number of activities to be completed: pre-research activities, development of research tools, questionnaires, interviews, and production of anti-bullying resources. This gave the opportunity for the girls and their female peers' voices to be heard. The number of lunch club sessions gave me time to assist the girls through providing the appropriate level of support in completing activities and disseminating the findings. I listened and responded to the girls' voices during the

research by asking them to help me make and improve the research tools and in helping them make the types of resources they wanted.

There is criticism however, that adults only listen to children's views on topics that adults consider as 'safe' (Lodge, 2005; Kellett, 2014; Kaplan, 2008; Clarke, Boorman and Nind, 2011). Bucknall (2012) reports how researchers may have to play the role of mediator between pupils and teachers, when pupils are given the freedom to choose the topic of research. She gives bullying as one example of a child's choice of topic that a head teacher may initially refuse (Bucknall, 2012). Despite the move towards participatory research 'with' and 'by' children, pupil research is rarely used to examine bullying and only tends to be used with secondary school aged pupils (for example, Thomson and Gunter, 2008; Ackers, 2012; Leitch et al., 2007; Kilpatrick et al., 2007). Clark and Statham (2005) argue that research is on mostly older pupils at primary and at secondary school age. When primary school age children are involved in participatory research they are often pupils aged 9 years upwards (for example, Kellett et al., 2004; Elton-Chalcraft, 2011; Mitra and Serriere, 2012). My research attempted to address this imbalance.

3.2.2 - *Models and levels of participatory research*

Pupils' involvement in the processes of participatory research varies with criticism that children are often not involved in the design of research and data analysis (Kellett et al., 2004; Holland et al., 2008; Nind, 2011). Clark et al. (2014) and Porter and Abane (2009) argue that most research is 'child-focused'. Clark et al. (2014) suggest that research with children should move towards being 'child-centred' and 'child-led' where pupils are actively involved in the research process. However, this view of pupil research is a research ideal and only represents one type of participatory research; 'child-initiated and directed' (Hart, 1992:14).

There are a number of levels of involvement in pupil research and child-initiated and child-led research is not suitable for all studies. In my research, the focus was on how pupil research could be used as an alternative way to engage with girls on bullying, rather than a study where I asked pupils what topic they wanted to examine. The research question and design was chosen prior to recruiting the schools. By recruiting tweenage girls to join an 'anti-bullying research club for girls' I could interact with pupils with a shared interest in finding out more about bullying. Therefore, my research is child-focused rather than child-centred or child-led. Although the girls were not involved in the research design they were in other stages of the research, such as designing the research tools, conducting

interviews, participating in some of the data analysis and disseminating the research findings (discussed pp. 89-102). My research offered a different level of involvement to the research ideal advocated by others (for example, Kellett et al., 2004; Holland et al., 2008; Nind, 2011; Clark et al., 2014; Porter and Abane, 2009).

- ***Four key models of levels of participation***

Research with children has varied from pupil-initiated research to pupils collecting data only (Fraser, Flewitt and Hammersley, 2014). A number of models attempt to show the different types of participatory research pupils can take part in (Electronic appendix 2).

Hart (1992) 'ladder of participation' presents the variety of participatory research from those that are non-participatory such as 'tokenism' and 'manipulation' at the bottom of the ladder to pupil led research at the top. Using a ladder to present the different types of participatory research is criticised for implying that pupil research is hierarchical, with pupil-led research viewed as better than research where adult researchers consult pupils or where there is shared decision making between researchers and pupils. Kirby et al. (2003) proposed a model where the different types of participatory research are equal. In addition, Shier (2001) suggests five levels of pupils' participation from adults listening to children to shared decision making. This model considers the context of participatory research and lists three 'degrees of commitment' of 'openings', 'opportunities' and 'obligations' (Shier, 2001:110). Openings are the 'intentions to work in a certain way', opportunities are when 'needs are met' to be able to work in a participatory way and obligations are when this way of working becomes a policy that staff have to follow (Shier, 2001:110).

These first three models address participatory research with pupils, while the 'four modes of participation' proposed by Biggs (1989) considers participatory research with adults (Cornwall and Jewkes, 1995:1669). This however, can be related to participatory research with pupils. The first 'mode' is 'contractual' where adults are 'contracted' to a research study (Cornwall and Jewkes, 1995:1669). Followed by 'consultative' where adults' opinions are sought, 'collaborative' where adults and researchers work in partnership but the researchers have control of the research design and 'collegiate' where adults have the power of the research design and process (Cornwall and Jewkes, 1995:1669).

Kirby and Gibbs (2006), however, criticise all models of participation, by arguing that it is difficult to categorise a research study to a specific participatory level as with a study or

individual research activities 'levels of decision-making power constantly shift' (Kellett, 2014:26).

In my research, I aimed for the girls to be involved in some of the decision-making and in different stages of the research process. However, like Kirby and Gibbs (2006), I found the levels presented in the models of participatory research restricting.

- ***Hill's (2006) proposed eight principles for research with children***

In addition to these models, some researchers have suggested principles for adult researchers to follow in participatory research. Hill (2006) proposes eight principles developed from children's suggestions (Electronic Appendix 3). These are (1) 'fairness', (2) 'effectiveness', (3) 'agency', (4)'choice', (5) 'openness', (6) 'diversity', (7) 'satisfaction' and (8) 'respect'. I considered these principles as I planned and ran the lunch club sessions. Through using a variety of activities and methods, I promoted 'fairness' and 'diversity' to enable different voices to be heard. By listening to the girls on their favoured activities I adapted the lunch club sessions and tasks to incorporate these, I fulfilled the principle of 'choice'. This allowed the girls choice in how they expressed their views. It also influenced their participation in other stages of the research, for example, the girls' dislike of activities focused on reading and writing was a factor that informed my decision not to include them in coding the questionnaires (discussed pp.179). I showed the girls 'respect' through asking their views throughout the research and 'openness' by sharing with the girls at the start of the research the aims and procedure of the study and that we would use the results to make resources that they would give to their school to use. I focused on the principles of 'effectiveness', 'agency' and 'satisfaction' when I positioned the lunch club as an enjoyable, social environment. An important aim of my research was the girls' enjoyment and that they would benefit from participating in the lunch clubs.

3.2.3 - *Challenges of research with children*

There are a number of challenges when involving children in participatory research. These include how representative the multiple voices heard are, whether the power imbalance between adult researchers and child participants are improved by inviting them to actively participate in the research and how power changes during the different stages of the research. Also there are challenges in the practicality of involving pupils in all the stages of research, queries over whether special research methods are needed for children and the effect of participatory research on adult researchers in terms of the multiple roles they experience and the need to be willing to share control of research with children.

- *Multiple voices are heard but are not representative of all children*

In participatory research multiple voices will be heard and these are context based and continuously changing (Clarke, Boorman and Nind, 2011; Bragg and Buckingham, 2008; Thomson, 2008; Thomson and Gunter, 2006; Bland and Atweh, 2003; Fielding, 2004). This contrasts with the view of 'the child' and a single representative voice in the UN Convention on the Rights of the Child (1989) (James, 2007). James and James (2004) cited in James (2007) argue that rather than children's voices being heard, this further silences them. In addition, some pupils view adult researchers asking them to volunteer in participatory research as an 'intrusion' (Hill, 2006:77). Pupils free time is one area of their life where they have control, therefore, it is valuable to them (Hill, 2006; Christensen, 2002; Christensen, James and Jenks, 2000; Mayall, 2002). In my research, multiple voices were heard from the three samples of girls involved: the tweenage girls, female peers and the teenage girls and the individual girls within these groups. By viewing the girls just by their group, this would silence the multiple voices within each group. I chose to use a variety of activities to access these multiple voices of the individual girls.

Participatory research often involves pupils who are volunteers but who are not representative of their school population or children in general (Bucknall, 2014). They are often white, middle class pupils who are assertive and eloquent (Holland et al., 2008; Nind, 2011; Bucknall, 2014). Bucknall (2014:79) argues that pupils 'can only be representative of those who have consented to participate'. This can be disempowering, as some pupils may be discouraged by having to volunteer, which prevents their involvement and result in them continuing to be marginalised (Sellman, 2009; Schafer and Yarwood, 2009). However the use of volunteers is necessary in some studies. As this research was carried out over a number of months, during the girls' spare time, volunteers were needed. This enabled girls to be recruited who were interested in preventing bullying in their school and were likely to want to continue to participate until the end of the research.

The process of researchers gaining parental consent can also be disempowering for pupils (Coyne, 2010). Coyne (2010) argues that although gaining parental consent is a way to safeguard children, this prevents children having the power to decide for themselves to volunteer to participate in research. Pupils may feel pressurised to take part if their parents give consent or pupils may be marginalised if they want to participate but their parents refuse (Coyne, 2010). Bucknall (2014) argues that pupils should have control and

choice to participate. When working with primary school aged girls, parental consent is necessary but it is important that the girls themselves have some choice in their participation as well. In this research, I invited the girls to choose what aspects of the research they wanted to take part in, for example, if they wanted to be interviewers, and to sign participant consent forms so they were giving their written agreement to take part.

- *Mixed views whether pupil research reduces or creates new power imbalances*

Research, whether on, with or by children and young people, often happens in schools, a setting where there is a great power imbalance between adults and children (Kellett et al., 2004). Adult researchers need to acknowledge that pupils have the expectation of adults having 'power over them' (Punch, 2002; Åkerström and Brunnberg, 2013:538). However, there are mixed views if participatory research helps to reduce this power imbalance (for example, Gallagher, 2009; Hill, 2006). Rather than reducing power relations, new ones may emerge between pupil researchers and their peers (Schafer and Yarwood, 2009; Harden et al., 2000). I acknowledge that in my research there was a power imbalance, with me, an adult researcher from a university, coming in to the primary schools to work with girls during their lunchtime. However, this power imbalance may be reduced depending on the positioning of the research and the children's perceptions of the adult. By my research being held at lunchtime as an extra-curricular activity by a non-teacher who the girls perceived as 18 years old, there were different power relations compared to the research being carried out during class time with a teacher.

- *Power changes during the different stages of pupil research*

Cornwall and Jewkes (1995) discuss that participatory research is different from other approaches as power changes at different stages of the research. What stages of the research process pupils are involved in may influence this power imbalance. The stage of data analysis and choosing what extracts from interview transcripts to use is where there is the greatest power imbalance as it is often controlled by the adult researcher (Holland et al., 2001 cited in Heath et al., 2009; Nind, 2011; Flewitt, 2014; Kellett, 2005; James and James, 2012). The meanings of the findings are influenced by the context, who the audience are and the social standing of the researcher (Fielding, 2004; Alcoff, 1991). The researcher has control over what aspects are included in the write up of the research and the researcher's beliefs and opinions influence their use of language (Alcoff, 1991; Fielding, 2004). Both the adult researchers' and pupils' views are formed by their 'social location or identity' (Alcoff, 1991; Fielding, 2004:299). Therefore, researchers need to

acknowledge and contemplate on how their own subjectivity can influence the research in positive and/or negative ways (Delamont, 1992 cited in Swartz, 2011). This emphasises the importance of pupils' involvement in the data analysis.

- ***Practicalities of involving pupils in all stages of research***

Pupils working with an adult researcher on the data analysis can reduce the power imbalance between them (Holland et al., 2001 cited in Heath et al., 2009). Bland and Atweh (2003:14) suggest this will maintain the 'integrity of the student voice'. There are mixed views, however, of the practicalities of involving pupils in all the stages of the research. Some researchers argue for pupils' inclusion in all stages including data analysis (for example, Holland et al., 2008 cited in Nind, 2011; Bland and Atweh, 2003). Kellett (2005; 2014) and Kellett et al. (2004) advocate researchers moving towards pupil-led research. Kellett (2005) suggests that through scaffolding and simplifying data, pupils can analyse research findings. She argues that training is what differentiates adult researchers and pupils (Kellett, 2005). However, pupils must first have the opportunity to develop giving their views effectively before participating in research decisions (Lukes, 2005 cited in Åkerström and Brunnberg, 2013). Burton, Smith and Woods (2010) suggest that completely child-initiated research is not possible because of ethical reasons and pupils lacking research skills. They query if pupils' involvement in the research design is necessary (Burton, Smith and Woods, 2010). Others have also questioned what aspects of research pupils needed to be involved in (Haw and Hadfield, 2009 cited in Nind, 2011; Nind, 2011) and if participatory methods are needed (Gallacher and Gallagher, 2008; Nind, 2011).

Pupils may give more honest responses to their peers than an adult (Crane, 2001 cited in Bland and Atweh, 2003; Hill, 2006). Hill (2006) reports pupils prefer research tools that children and young people have helped to develop. Use of questionnaires can prevent issues of some pupils dominating and allow those who find it difficult to express themselves verbally in groups to participate (Hill, 2006; Borland et al., 2001 cited in Hill, 2006). Working with pupils and their friends together can help to dilute the power imbalance and encourage responses (Hill, 2006; Green and Hart, 1999; Hoppe et al., 1995).

Swartz (2011) discusses how in practice pupils' capability of data analysis depends on the age and ability of the child and there is the problem that adult researchers often will lead the analysis. In addition, pupils need the chance, time and practice to develop the

research skills needed to contribute at all stages of the research (Nind, 2011). In reality, within a research project, pupils may not have the time to develop these skills (Nind, 2011).

While I acknowledge the argument above that data analysis is an important stage for pupils to be involved in and I view that children are able to be involved at this stage, the setting of my research influenced the girls' involvement at this stage. When research is positioned as an extra-curricular activity, where girls want the tasks to be enjoyable, there is the problem of how to make data analysis 'fun'. In addition, I view the dissemination of findings as an equally important stage. This was also a stage where the power imbalance could be reduced, as the girls chose the resources they made from their own pool of ideas rather than me instructing them on what sort to produce (discussed pp.93-98). As the girls made their own resources and chose how to present these to their school (discussed pp.93-100), this influenced the way the findings were viewed by the audience and how the girls themselves engaged with the research findings.

- ***Debate about the need for special research methods with children***

Whether researchers should use special methods to engage with children depends on how adults view children and their competency (Thomson, 2009; Punch, 2002:321, Fraser, Flewitt and Hammersley, 2014). Fraser, Flewitt and Hammersley (2014:48) argue that methods should be viewed as 'participant friendly rather than child friendly'. In addition, some researchers argue that children competencies are underestimated and results in their views not being heard (Qvortrup et al., 1994 cited in Fraser, Flewitt and Hammersley, 2014; Kellett, 2005; Nind, 2011). In my research I acknowledge the girls' capability and view them as able to undertake the same methods used with teenage and adult participants, such as interviews and questionnaires. I view the girls as valuable assistants who can help me to produce research tools for interviews and questionnaires that are more 'participant friendly' than if they were designed from solely an adult perspective.

- ***Adult researchers' multiple roles in participatory research***

Thomson and Gunter (2011) discuss how their identity as researchers continuously changed throughout their research, with multiple roles when interacting with the head teacher and the pupil co-researchers. There were shifts of power within the research with both the adult researchers and pupil co-researchers educating each other in negotiations on the use of visual methods in the research (Thomson and Gunter, 2011). By placing themselves as 'inexpert', adult researchers can engage with and be taught by pupils (Clark,

2004:144; Kellett et al., 2004). Elton-Chalcraft (2011:193) discusses how she places herself in a 'least adult role'. Through activities such as sitting with pupils in class and lining up with them outside the classroom, she viewed school lessons from pupils' perspectives rather than the teachers, despite her own professional experience as a teacher (Elton-Chalcraft, 2011). This contrasts with Thomson and Gunter (2011) who reflected on how their experiences as teachers and head teacher influenced their roles when interacting with the head teacher and pupil co-researchers at the research site. Clarke, Boorman and Nind (2011:768) argue that the role(s) adult researchers 'choose' in the research can shape pupils responses and in what way these responses are listened to. However, pupils also will allocate roles to researchers (Hill, 2006; Edwards and Alldred, 1999). Often adults will be viewed like teachers in how pupils communicate with them (Hill, 2006), but, pupils may also view them as different to a teacher (Hill, 2006; Morrow, 1998).

Less attention has been given in the pupil research literature to the view that children may also experience multiple roles.

Bucknall (2014) and Swartz (2011) both discuss that when engaging with pupils, they will want to find out about the adult researcher's life and identity. Christensen (2004:166) suggests that it is through this process both the pupils and the adult researcher discover 'how they relate to one another' and is 'critical in enabling 'children's genuine participation' (Bucknall, 2014). The prolonged interaction with the tweenage girls and the variety of activities completed allowed time for the girls and myself to relate to each other.

- ***Willingness to share control of the research with pupils***

Adult researchers need to be flexible and aware that the pupil 'researchers' may criticise adult researchers' and pupils' involvement may result in the research focus shifting (Fielding, 2004; Bland and Atweh, 2003). Adults must resist wanting to control the research and the pupils by speaking on behalf of them which will increase their marginalisation (Fielding, 2004; Schafer and Yarwood, 2009; Alcoff, 1991). I did need to be willing to share control with the girls during each stage of the research (discussed further pp.177-179).

Adult researchers and children may have different reasons behind their involvement in research (Cornwall and Jewkes, 1995; Cooke and Kothari, 2001; Schafer and Yarwood, 2009). Adults' career ambitions and other 'personal and professional interests' may affect

our support for pupils' involvement in participatory research. Pupils may be motivated for taking part in participatory research for different reasons (Hill, 2006). These include pupils' interest in the research topic, learning new skills, having the chance to discuss their views and their problems, 'the novelty of the experience' or missing a lesson (Hill, 2006:75; Edwards and Alldred, 1999; Punch, 2002). While I acknowledge that for myself and for the girls collectively or individually there would be different motivations for taking part, there were also similarities, such as a desire to contribute to our local community (as discussed pp.57).

I will now discuss the ethical issues I had to consider in this research.

3.3 - Ethical considerations

Prior to and during the research there were four key ethical principles I adhered to: (1) children should have choice about their level of involvement in research; (2) research should be beneficial for those actively involved; (3) not doing harm; (4) maintaining confidentiality and anonymity.

3.3.1 - *Choice about level of involvement*

Children can have some choice in their involvement in research through giving participant consent, having the right to withdraw from the research and in pupil research, if given the choice, deciding what aspects of the research to take part in. There is an ethical dilemma whether the use of incentives can take away from participants' choice in taking part (see Scott, 2008; Alderson and Morrow, 2011; Kirby, 1999, discussed pp.186-187). In order to follow the principle that children should have choice about their level of involvement I considered ethical issues in gaining informed consent, participants' right to withdraw from research, the use of incentives and the girls' choice of their roles during research.

- ***Participant consent***

As all the pupils involved in this research were under 18 years old, I needed to obtain parental consent. In UK law, individuals who are not considered vulnerable aged 16 years and over can give their own consent (Heath et al., 2009). Masson (2004) argues that although it is not against the law to seek informed consent from only participants who are younger than 16 years old, problems can arise if the participant 'made a claim of harm' (Heath et al., 2009:27). In educational research it is common practice to seek parental consent for participants younger than 18 years old, as this type of research is often not considered beneficial to the individual participants (Greig, Taylor and MacKay, 2007; Wiles

et al., 2005). However, this view is debateable in relation to this research, as I adhered to the principle that research should be beneficial for those actively involved (discussed pp.72-73).

Researchers seeking parental consent removes the child or young person's choice to take part and older pupils may feel able to make the decision whether to participate themselves (France, 2004; Masson, 2000; Lindsay, 2000; Stern, 2004; Coyne, 2010). It is encouraged in BERA ethical guidelines to seek participant consent as well as parental consent (BERA, 2011). I decided to ask the research advisers/assistants and the interviewees to sign participant consent forms in addition to their parents written consent so they had a say in their participation at different stages of the research. These stages of the research were their involvement in the lunch club group, the interviews and recording of the assembly where the research advisers/assistants disseminated the research findings. In addition, I sought negative consent for the questionnaires.

- ***The right to withdraw***

I informed the research advisers/assistants, interviewees and respondents to the questionnaire of their right to withdraw from the research at any time. However, I found that the younger girls would not always want to attend every session or would want to leave some sessions early to go out to play but did not want to withdraw from the research completely. Therefore, I had the ethical dilemma of whether stopping them from going out to play, would be going against their 'right to withdraw' and their choice to attend the lunch clubs (discussed pp.190). I also needed to consider how this behaviour was disruptive to the lunch club group and would delay the research. I decided that a fair compromise was for those girls who came and told me they wanted to go out to play early, that I asked them to complete one of the two set activities and then they could leave the lunch club early and have time to play outside before afternoon lessons commenced. This was in order to minimise disruption and keep the research progressing.

- ***The use of incentives***

When planning the lunch club sessions I had to decide whether to use incentives. This is an ethical dilemma as incentives can be seen as a form of bribery to take part in the research but can also be a way to thank children for giving up their time to take part (Scott, 2008). As my research was in lunch clubs and the tweenage girls were giving up their lunchtime once a week over a period of eight months I decided to provide

refreshments to promote a more relaxing, social atmosphere. These included different flavoured fruit shoot drinks and pieces of fruit requested by the girls (discussed further pp.186-187).

In addition, during the research I handed out behavioural stickers each week to help with behavioural management. I provided no incentives for filling in the questionnaires, taking part in the interviews or for the teenage girls' involvement in focus group discussions.

- *Girls' choice of roles in this research*

I wanted the tweenage girls to be involved in the research process and decisions as much as possible. However, there were limitations to what extent I could involve them. Some of the research decisions I made myself, as I needed to fulfil the research aims and I had planned the methods to be used before I met the girls. In addition, I had to consider whether the girls would want to participate in what they might consider the more tedious and difficult aspects of the research and if it would result in them withdrawing from it. From my perspective, although I made the decisions on the research design and conducted most of the data analysis by myself, we jointly designed the research tools, conducted interviews and made the anti-bullying resources (discussed pp.89-100; Electronic Appendix 4). The girls made some decisions by themselves such as choosing to be interviewers and/or interviewees, gave their own ideas for the resources and decided how these should be presented to their school (discussed pp.81-82, 93-100).

In pupil research, often the pupils who choose to participate will have the role of 'co-researchers' or 'researchers' and peers are the participants, (for example, Kellett et al., 2004; Bucknall, 2012). While Jones (2004) discussed how pupils can be both researchers and participants when developing research tools. There is little focus on pupils as both experiencing the roles of researchers and participants in the research.

3.3.2 - *Research should be beneficial*

Some researchers have discussed how pupils can benefit from involvement in participatory research from building confidence and self-esteem to developing new skills and 'social learning' (Kellett et al., 2004; Bland and Atweh, 2003; Kirby, 1999:15). Elton-Chalcraft (2011) asked pupils in her research to choose their own pseudonyms. This, she argues, gave the pupils 'further ownership of the research' (Elton-Chalcraft, 2011:192). These benefits fulfil the principles of 'effectiveness' proposed by Hill (2006).This reinforces the importance of pupils' involvement throughout the research process and that pupils

want to be informed and for voices of the majority to be heard. I aimed for the girls to have ownership of our research. Like Elton-Chalcraft (2011) I asked the girls to choose their own pseudonyms but I also invited the girls to personalise their questionnaires and to design their own resources to help them have ownership of the research and the resources made.

3.3.3 - *Not doing harm*

I needed to consider the risk of harm to the children who took part in this research, as they were a vulnerable group giving their views on a sensitive topic (Homan, 2001; Dickson-Swift, James and Liamputtong, 2008). There is particularly a risk of harm if a researcher asked children directly about their personal experiences of bullying as they may find this upsetting. As a researcher, I had to consider how to engage with tweenage girls on the topic of bullying while minimising the risk of harm. I decided not to ask the girls directly during the lunch club sessions or in the interviews about their own experiences. Instead, I asked them about their views on bullying experienced by girls their age. In the questionnaires, however, we asked questions on bullying experienced, frequency of bullying experienced and by whom. The questionnaires were anonymous and the respondents chose whether to fill them in and could miss out any questions they wanted. These questions had tick box responses, so we only asked the respondents to indicate what types of bullying they had experienced, how often it had happened, the sex of the bully and if it was an individual bully or a group of bullies. We used these responses to access the prevalence of types of bullying experienced and whether boy or girl bullies or if an individual bully or group of bullies are most commonly experienced in the participating schools.

I gave the tweenage girls a list of anti-bullying charities, which I stuck in the back of their lunch club books. I discussed with the research advisers/assistants and interviewees that I was not asking them for their experiences of bullying but their views on bullying. In the lunch club sessions, I told the girls if they talked about current bullying experience I would have to report this to their head teacher. This was in order to follow the Children Act (1989) that adults should respond if there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm' (Department for Education, 2013:4-5). I found at Briston that some of the girls would tell me about current bullying experiences rather than directly reporting it to their teacher or head teacher.

3.3.4 - *Keeping confidentiality and anonymity*

I informed all the pupils who participated and their parents that the data from the research would be stored on my password-protected computer and this data would be only accessible by my supervisors, examiners and myself. I gave the head teachers at the primary schools summaries of the questionnaire results for their particular school and I provided the deputy head at the secondary school with a summary of the focus group discussions.

I also informed all the pupils who participated and their parents that the responses given would be anonymous. The research advisers/assistants made up pseudonyms for themselves and gave suggestions for fake names for their school. I had to adapt some of these pseudonyms if they included real names of other girls in the research or identified the location of the schools. I referred to the female peers interviewed by number, for example 'Girl 1', and the teenage girls in the focus group by letter, for example, 'Girl A' (Electronic Appendix 4). In the transcripts of the lunch club sessions and interviews, these pseudonyms are used. It was important that the girl research adviser/assistants understood the ethical principles of confidentiality and anonymity, as involving the girls in some of the stages of the research, such as the interviews and checking the pilot questionnaire responses, where they could identify and personally knew the participants there was the risk of the girls breaking anonymity and confidentiality. This became an issue in particular stages of this research where the girls tried to push the boundaries (discussed pp.192).

3.4 - Girls have different understandings of bullying

I view that bullying and the individual girls' views on bullying are interpretative and socially constructed (as discussed pp.54). Each of the girls in my research have different understandings of bullying depending on their own experiences and influences by various sources, such as the media and their school. The girls' views may differ on what elements are needed for a behaviour to be considered as bullying. The participant roles girls inhabit can influence whether individuals view an incident as bullying. Therefore, it was important in this research to investigate the girls' understandings of bullying before starting to research the topic. In my research, I view that girls from their experiences construct knowledge and this continuously changes as they confront new incidents and information, as discussed by Swart and Bredekamp (2009).

As Kellett (2005) argues, there are similarities between pupil research and feminist research as both aim to empower groups that are marginalised. In feminist research it is females, while in pupil research it is children in a 'researcher' role (Kellett, 2005). In my research the girls are a marginalised group in two ways, as child 'researchers' and as tweenage girls giving their views on girls' bullying in an area dominated by teenage girls' voices. Therefore, this research aims to empower the girls by their involvement in the research process and by having their voices heard on the topic of girls' bullying.

My research is a small-scale study, with a case study of three feeder primary school lunch clubs. This resulted in rich data that is context and time-specific. As the voices heard are not representative of tweenage girls in other schools or even all the tweenage girls in the schools that participated, generalisation is difficult. However, 'moderatum' generalisation can be given (as discussed pp.54).

I will now discuss the methods used in this research.

3.5 - Mixed methods used in a pupil research methodology

In my research, I chose to use both quantitative and qualitative methods with questionnaires and group interviews conducted in the primary schools and focus groups with the teenage girls in the secondary school. Sale, Lohfeld and Brazil (2002:43) argue that using mixed methods are only appropriate if used for 'complementary purposes', as quantitative and qualitative methods are grounded on different epistemological and ontological assumptions. Others however, view that researchers should not be restricted by methods being association with different paradigms and this should not dictate which methods they choose to use (Howe, 1988; Howe, 1992; Johnson and Onwuegbuzie, 2004). Thus, researchers should be able to use a combination of qualitative and quantitative methods regardless of whether their research is based on positivist or interpretivist assumptions (Johnson and Onwuegbuzie 2004). Methods are tools that some view as able to be combined to enable researchers to address important research questions (Carey, 1993 cited in Sale, Lohfeld and Brazil, 2002; Howe, 1988). I used a 'convergent parallel design' where I carried out and analysed the data from the quantitative and qualitative methods separately, followed by considering these findings collectively (Creswell and Plano Clark, 2011:70).

3.5.1 - *Questionnaires*

Questionnaires provide a way for researchers to consider 'the bigger picture' by examining views of a larger number of participants than when carrying out interviews (Heath et al., 2009:132; Bucknall, 2012). They are less time consuming and cheaper to administer than other methods but can be labour intensive to design (Bryman, 2008; Bell, 2007). While this method is favoured by some young people and allow individuals to give their opinions confidentially and anonymously, there are disadvantages, especially if used as the only method (Stafford et al., 2003; Heath et al., 2009; Bryman, 2008). Questionnaires need to be clear and concise and address the research aims (Bell, 2007; Bryman, 2008). Therefore, the number of questions that can be asked are limited, with only space for a few open questions (Bryman, 2008). If questionnaires are poorly designed, for example, are long or unclear, there is the risk that participants will find them uninteresting and give answers that do not reflect their true views (Stafford et al., 2003; Heath et al., 2009). The use of questionnaires with children are viewed as most viable from the age of 8 years but need to be simple, clear and unambiguous (Borgers, de Leeuw and Hox, 2000). Self-administered questionnaires have a high risk of low response rates but they do reduce the influence of the researcher's presence as they are completed in private (Bryman, 2008). Using this method can enable a broad view of participants' opinions on a research topic but as the responses given are limited, it is more useful when combined with other methods (Bucknall, 2012).

3.5.2 - *Group interviews and focus groups*

Although individual interviews allow children to participate who otherwise feel uncomfortable giving their opinion in a group, group interviews are more often used with pupils (Hill, Laybourn and Borland, 1996; Hennessy and Heary, 2005; Ribbins, 2007). Group interviews are favoured as when pupils are with peers and friends they are more likely to give longer responses (Ribbins, 2007). Children may feel more comfortable in a group interview situation, as it is a similar context as the classroom environment where pupils 'acquire social knowledge through interaction with others as they construct meanings through a shared process' (Eder and Fingerson, 2003:35 cited in Heath et al., 2009:90). In addition, the power imbalance between the adult researcher and the child participants is reduced in a group interview situation (Eder and Fingerson, 2003 cited in Heath et al., 2009). The involvement in group interviews is viewed as 'empowering' for pupils and is an environment where they are supported emotionally (Fine and Weiss, 1998 cited in Heath et al., 2009:90).

Focus groups, differ from group interviews as they involve discussions on a specific topic with the adult researcher role as a moderator rather than an interviewer (Bucknall, 2012; Hennessy and Heary, 2005). While researchers can use focus groups with children of different ages, Hennessy and Heary (2005:239) suggest this method is more suited to older pupils because of the 'conversational demands of the group'. Some researchers recommend that focus groups with pupils are same-sex, with the maximum of eight individuals in a group and are close in age (Charlesworth and Rodwell, 1997; Mauthner, 1997; Vaughn, Schumm and Sinagub, 1996; Greenbaum, 1988, Spethmann, 1992, cited in Hennessy and Heary 2005).

Focus groups give researchers a vast quantity of data in a shorter amount of time than other methods (Heath et al., 2009). However, there are limitations with this when transcribing and analysing the data. Bryman (2008) discussed that they can be difficult to transcribe as there are multiple voices, often there are inaudible sections, and the transcripts can be hard to analyse. The responses that are given can be influenced by the presence of their peers and the adult researcher (Bryman, 2008; Hennessy and Heary, 2005; Heath et al., 2009). Despite these disadvantages, there are many benefits of using focus groups with pupils. This method allows the children the opportunity to share their views in a less rigid format, where they do not have to answer every question and can be influenced by other peers' participation in the discussion and pupils are positioned in the role of experts on the specific topic being discussed (Hill, Laybourn and Borland, 2006; Lewis, 1992, Basch, 1987, Levine and Zimmerman, 1996 cited in Hennessy and Heary, 2005).

In my research, however, I viewed the girls as experts in all the three methods used: questionnaires, group interviews and focus groups. I used the questionnaire to examine broadly the prevalence and severity of bullying in the three primary schools and to consider pupils' views on coping strategies and schools anti-bullying interventions. The group interviews expanded on the questions in the interviews, considering the girls' views on bullying in more depth. While the questionnaires focus on 'what', the interviews considered 'why'. In the interviews I explored why certain types of bullying are more upsetting and by whom, reasons behind bullying and why certain coping strategies and interventions are favoured over others.

The group interviews and focus groups differed in length and the use of questions. The tweenage girl group interviews were shorter, with most of the interviews being 30-40

minutes long, while the two teenage focus group sessions were 50 minutes long each. In the group interviews, the interviewers had a set of questions to follow and the interviewees were asked individually for their response. Although in the focus groups I had a set of prepared questions, I also asked additional questions depending on the girls' discussions.

I will now discuss how I recruited the schools that participated and give descriptions of these schools.

3.6 - Recruitment of the schools

In the Spring term 2011, I recruited one secondary school, Oakbrook, my former secondary school. Following this in the Summer term 2011 I invited all the feeder primary schools, including my former primary school, to take part in this pupil research project. I first contacted the head teachers of the feeder primary schools by letter, followed by a telephone call to see if they were interested in taking part. Three of the feeder primary schools, Briston, Contor and St Beth's, agreed to be involved. My former primary school declined the offer to take part. All of the participating schools could only offer me time with the girls at lunchtime. We agreed to me running weekly lunch club sessions of 30-45 minutes length. At the beginning of the Autumn term 2011, I gave the schools flyers advertising the lunch clubs, 'anti-bullying research club for girls'. The schools handed out participant and parental consent forms and participant information sheets to girls interested in taking part (Appendices 1-2).

At the primary schools, 44 girls handed in slips registering their interest in attending the lunch clubs and returned signed parental and participant consent forms. The lunch clubs started at the end of the Autumn term 2011. Briston's lunch club had 18 girls, in Year 3 to Year 5, St Beth's had nine girls, in Year 3 to Year 6. Contor had two same-aged lunch clubs, a younger group of eight Year 3 and Year 4 pupils and an older group of nine Year 4 to Year 6 pupils.

At Oakbrook, no teenage girls showed interest in taking part in a research lunch club, as no slips were returned. The original focus of this research was to compare tweenage and teenage girls' views on the prevalence and severity of bullying girls their age witness and experience and favoured coping strategies used. I had to decide whether to focus only on primary school aged girls or use an alternative way to engage with teenage girls on the topic of girls' bullying. (discussed pp.177). I decided to arrange one-off focus groups in the

Summer term 2012. Twelve teenage girls, in Year 8 to Year 12 volunteered to take part in the focus group discussions.

3.7 - Descriptions of the schools

- *Oakbrook*

Oakbrook is a mixed sex comprehensive school with over 1500 students aged 7-18 years, in a middle class small rural town in the East Midlands. The school catchment area covers a number of local villages. The Ofsted inspection report (Ofsted, 2011:3 in Appendix 3.1) states that this school has below average number of special educational needs (SEN) pupils, those who are 'known to be eligible for free school meals' and pupils 'from minority ethnic background'. Ofsted rates this school as outstanding.

- *Briston*

Briston is the largest of the three primary schools who took part, with 240 pupils aged 4-11 years. This mixed sex primary school is in a large middle class rural village, with its catchment area extending to other local villages, some of which are former mining villages. Similar to Oakbrook there are low numbers of pupils with SEN, 'eligible for free school meals' and are mainly British white pupils (Ofsted, 2010 in Appendix 3.2). The size of this primary school is a result of combining the two pre-existing primary schools in the village. In 2010, Ofsted rated this primary school as good.

- *Contor*

Contor is a small primary school with 153 pupils aged 4-11 years. This mixed sex primary school is in a small middle class rural village, with its catchment area extending to other local villages. Similar to Oakbrook and Briston, there are low numbers of pupils with SEN, 'eligible for free school meals' and are mainly British white pupils (Ofsted, 2006 in Appendix 3.3). In the Inspection report in 2006, Ofsted rated this primary school as outstanding.

- *St Beth's*

St Beth's is the smallest primary school in this study with 45 pupils aged 4-11 years. This mixed sex primary school is in a very small middle class rural village. Similar to the other three schools there are low numbers of pupils with SEN and 'eligible for free school meals', (Ofsted, 2012 in Appendix 3.4). The pupils in this school are all of British white ethnicity. In 2012, Ofsted rated this primary school as good.

I will now discuss the samples of pupils who took part in this research.

3.8 - Samples of the children in this pupil research project

At different stages of the research, different pupils were involved, and all of these individuals volunteered to take part. There were four samples from the primary schools: the research advisers/assistants, respondents to the questionnaires, the interviewers and the interviewees. There was one sample from the secondary school, the teenage girls who participated in the one-off focus group discussions.

- *Research advisers/assistants*

At Briston, Contor and St Beth's I invited all girls aged 7-11 years old to take part in an anti-bullying research lunch club for girls. The schools gave out parental and participant consent forms to the girls who returned slips declaring their interest in taking part in the lunch club.

Although some of the girls left during the research, most (70.5 per cent) completed it (Electronic Appendix 4). There was a high dropout rate amongst Year 4 girls where only 25 per cent completed it, skewing the overall average (table 3.3 and table 3.4). The dropout rate was much lower for the other year groups, with 75 per cent of Year 3, 93 per cent of Year 5 and 100 per cent of Year 6 girls completing the research.

Table 3.3 - The number of research advisers/assistants in each year group who started the research

School	Year 3	Year 4	Year 5	Year 6
Briston	2	7	9	0
Contor	6	4	5	2
St Beth's	4	1	1	3
Total	12	15	15	5

The Year 4 pupils left at different stages of the research, while the Year 3 and Year 5 girls who withdrew stopped attending during the first two stages of the research (Electronic Appendix 4).

Table 3.4 - The number and percentage of the research advisers/assistants in each year group who completed the research

School	Year 3	Year 4	Year 5	Year 6
Briston	0	2	8	0
Contor	5	0	5	2
St Beth's	4	1	1	3
Total	9	3	14	5
Percentage	75.0	25.0	93.3	100.0

- *Questionnaire respondents*

The primary schools administered the questionnaires to both boys and girls as the head teachers wanted both sexes to be involved at this stage of the research. The primary schools gave pupils negative consent forms to be sent home prior to administering the questionnaire. In total 139 questionnaires were returned out of the 424 handed out. Briston and Contor gave questionnaires to all their pupils, while St Beth's only handed them out to pupils aged 7-11 years.[16] Although pupils aged 5-11 years old returned questionnaires most of the respondents were aged 7-10 years (Electronic Appendix 5).

The response rate for returning questionnaires was low, overall for the three schools at 32.8 per cent. It was particularly low at Briston were only 21.3 per cent of questionnaires were returned. However, in contrast all the children aged 7-11 years returned the questionnaires at St Beth's. Overall slightly more girls (56.9 per cent) than boys (43.1 per cent) completed the questionnaires. This sex difference was strongest at Contor where 63.2 per cent of respondents were female (Electronic Appendix 5).

- *Interviewers and interviewees*

Some of the tweenage girls and I conducted small group interviews during lunch club sessions. The girls gave out participant and parental consent forms to their friends. When only a few consent forms were returned, I gave consent forms to the school office at each school to hand out to girls aged 7-11 years old. In the lunch club discussions on interviews, it became clear that some of the girls wanted to be interviewed. The research advisers/assistants decided whether they wanted to be interviewers and/or interviewees. I gave parental and participant consent forms to those who wanted to be interviewed as the original form for research advisers/assistants did not include permission to participate as interviewees. Most of girls chose to be interviewers. 42.9 per cent of the girls chose to

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[16] The head teacher at St Beth's suggested that questionnaires were only given to 7-11 year olds as he viewed that younger pupils would be unable to complete them.

only be interviewers and 42.9 per cent decided to be interviewers and interviewees. A small proportion of the girls (11.4 per cent) chose to only be interviewees and one girl chose not to participate in the interviews in any role (table 3.5).

At the start, I read out a statement about what participating in the interviews would entail, explained that their answers were confidential and anonymous and that they had the right to withdraw at any time during the interview. Seven girls chose to withdraw from the interviews (Electronic Appendix 6). I did not include the responses for the girls who left the interviews in the transcripts. All of the girls who withdrew were in Year 3 or Year 4, suggesting that older girls, whether female peers or research advisers/assistants were more likely to participate for the whole process.

Table 3.5 - The number of research advisers/assistants who chose to be interviewers and/or interviewees

Schools	Interviewers only	Interviewees only	Both interviewers and interviewees	Neither
Briston	6	1	4	1
Contor	7	3	4	0
St Beth's	2	0	7	0
All schools	15	4	15	1
Percentage	42.9	11.4	42.9	2.9

- *Focus groups*

At Oakbrook, 12 girls volunteered to take part in one-off focus groups held in July 2012. Eleven girls attended, one was missing because of illness. I held two focus groups, one with six girls and one with five girls. In each focus group there was a mixture of ages (table 3.6). In both focus groups, there was one Year 12 pupil involved in the school's peer mentoring scheme.

Table 3.6 - Year group of the teenage girls in the focus groups

Year group	Number of girls
Year 8	2
Year 9	2
Year 10	4
Year 12	3

I will now discuss the procedure of the research with the tweenage and teenage girls.

3.9 - Procedure of research with the tweenage research advisers/assistants

I ran four weekly lunch clubs at the primary schools from November 2011 to July 2012. I held one weekly mixed age lunch club at Briston and St Beth's and two weekly same aged lunch clubs at Contor, one for younger pupils in Year 3 and Year 4 and one for older pupils in Year 4, Year 5 and Year 6. At Briston and St Beth's the lunch club was in the same classroom most weeks. The computer room was the location of the younger lunch club at Contor. For the older group at Contor I regularly changed classrooms as it depended on whether teachers needed to work in their room over the lunch period.

At each lunch club, I provided refreshments for the research advisers/assistants and I recorded the sessions with a digital voice recorder. The girls and their parents gave their permission for me to record discussions by signing the consent form and ticking or not ticking the 'do not record' box on the consent form. Only one parent did not want her daughter recorded. I wrote her a letter explaining that although I recorded the lunch club sessions, I would not include anything her daughter said in the written transcripts of the lunch club sessions.

There was a staggered start with the lunch clubs, with Briston commencing at the start of November 2011 and Contor was the last school to start, beginning sessions at the end of November 2011. The number of lunch club sessions needed to complete the research varied, depending on factors such as time allowed, the speed at which the girls completed research activities and the nature of anti-bullying resources made. We completed all of the lunch club sessions by mid-July 2012.

The research with the tweenage girls consisted of five stages as presented in Figure 3.3.

The first stage involved activities to engage with the girls and find out their views on bullying, coping strategies and expectations of the lunch club prior to starting the research. The second stage was designing and administering a questionnaire on bullying to be completed by pupils in their school. The third stage was producing the interview schedules and cue cards and conducting group interviews with female peers. The fourth stage was using the results from the questionnaires and interviews to design and make anti-bullying resources for their school to keep and use. In the fifth stage, I asked the girls to reflect on their experiences of being research advisers/assistants and to present their finished anti-bullying resources to their school.
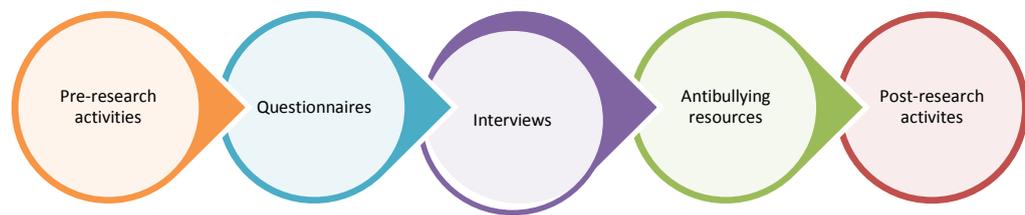
Figure 3.3 - Stages of research with the tweenage girls

Each stage of the research took a number of sessions to complete varying between the groups (Electronic Appendix 7). Some activities I developed and adapted, for example, by simplifying tasks, during the research process in order suit the girls' different ages and abilities. These adaptations included changing the format of the pre-research bullying myths task because of the limitations of the different sizes of classrooms used in the lunch clubs, (discussed further pp.85) and simplifying the activity of asking the girls to make decisions about the layout of our questionnaire (discussed further pp.89).

3.9.1 - *Stage 1 - The pre-research activities*

At the outset, I gave the girls a variety of pre-research activities in order for me to engage with them, to discover their motivations for joining the lunch clubs and their views on bullying, coping strategies and anti-bullying interventions prior to starting the research. Figure 3.4 shows the different pre research activities the girls completed.

First, I introduced the girls to the research and I explained what the research would involve. I discussed that I would audio record the sessions and I asked them to make up fake names I could use for them. We also discussed how the recordings and other data collected through the questionnaires and interviews would be confidential and anonymous. The girls asked me questions on items about which they were unsure.
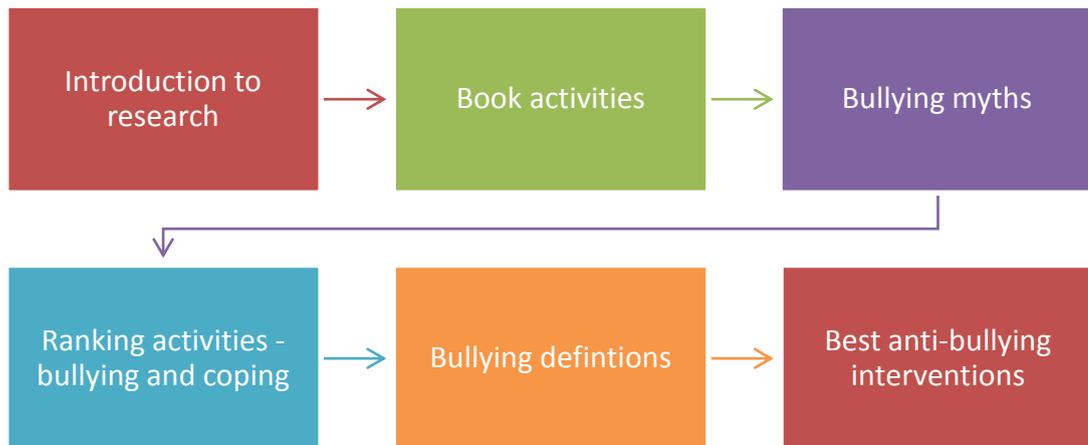
Figure 3.4 - The order of pre-research activities completed

I gave all the girls a labelled exercise book, called their anti-bullying research club for girls' book. They kept this book throughout the research and brought it to each lunch club session. In the book, there were statements for the girls to complete to reveal their motivations and expectations of the lunch club and their views on bullying, coping strategies and anti-bullying interventions presented in Appendix 4.1. I also asked the girls to choose a pseudonym and to ask two friends for their definitions of bullying.

Following the book activity, the girls participated in a bullying myths task. I read out bullying myth statements presented in figure 3.5 to the research advisers/assistants. I asked the girls if they agreed, disagreed or where unsure about these statements. I piloted this activity on the Briston research advisers/assistants as a game where they moved to different corners of the room to stand next to 'yes', 'no' and 'don't know' signs to show whether they agreed, disagreed or where unsure about each bullying myths statement. I decided with the other three lunch clubs to adapt this activity. I found that by the girls at Briston moving around the room, this activity was time consuming and difficult to control. In addition, the classrooms and computer room where the sessions were held at Contor and St Beth's were smaller. I decided at Contor and St Beth's to ask the research advisers/assistants to raise their hands when I said the possible responses, 'yes', 'no' and 'don't know'.

Myth 1 – Bullying is part of everyday life

Myth 2 – Girls are less likely to be bullies than boys

Myth 3 – Teasing someone about the way they look is a type of bullying

Myth 4 – Boys usually bully boys not girls

Myth 5 – Hitting someone is a type of bullying

Myth 6 – Girls usually bully girls not boys

Myth 7 – Calling someone names is a type of bullying

Myth 8 – Deliberately leaving someone out of a game is not a type of bullying

Myth 9 – Children who are bullied deserve it

Myth 10 – Deliberately pushing someone is not a type of bullying

Myth 11 – Deliberately not talking to your friends is a type of bullying

Myth 12 – Girls do not use pushing and hitting as a way to bully

Myth 13 – Boys use pushing and hitting as a way to bully others

Myth 14 – Boys do not use gossiping and ignoring as a way to bully others

Figure 3.5 - the bullying myths statements

The bullying myths statements were adapted from resources from a lesson plan on 'Aggression and bullying' produced by The Samaritans (Samaritans.org, 2011) and a bully myths quiz (melissainstitute.org, 2011)[17]. I chose to write some of the statements in a negative form, for example, 'saying nasty things behind someone's back is not a type of bullying' as well as some in a positive form, for example, 'hitting someone is a type of bullying', to try to avoid the bias of the research advisers/assistants giving the same answer to all the statements. I included statements that covered different types of bullying including physical, verbal, sexual and racial bullying, belongings damaged, indirect/relational aggression and cyberbullying. As some of the girls were only 7 years old and sexually bullying is sensitive topic, I used the statement 'teased about the way you look'. This behaviour covers both a form of sexual bullying and racial bullying.

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[17] The Samaritans lesson plan on 'Aggression on bullying' is aimed at 14-16 year olds in the curriculum area of PSHE/SPE Health Education. I viewed that the use of bullying myth statements and agree/disagree cards in this lesson plan was also appropriate for use with younger children.

Next, I gave the girls two activities where they ranked types of bullying in the order of most upsetting to experience and coping strategies in the order of perceived effectiveness. The girls, working in groups, were given envelopes with slips of paper in, one with types of bullying on and one with different ways to cope with bullying, to stick in rank order on a piece of paper (Appendix 4.2 and Appendix 4.3). I also gave the girls blank slips to write their own suggestions. This activity was adapted from a lesson plan by Emotionally Healthy Schools on 'bullying and conflict resolution' for Year 5 and Year 6 pupils (Watson, 2009), using 'bullying label cards' with different types of bullying listed and pupils ranking them in order of seriousness.

The research advisers/assistants then in small groups or pairs, brainstormed what bullying means. From this activity and definitions they had recorded individually in their exercise books I compiled a definition for the girls to approve:

> *Bullying is when a child or a group of children are mean and hurt others over and over again on purpose. This can be physical such as hitting or pushing. It can also be being deliberately mean in other ways such as name calling, saying nasty things about someone to their face, behind their back or on a computer or mobile phone, or ignoring someone on purpose. Boys and girls can be bullies and they will bully children who are weaker than them*

The last activity completed in the pre-research stage was on the best anti-bullying interventions schools can use. As a group we started to discuss what aspects of bullying we would look at in the questionnaires, I considered asking pupils for their views on the anti-bullying interventions used by schools and with the younger group at Contor, I piloted a ranking activity. I gave the girls an envelope with different anti-bullying interventions on slips of paper (Appendix 4.4). I chose these from reviewing previous research on anti-bullying interventions (for example, Smith, Ananiadou, and Cowie, 2003).

The younger research advisers/assistants however, did not like the activity complaining it was too difficult:

> *Jasmine: I can't I can't think this is just for the teachers*
>
> *Fruit Apple: I can't do this*
>
> *Jasmine: it's too hard*
>
> *(Year 3 and Year 4 research advisers/assistants, Contor)*

As the activity was not popular, perceived as difficult and time consuming, I decided to adapt it so it was quicker and easier for the girls to complete. I gave them a sheet with a list of different anti-bullying interventions on. I asked them to tick the ones they liked and put a cross next to the ones they did not like. I then asked them to circle the ones they viewed as the best and the worst anti-bullying interventions schools use.

We then moved on to the second stage of the research, designing and administering the questionnaires.

3.9.2 - *Stage 2 - Designing and administering the questionnaires*

Figure 3.6 shows the activities we completed to design and administer the bullying questionnaire.
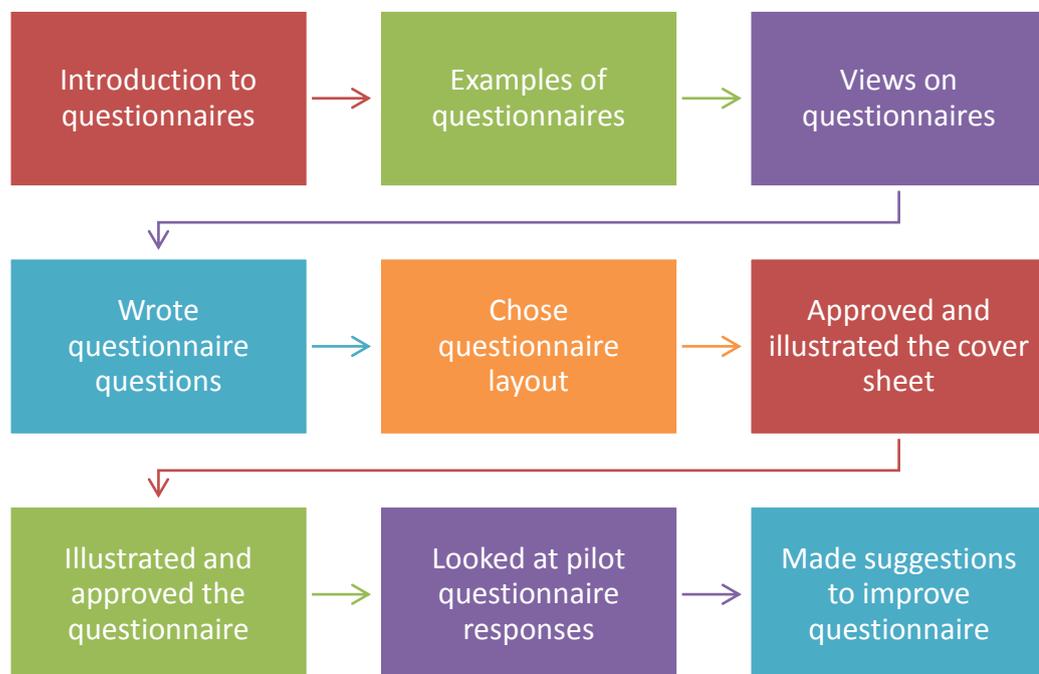
Figure 3.6 - The order of designing the bullying questionnaire

First, I introduced the girls to questionnaires and gave them six examples to look at. These were 1) The Revised Pro-victim Scale (Rigby,1997); 2) the Bullying Prevalence Questionnaire (Rigby and Slee, 1993); 3) My Say questionnaire (Salvation Army, 2007); 4) Family and Children Study questionnaire (National Centre for Social Research, 2008); 5) Anti-bullying Alliance children's questionnaire Key Stage 2 (Anti-bullying Alliance, accessed 2011); 6) What do you think about bullying? questionnaire (MENCAP, 2011). Four of these questionnaires focused on bullying, while 'My Say' and 'Family, and Children Study' have a

broader focus examining children's lifestyle and use of their leisure time. These examples of questionnaires varied in length and content (Electronic Appendix 8). I showed these to the girls so they could see a selection of questionnaires and the different styles of response.

I asked the girls to choose which of the example questionnaires they liked the best and why, which they were able to do with little help. Then I talked to them about what aspects of these example questionnaires they wanted to use in our own. The girls struggled with this, so I broke it down by talking them through the different style of responses we could use. 20 small groups of 2-4 girls completed this task and identified their favourite aspects of questionnaires as tick boxes, pictures and boxes to draw answers (Electronic Appendix 8).

Next, the research advisers/assistants and I wrote questions for our bullying questionnaire. Together we designed it by choosing the layout, the style and the number of questions used.

I first produced two pilot designs of questionnaires, each 10 pages long, and identical except that one had questions and the other had statements (Electronic Appendix 8). Both versions of the questionnaire had instructions for respondents to move to a later question if they had not experienced or witnessed bullying. The girls reviewed both versions and considered that some of the questions were unnecessary, for example, asking pupils about their ethnicity. From this discussion, I reduced the number of questions. Most of girls found the use of the instruction to move on to a later question confusing, so I removed it. Some of the girls said that they preferred the use of questions rather than statements.

Following this, I presented the research advisers/assistants with four possible refinements to the designs for our bullying questionnaire. These all had the same questions and the use of boxes but varied slightly in the layout with regard to responses were listed vertically or horizontally, the placement of pictures and use of questions or statements (Electronic Appendix 8). The majority of the girls chose questionnaire layout number one. We further reviewed the questions used and discussed how some of them could be changed or removed. One girl at Briston suggested that it was too personal to ask someone where he or she was bullied. Two girls at Briston also discussed how they could draw a large picture at the end of the questionnaire to say thank you for responding. Another girl at Briston suggested we use a list of numbers that pupils could circle to show their age. In response to this discussion and reflecting on the research aims I removed three questions on the

location of bullying, how old bullies were and asking directly what pupils would do if they were bullied and I added two questions asking pupils if they had ever bullied a boy or a girl. Figure 3.7 reveals the final 16 questions used in the bullying questionnaire.

1) Which types of bullying have you experienced?
2) How often have you been bullied?
3) Who have you been bullied by?
4) What type of bullying have you seen happen to other children?
5) Have you ever bullied a boy?
6) Have you ever bullied a girl?
7) How would you feel if a boy…
8) How would you feel if a girl…
9) What are the best ways to cope when bullied by boys?
10) Why are these the best ways to cope when bullied boys?
11) What are the best ways to cope when bullied by girls ?
12) Why are these the best ways to cope when bullied by girls?
13) What are the best ways for schools to stop bullying?
14) Why are these the best ways for schools to stop bullying?
15) Are you a boy or a girl?
16) How old are you?

Figure 3.7 - The 16 questions used in the bullying questionnaire

The girls approved the cover sheet that I produced from our collective definition of bullying, arising from the group and individual pre-research activities (detailed pp.88). They decided to improve it by illustrating it. In the following session, the research advisers/assistants produced designs to illustrate the questionnaires, by drawing pictures for some of the questions such as whom pupils are bullied by, the smiley face Likert scale and a picture for the final page thanking the pupils for filling in the questionnaire. Each school illustrated their own questionnaire so they had ownership of it but the content was the same. I collected all the pictures and pasted them in to a master copy for each school. I decided where the pictures were placed and then sought the girls' approval, so they could have individual ownership as well as group ownership of the questionnaire.

Next, I printed copies of the questionnaires for the research advisers/assistants to finally approve before using them for the pilot questionnaire. I handed ten pilot questionnaires to each school office to be handed out randomly to boys and girls of different ages. When I received the returned pilot questionnaires at each school, I asked the girls to look through them for any mistakes made and any further changes needed. Initially they

focused on trying to work out which pupils had filled in the questionnaires, contradicting the ethical principle of keeping confidentiality and anonymity (discussed further pp.192). The girls however, did suggest a number of changes from making the pictures more colourful, moving the pictures around and correcting the spelling mistakes on pictures, to changing the size and shape of answer boxes and adding 'can't remember' to the responses for how often pupils have been bullied. These changes were made before administering the final questionnaire. The final questionnaire designs for each school are presented in Appendix 5.

I had 424 questionnaires professionally printed, which I gave to the school office at each school to be handed out. Each questionnaire had an identification number and a receipt with this number on kept by the participants. This receipt had instructions on how to contact me quoting the questionnaire identification number if they or their parents decided they wanted to withdraw from the research.

I coded the questionnaires and analysed the responses using SPSS myself. I produced a summary of the results, which I discussed with the research advisers/assistants prior to making the anti-bullying resources.

After designing the bullying questionnaire, we moved on to the next stage of the research, preparing for the interviews with female peers.

3.9.3 - Stage *3 - Preparation for the peer interviews*

The process for peer interviews is presented in figure 3.8.

First I introduced the girls to the research method of interviews. We discussed what interviews are and I provided them with an information sheet on this method. On this sheet, I gave a definition of an interview, discussed the difference between open ended and closed questions, gave tips on how to be an interviewer such as allowing time for an interviewee to give her response without interruption, and how we would conduct our interviews.

Following the introduction to interviews, the girls started to write their own interview questions in small groups and pairs. From these questions and adding some of my own, I produced a list of 37 interview questions. The girls gave their opinions on these questions and I then reduced this list from 37 questions to 24 questions. I then showed these

questions to the girls again and together we reduced them to 11 questions (Electronic Appendix 9).
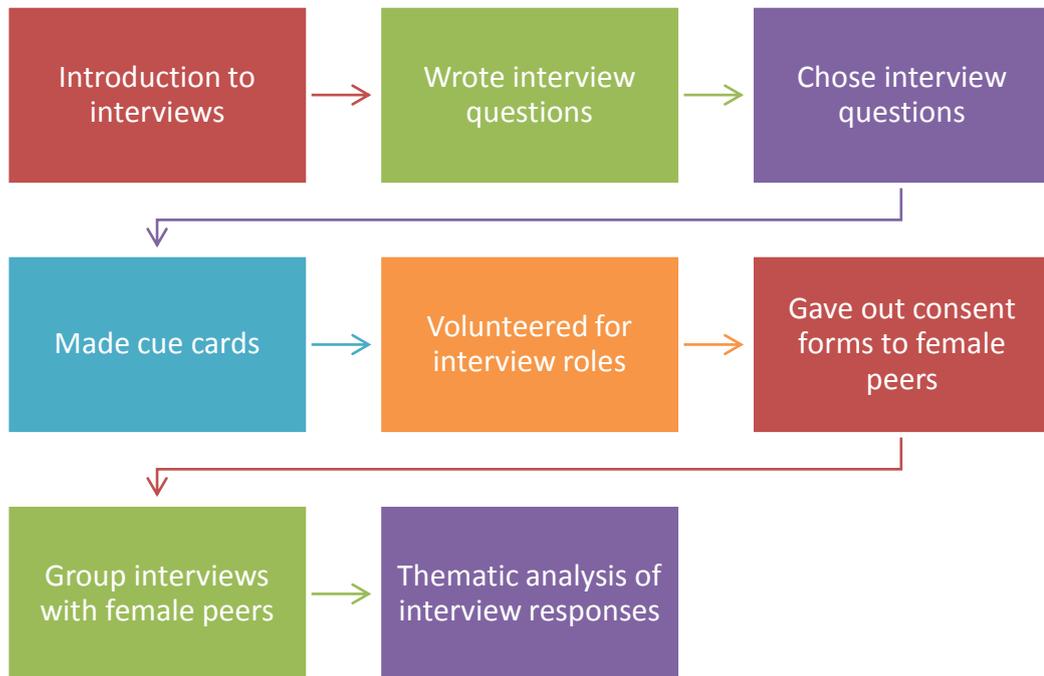
Figure 3.8 - The order of preparing for and conducting the group interviews

After we had decided on the final interview questions, we developed cue cards for use in the interviews. I gave the research advisers/assistants A5 sized paper with a type of bullying, a coping strategy or a type of bully written at the bottom. I asked them to draw pictures to correspond with the labels. I decided to have one set of cards used in all the schools. The cue cards consisted of eight types of bullying, five types of bullies and nine coping strategies (examples in Appendix 6 and Electronic Appendix 9). For fairness, so that all four lunch club groups were represented I chose the drawings to be used. I laminated the cue cards for durability, for use during the group interviews.

The interviews took place in the same classrooms and computer room that the lunch club sessions took place. We conducted 13 interviews in total, each 15-40 minutes in length recorded using a digital voice recorder. For three of the female peers whose parents did not want their responses to be recorded I handwrote their responses. The interviewers read out equal number of questions and any additional questions I read out. Five of the interviews involved only research advisers/assistants as interviewees and eight interviews had a mix of female peers and research advisers/assistants (Electronic Appendix 9).

I transcribed the interviews and gave the research advisers/assistants some of the responses to analyse. We conducted thematic analysis where I showed the girls an example of how I had sorted some of the interview responses into groups and stuck these on to a large piece of paper and I gave each group of responses a theme. I presented the girls with envelopes of interview responses printed on slips of paper. With some assistance from me, the girls were able to perform simple thematic analysis (Electronic Appendix 9).

We then moved on to designing and making the anti-bullying resources.

3.9.4 - *Stage 4 - Designing and making the anti-bullying resources*

A summary of the process we followed in producing the anti-bullying resources is shown in Figure 3.9.
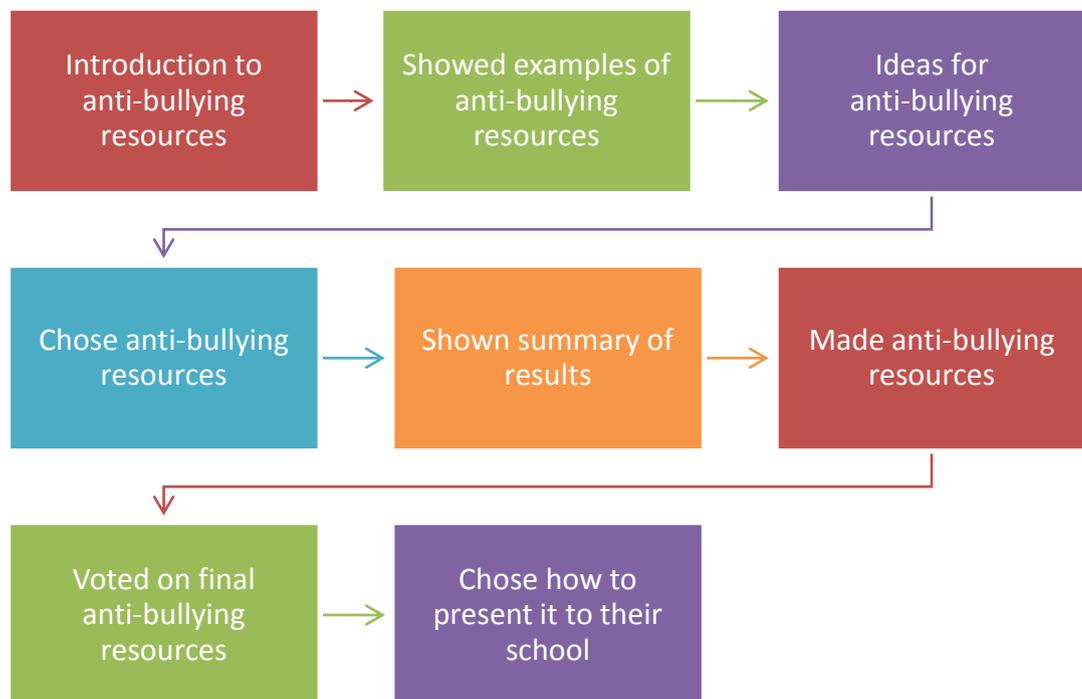
Figure 3.9 - The process of designing and making the anti-bullying resources

I provided the research advisers/assistants with a sheet explaining what an anti-bullying resource is and reminded them we would make one or two containing the results of our research. I gave them some examples of anti-bullying resources including posters, Z-fold leaflets and booklets (Electronic Appendix 10). I asked them what type they would like to

make. Each lunch club group shared ideas of different resources and they chose as a group what resource(s) to make (table 3.7).

Following the decision on the resources, I shared the summary of the questionnaire and interview findings and advised them that we needed to include these results in our anti-bullying resources.

The time the girls needed to complete their anti-bullying resources varied depending on the type and the number of resources made (Electronic Appendix 10). Producing the posters took the least amount of time, five sessions, and the board games were completed in six sessions. As expected, the two groups who produced two types of anti-bullying resources, needed longer. St Beth's took seven sessions to write their assembly and make their Z-fold leaflet and the older girls at Contor needed eight weeks to produce their webpage design plans and their Z-fold leaflets. The amount and type of adult support required varied depending on the resources chosen and the age of the girls. The younger group of girls at Contor needed the most assistance, as they were unsure how to design a board game that would include the research findings. The older and mixed age groups also required support in having the data presented in a way that they could include in their resources.

Table 3.7 - The research advisers/assistants' ideas and final decision on what anti-bullying resource(s) they would make

Lunch club group	Ideas	Chosen anti-bullying resource
Briston	Posters Leaflets DVD PowerPoint	Posters
Contor - younger group	Posters Z-fold leaflets Board games	Board games
Contor - older group	Website Posters Z-fold leaflets	Website/webpage and Z-fold leaflets
St Beth's	Posters Play in assembly Z-fold leaflets	Assembly and Z-fold leaflets

In total, the research advisers/assistants made five anti-bullying resources: posters, Z-fold leaflets, board games, plans for webpage design and an assembly.

1) Posters

The girls at Briston made 37 posters, five on school laptops using Word and Google Images and 32 drawn by hand with pencils, crayons, felt tips and paint pens. Some of the girls did not include the findings of our research in the posters and copied one of the poster examples I had shown them. To address this I provided five frameworks for posters that they could use to design theirs. These frameworks included our key findings such as definition of bullying, prevalence and severity of bullying, reasons why girls are bullied and the best ways to cope with bullying. Of the 37 posters, 16 followed one of these frameworks and 21 did not.

The research advisers/assistants voted for their favourite posters using ballot sheets, to decide on the top six that were to be printed professionally A2 sized and laminated. I made the decision for only six posters to be printed, allowing a poster per classroom (Appendix 7.1).

2) Board games

The five younger girls at Contor decided they wanted to make a board game but there was disagreement about what type of board game it should be. In addition, the research advisers/assistants said they did not know how to include the findings of the results in the game. From discussion with the girls, I identified that three wanted the game to be like Snakes and Ladders and the other two wanted it to be similar to Monopoly. I suggested to the girls that we could combine elements of both for our game. They replied saying that they did not know how they could do that. I supported them by creating three designs, with elements from both games, for them to choose from. In 'design A' and 'design B' I included traditional snake and ladders on the board while 'design C' had snake and ladder cards, which players would pick up when they landed on the appropriate square, similar to 'community chest' and 'chance' squares in Monopoly. 'Design A' had no cards but results of our research written on the squares and instructions to move forward or back. 'Design B' had both traditional Snakes and Ladders on the board and bullying squares where players picked up a card. All of the board games had the girls' definition of bullying and 'the anti-bullying research club for girls' written around the edge. I produced the pilot designs on thin card using a pencil and a ruler.

The girls decided they wanted to make both 'design B' and 'design C'. Three of the research advisers/assistants worked on 'design B' and the other two chose to work on 'design C'. They decorated the board games using crayons and felt tips (Appendix 7.2).

The research advisers/assistants also made decisions on the board game title, the rules, the counters, the use of a spinner or a dice and the design of the cards (table 3.8). I gave suggestions for the board game titles for the girls to choose from as they struggled to give their own titles. The first board game was named 'Anti-bullying Snakes and Ladders game' and the second board game 'Contor C of E Primary School anti-bullying Snakes and Ladders game'. The research advisers/assistants told me what the rules of their game were and I produced a typed copy for inclusion with the game. They also chose the design of the counters. For the first game, the girls chose to design their own counters using felt tips to decorate small card circles. The girls working on the second game decided that their counters would have pictures of Lego people and Lego bricks. I printed off line drawings retrieved from the internet for them to colour in. All of the research advisers/assistants wanted their games to have spinners rather than dice. They coloured in spinner templates sourced online and I constructed them. Originally, I put designs on the back of the Snakes and Ladders and bullying cards as an example. However, the girls decided they wanted to keep these designs. I provided seven fonts and five boarders in four colours for the girls to choose from for the cards. Therefore, although I needed to support the girls by providing board game designs, they had ownership through decorating the board and making decisions on the title, rules, counters, design of the cards and whether to use a spinner or dice[18].

I laminated all of the counters, spinners and cards and professionally mounted and dry laminated the board game for durability. Each board game was presented in an A3 folder.

Table 3.8 - The decisions research advisers/assistants made when making the board games

Aspects of games	Researcher action	Research adviser/assistant action
Board game design	Provided three board game designs	Chose board game designs
Title	Offered suggestions	Chose title from suggestions
Rules	Asked research advisers/assistants for rules Typed up rules	Discussed rules with Researcher
Counters	Provided materials for counters as requested	Designed and coloured in counters
Spinners or dies	Provided spinner templates and constructed spinners	Chose spinners and coloured in templates
Design of cards	Provided choice of fonts and boarders	Chose fonts and boarders

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[18] Further details of these aspects of the board games can be found in Electronic Appendix 10.

3) Website/webpage

The older research advisers/assistants at Contor decided for their main anti-bullying resource that they wanted to create their own website. This suggestion was not possible because of the ethical problems such as outsiders' access to the website and who would manage the website when the research had finished. I discussed this suggestion with the head teacher at Contor, she suggested that the girls plan a webpage that could be attached to the school website. The girls agreed to this suggestion. I provided them with a short list of questions (Electronic Appendix 10), A4 paper and pencils, pens, crayons and felt tips to produce their webpage plans.

After producing the webpage plan on paper, the girls working in pairs or individually chose to produce it as a Word document and added pictures from Google Images using school laptops (Appendix 7.3).

Some of the girls also drew pictures using felt tips and crayons on A4 paper to be added to the webpage design (Appendix 7.4).

4) Assembly

The girls at St Beth's decided that for their main resource they wanted to perform role plays on bullying in an assembly. Together we planned the order of the assembly, and the research advisers/assistants volunteered for which role plays and speeches they wanted to perform (Electronic Appendix 10). The girls created the role plays and the song and dance routine by themselves. Together we wrote the speeches and the prayer.

In their pairs or threes, the girls wrote a first draft of a script for their role-plays, speeches, song and dance routine and the prayer. Together we worked on editing these scripts and I produced a typed script for the whole assembly (Electronic Appendix 10). The Year 6 girls had the idea for the song and dance routine and created it and taught it to the other girls outside of the lunch club session.

We practiced the assembly three times in the hall of the school and the Year 6 girls took on the role of directors, by commenting on the placement of props and on other girls' performances. They decided that the speech cards used as a prop for the final speech should on the reverse side spell out the word bullying. They also decided that the girls should stand in height order.

Some of the younger research advisers/assistants struggled to remember what part of the assembly was coming up next. To address this I produced direction cards that I held up for guidance. The assembly was video recorded for me by a member of staff so that I was free to hold up the direction cards. All the girls and their parents signed consent forms for this recording to take place. I saved the recording as a DVD and gave a copy to the school to keep and use (Assemblies DVD).

5) Z-fold leaflets

The research advisers/assistants in the older Contor lunch club group and at St Beth's decided to make Z-fold leaflets. I provided the girls with a Z-fold leaflet grid, consisting of 12 rectangles, on a piece of A4 paper. I completed a Z-fold leaflet grid with findings of our research written in each rectangle as an example for the girls to look at. They used pencils, pens, crayons and felt tips to produce their individual Z-fold leaflets.

At Contor, eight of the nine older girls made their own Z-fold leaflet and at St Beth's four of the research advisers/assistants produced individual Z-fold leaflets[19]. As there was limited time and both groups chose Z-fold leaflets as an additional resource alongside their main anti-bullying resource, I decided I would choose elements from each of the individual Z-fold leaflets to make designs that best reflected the group's work. For Contor I made three designs and one design for St Beth's. The research advisers/assistants at Contor approved two of the Z-fold leaflet designs (Appendix 7.5). At St Beth's there was only enough elements of appropriate quality, for example writing kept inside the box and words easy to read, to make one Z-fold leaflet design (Appendix 7.6).

3.9.5 - *Post research activities*

Following the completion of the anti-bullying resources, we carried out five post-research activities (figure 3.10).

First, I asked the girls to fill in evaluation sheets reflecting on their experiences of the research. Through these sheets, I examined their views on the different stages of the research, what activities they enjoyed, if their knowledge on bullying and research methods had increased and how the experience of being research advisers/assistants compared to their expectations (Appendix 8).

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[19] At Contor, the ninth research adviser/assistant completed a Z-fold leaflet but did not want it used in the research. At St Beth's only four research advisers/assistants were involved in making Z-fold leaflets as the rest of the group were on a residential trip.

The four review sheets were 2-3 pages long and the type of responses required varied. Review sheet 1 and review sheet 3 had written statements that I asked the research advisers/assistants to tick or cross to show the activities they favoured (review sheet 1) or the statements they agreed or disagreed with (review sheet 3). In review sheet 2 and review sheet 4, I asked the girls questions and left space for them to write their answers.
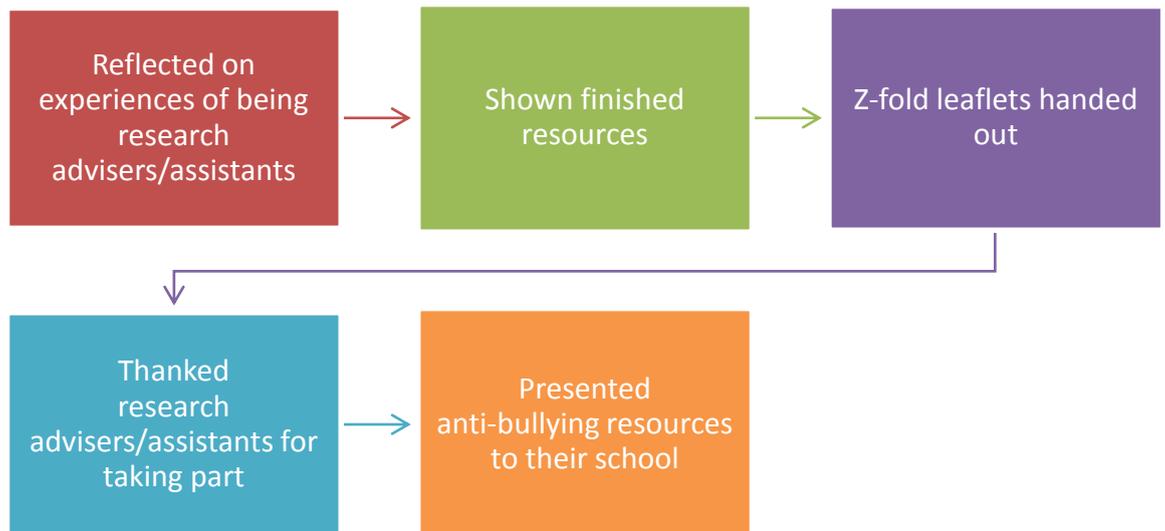
Figure 3.10 - The post-research activities

In the last lunch club sessions, I showed the girls their finished anti-bullying resources. For Briston the research advisers/assistants saw their favourite posters transformed from A4 sized original designs to A2 sized professionally printed and laminated posters. St Beth's and the older group at Contor viewed their Z-fold leaflets professionally printed on to thin card and ready folded. The younger group at Contor had the opportunity to play their board games that had been professionally mounted on board and dry laminated.

The older research advisers/assistants at Contor decided to give out the Z-folds on the playground during the lunch break during the final lunch club session. At St Beth's, they decided they would hand them out to other pupils later in the day.

At the end of the final lunch club sessions, I thanked the research advisers/assistants for giving up their lunch time once a week for six months to take part in the research. I gave each girl an 'anti-bullying research club for girls' badge as a memento of our research.

At Briston and Contor, the girls decided to present their anti-bullying resources to their school during an assembly, which I video recorded (Assemblies DVD). Consent forms were sent to the girls' parents asking for permission to video record their daughters (Appendix 1.6). Some of the parents at Contor did not return the consent forms, therefore the video of the assembly at Contor is pixelated to ensure anonymity.

The research advisers/assistants at Briston chose to lead their assembly, whereas at Contor a teacher led the assembly. The Briston assembly was held in July 2012, shortly after finishing the research. The Contor assembly was scheduled later in September 2012 and did not involve all of the research advisers/assistants, as the two Year 6 girls had moved up to secondary school.

In the Briston assembly the girls showed their posters and choose to use PowerPoint, role play and speeches to report the findings of the research. Through these the girls reported the methods used, their definition of bullying and the results on the prevalence and severity of bullying and favoured coping strategies (Electronic Appendix 10). At Briston, I helped the girls plan their assembly using two additional lunch club sessions. I gave no assistance with the introduction and the role-play and no script was written. I provided limited support to the PowerPoint presentation and the cards held up at the end of the assembly. For the PowerPoint, two pairs of girls worked separately on presentations with my suggestion that they work together being rejected. I allocated different aspects of the results to each pair so they were not reporting the same findings. In the assembly, the two pairs gave their presentations consecutively. I helped one girl Roseanne organise the cards that spelled out stop bullying. I wrote a speech for one research adviser/assistant, Lulu to read, as she had missed the first session of working on the assembly and I did not have time to work on it together with her (Electronic Appendix 10).

I was not involved in planning the Contor assembly apart from discussions with the head teacher who was going to lead it. However, at the last minute she had to attend a meeting. A teacher who had no knowledge of the research held the assembly and there was no time before it started to brief her about it. Some of the research advisers/assistants showed the anti-bullying resources during the assembly and answered questions the teacher asked them about making the board games, web page plans and Z-fold leaflets. The responses from the research advisers/assistants were limited with one Year 5 girl, talking the most. Therefore, this assembly unfortunately did not successfully reveal the opinions of all the research advisers/assistants.

3.10 - Procedure for the teenage focus group discussions

Each focus group had mixed ages of teenage girls from Year 8 to Year 12 who volunteered to take part in a 50-minute focus group discussion on bullying. I held the groups in a small classroom and recorded the discussions using a digital voice recorder. At the start of the focus group, I gave the teenage girls labels to write their names on to enable me to address them when asking questions. I talked to them about my research, what the focus group would entail, that their responses were anonymous and would be kept confidential and that they could withdraw from the research at any time. I asked the girls questions on definitions of bullying, prevalence of bullying witnessed and experienced by girls their age, severity of bullying, the sex of bullies, favoured coping strategies and interventions and their views on the anti-bullying resources the research advisers/assistants made (Appendix 9). I discussed with the teenage girls the findings from the research at the primary schools and showed them the anti-bullying resources made. I used the cue cards from the group interviews in the primary schools to prompt discussion on types of bullying girls can experience and witness, the severity of bullying and the gender of bullies. I also produced laminated word cards of anti-bullying interventions for use in the focus groups to aid discussion (Electronic Appendix 11). I showed the girls the anti-bullying resources the primary school girls made and asked the teenage girls for their opinions on them.

In the next chapter, I examine the girls' understandings of bullying.

CHAPTER 4 - GIRLS' UNDERSTANDINGS OF BULLYING

In this chapter I will show the complexity of girls' bullying. I report the four key findings of the questionnaires, group interviews with female peers and age comparison teenage focus groups: 1) Relational aggression was the most prevalent and severe form of bullying but not the only type girls were exposed to. 2) Whilst bullying could happen at any age it was most prevalent in Year 9. 3) Girls had multiple roles particularly when they experienced and witnessed rumour spreading. 4) Although the girls agreed victims were bullied because they deviated from the norm there were age differences in the reasons bullying was upsetting to experience.

4.1 - Relational aggression was most prevalent and severe but not exclusive

Relational bullying was the type of bullying witnessed and experienced the most by girls and was the most severe. I begin first by examining the different forms of relational aggression and other types of bullying experienced and witnessed by girls, followed by those they considered to be most severe.

4.1.1 - *Age differences*

The forms of relational aggression that were most prevalent and severe differed with age.

- ***Relational aggression witnessed***

Social exclusion was reported by both the girls and boys in the questionnaire as a prevalent form of bullying to witness (figure 4.1 and figure 4.2). For the tweenage girls this form of relational aggression was the most prevalent type of bullying and for the tweenage boys the third most prevalent witnessed. While tweenage girls witnessed social exclusion the most, they also observed direct forms such as name calling, physical bullying and victims being teased about their appearance.

The teenage girls in comparison reported that physical fights between boys and rumours and verbal fights between girls were witnessed the most (Electronic appendix 12).

Regardless of whether pupils had experienced bullying or not, most pupils reported they had witnessed it (Table 4.1). Thus both ages of girls in this study were exposed to relational aggression and other forms of bullying.
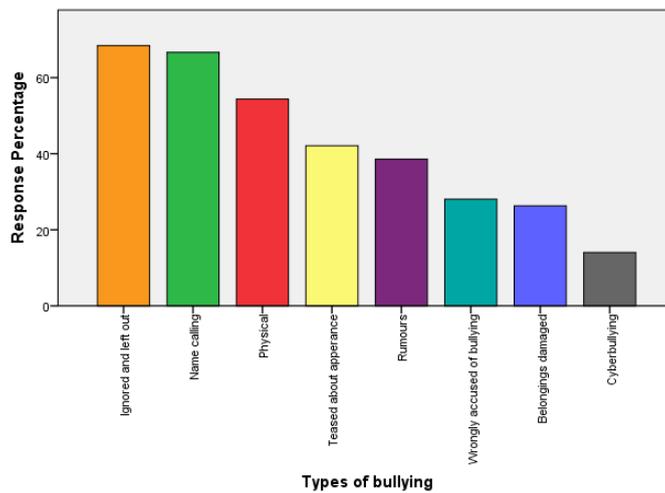
Figure 4.1 - The types of bullying the tweenage girls reported in the questionnaire they had witnessed
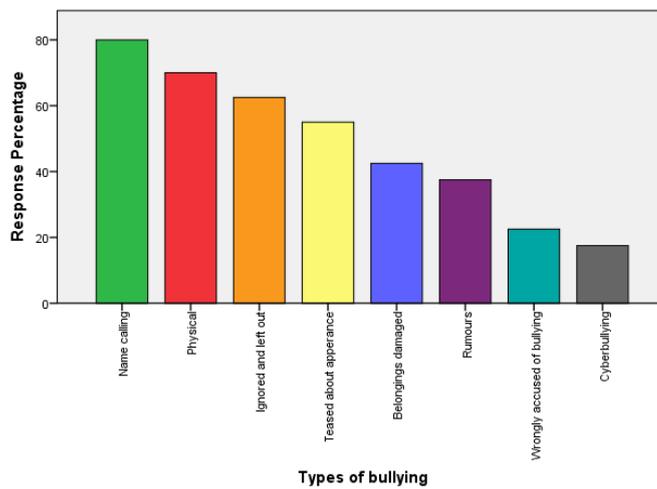
Figure 4.2 - The types of bullying the tweenage boys reported in the questionnaire they had witnessed

Table 4.1 - Percentage of tweenage pupils who had witnessed bullying and who had experienced bullying

Sample who have witnessed bullying	Self-reported victims of bullying	Self-reported non-victims of bullying
Tweenage pupils (n=90)	56.1	43.9
Tweenage girls (n=60)	57.5	42.5

- *Form of relational aggression experienced*

Similar to witnessing bullying, both ages of girls experienced relational aggression the most. Again, social exclusion was most prevalent for tweenage girls and the third most prevalent for tweenage boys (Figure 4.3 and figure 4.4). The teenage girls reported that girls their age experienced rumours the most (Table 4.2).
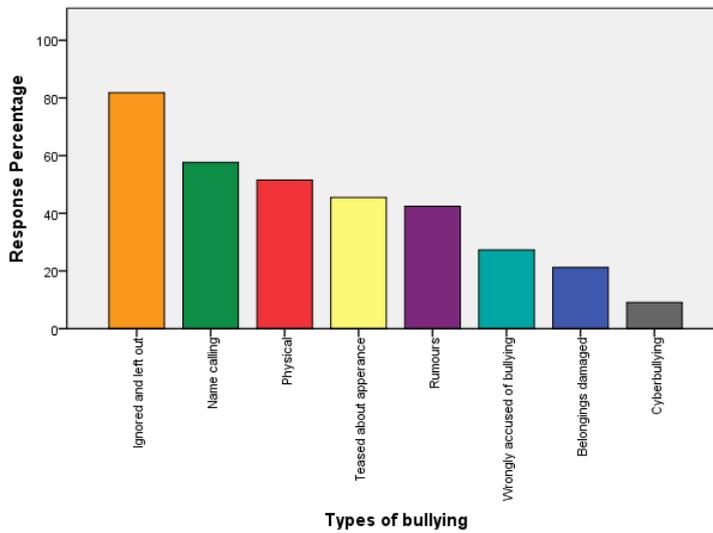
Figure 4.3 - The types of bullying the tweenage girls reported in the questionnaire they had experienced
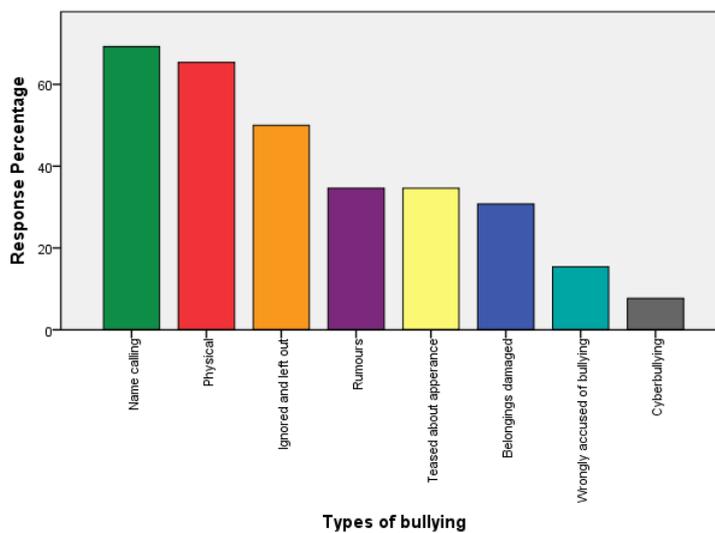
Figure 4.4 - The types of bullying the tweenage boys reported in the questionnaire they had experienced

Table 4.2 - Teenage girls' views on the types of bullying girls their age experienced

Type of bullying	Number of focus group quotes
Rumours	4
Cyberbullying	3
Teasing	3
Mental	1
Verbal	1

The finding that both ages of girls experienced relational aggression the most, contrasted with Woods and Wolke (2004) who found that primary school aged pupils used more direct aggression than relational aggression but supported Fekkes, Pijpers and Verloove-Vanhorick (2005) findings that 9-11 year old girls used relational aggression. In addition, the finding that boys could also experience social exclusion and rumours supported Boulton, Trueman and Flemington (2002) that 'gender-specific' bullying could sometimes be experienced by both boys and girls.

While social exclusion was the most prevalent type of bullying experienced by tweenage girls in the questionnaire, in the interviews other forms of bullying were discussed. The interviewed girls viewed name calling, rumours and cyberbullying to be more prevalent than reported in the questionnaires (Electronic Appendix 12), with name calling the most prevalent.

- ***Gender-specific bullying was experienced by both groups***

Gender-specific bullying experienced was evident in both the primary school and secondary school settings for relational aggression. This supported previous studies that found relational aggression was experienced the most by girls (for example, Simmons, 2002; James and Owens, 2005; Crick and Grotpeter, 1995; Remillard and Lamb, 2005; Fekkes, Pijpers and Verloove-Vanhorick, 2005). Social exclusion was experienced more by tweenage girls (79.4 per cent) than boys (50.0 per cent) and teenage girls reported rumours spread in person could either be done by word of mouth or through the internet via SNS (Table 4.3 and Electronic appendix 12):

> *Girl E: …indirect like messages like she will put something on twitter about me … I don't like it when people say indirect things and like put it on like social networks and then you find out and you get like told or you get like shown it*
>
> *(Year 10 pupil, Oakbrook, Focus Group)*

This supported the view that cyberbullying was used in addition to face to face relational bullying (Dehue, Bolman, and Völlink, 2008; Snell and Englander, 2010) and that SNS was the most commonly used form of cyberbullying (Snell and Englander, 2010).

Table 4.3 - Sex difference for tweenage pupils experiences of social exclusion[20]

Type of bullying	P value	Chi-square	Degrees of freedom	Effect size (Phi)
Social exclusion	0.017	5.735	1	0.309

- ***Gender-specific bullying witnessed increased with age***

While there was no age difference as to when girls experienced gender-specific bullying, the form and the practice of relational aggression did increase with age. The tweenage girls experienced social exclusion through being left out of a game by a friend, while the teenage girls faced becoming targets of rumours in the social spaces they inhabited at school and online.

Unlike bullying experienced, gender-specific bullying witnessed by girls increased with age. While non-gender specific bullying was witnessed by girls and boys aged 7-11 years (Appendix 10.1), when sex differences of older tweenage pupils, aged 9-11 years, were looked at more gender-specific forms of bullying were apparent (table 4.4 and figure 4.5). More of the older boys than girls witnessed direct forms of aggression (table 4.4, rows 1-3) and a relationship reaching significance was found for more of the older girls than boys who had witnessed social exclusion (table 4.4 row 4).

Table 4.4 - Sex differences in the type of bullying witnessed the most by pupils aged 9-11 years[21]

Type of bullying	Sex who witness the most	P value	Chi-square	Degrees of freedom	Effect size (Phi)
Physical	Boys	0.010	6.587	1	0.334
Name calling	Boys	0.026	4.987	1	0.219
Teased about appearance	Boys	0.025	5.012	1	0.219
Social exclusion	Girls	0.075	3.170	1	0.232

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[20] Chi-square test on sample of 26 bullied boys and 34 bullied girls aged 7-11 years.
[21] Chi-square test on sample of the 31 girls and 28 boys aged 9-11 years who reported they had witnessed bullying.
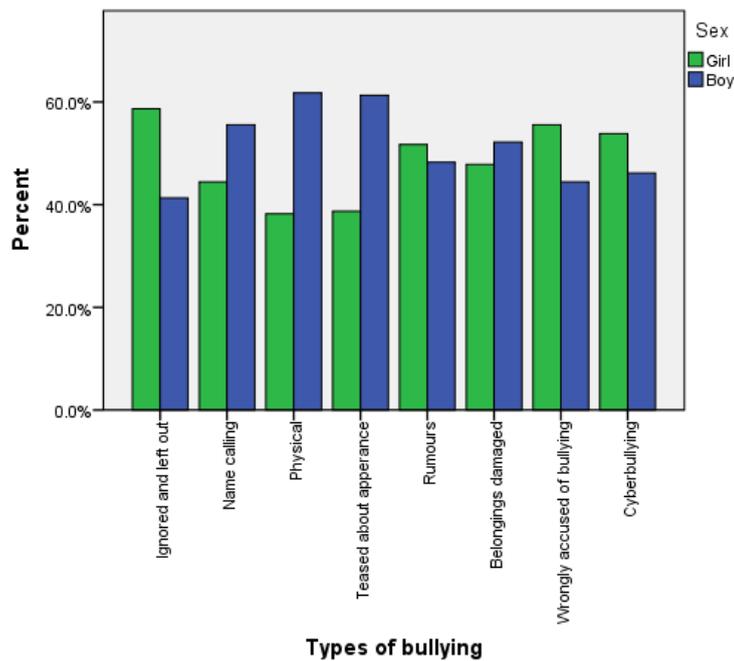
Figure 4.5 - The sex differences in the types of bullying the pupils aged 9-11 years in the questionnaire reported they had witnessed

Studies have suggested that younger children used physical forms of aggression and as they grew older used more sophisticated types of aggression (Stassen Berger, 2007; Benbenishty and Astor, 2005). Therefore, older children may have witnessed a greater variety of forms of bullying as they progressed through primary school. My research supported this as more of the older tweenage girls reported that they had witnessed being ignored and left out of a game, cyberbullying, rumours being spread and belongings damaged (figure 4.6 and table 4.5, rows 1-4). This showed that older tweenage girls were more aware and had seen more relational aggression, in particular social exclusion, than younger girls. In addition, more older than younger boys reported they had witnessed rumours being spread (table 4.5, row 5), suggesting an increased awareness of relational aggression with age was not sex-specific.
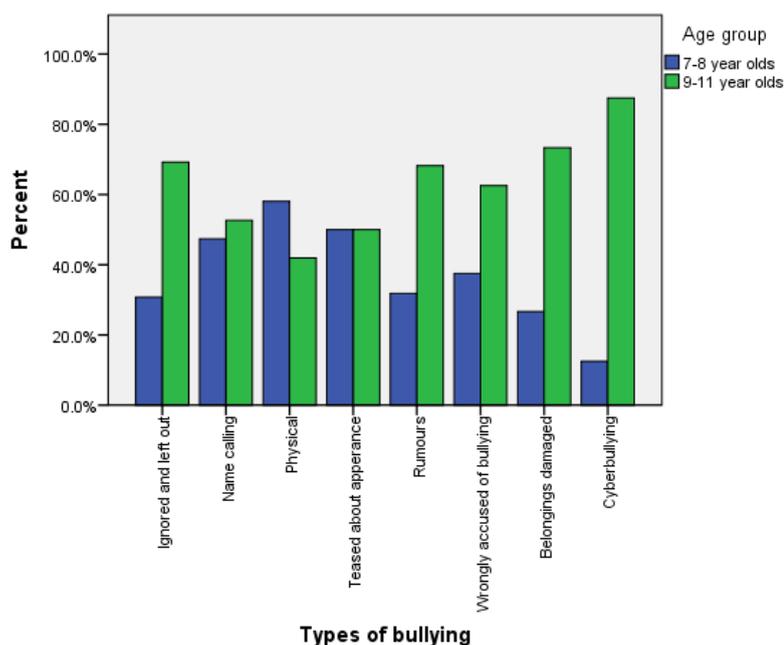
Figure 4.6 - The age differences in the types of bullying the tweenage girls in the questionnaire reported they had witnessed

Table 4.5 - Age differences in the type of bullying witnessed[22]

Type of bullying	P value	Mann-Whitney U	Z score	Effect size (r)
Social exclusion witnessed by girls	<0.001	244,000	3.679	0.474
Cyberbullying witnessed by girls	0.031	363,500	2.160	0.278
Rumours witnessed by girls	0.053	340,500	1.932	0.249
Belongings damaged witnessed by girls	0.055	352,000	1.923	0.248
Rumours witnessed by boys	0.039	98,000	2.463	0.489
Teased about appearance witnessed by boys	0.033	96,000	2.465	0.390

- *The **s**everity of relational aggression*

While both the tweenage and teenage girls reported in this study that relational

aggression was upsetting to experience, age mattered in which forms were the most

distressing. Through the pre-research ranking activity, the questionnaire and interviews,

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[22] Mann-Whitney U test on sample of 29 girls aged 7-8 years and 31 girls aged 9-11 years and 12 boys aged 7-8 years and 28 boys aged 9-11 years who have witnessed bullying.

the tweenage girls gave their views on the worst types of bullying girls their age could experience. While social exclusion was the most prevalent bullying experienced and witnessed by tweenage girls, it was not the most upsetting. They perceive rather that belongings damaged would be the most severe for girls their age, followed by being teased about their appearance (table 4.6, rows 1-2).

Table 4.6 - The types of bullying the tweenage girls perceived as most upsetting for girls their age to experience

Type of bullying	Pre-research activity (mean ranking score)	Questionnaire response feel very sad if bullied by a boy (per cent)	Questionnaire response feel very sad if bullied by a girl (per cent)	Interview (number of quotes)
Belongings damaged	2.77	68.1	72.5	13
Teased about appearance	3.77	78.3	75.4	5
Cyberbullying	1.62	65.2	65.2	5
Rumours	4.08	71.0	73.9	4
Name calling	8.38	63.8	73.9	10
Physical	8.58	53.6	56.0	21
Wrongly accused of bullying [23]	N/A	68.1	78.3	1
Social exclusion	7.35	37.7	47.8	5

When the teenage girls discussed the most upsetting types of bullying, having their belongings damaged was not mentioned (table 4.7). They however discussed that rumours spread about them was the most prevalent and most upsetting type of bullying to experience, supporting previous findings on relational aggression (for example, Crick and Nelson, 2002; Crick, 1995; Crick, Grotpeter and Bigbee, 2002; Galen and Underwood, 1997).

Table 4.7 - The types of bullying the teenage girls perceived as most upsetting for girls their age to experience

Type of bullying	Number of quotes
Rumours	11
Name calling	5
Cyberbullying	4
Teased about appearance	3
Social exclusion	2
Teased about behaviour	2
Belongings damaged	0

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[23] A category first suggested by one of the research advisers/assistants at the questionnaire design stage. This is why this type of bullying was not included in the pre-research ranking activity.

Indirect and relational bullying is often characterised by behaviours such as, rumours, gossiping, writing notes and ambiguous or upsetting comments on SNS (Owens, Slee and Shute, 2000; Swart and Bredekamp, 2009; Simmons, 2012; James and Owens, 2005; Catanzaro, 2011). The tweenage girls' views revealed that girls used different forms of bullying in indirect ways.

Both age groups talked about rumours, cyberbullying and social exclusion as upsetting to experience and that these could be used as forms of indirect aggression:

> *Girl E: …I don't like it when people say indirect things and like put it on like social networks and then you find out and you get like told or you get like shown it and it's like why didn't they just say it…*

> *(Year 10 girl, Oakbrook)*

- ***Severity of experiencing rumours spread increased with age***

Both ages of girls viewed rumours as more upsetting than social exclusion. Most of the older tweenage girls (82.9 per cent) reported they would feel very sad if they experienced rumours by a girl, while less than half (42.9 per cent) reported they would feel very sad if they were socially excluded by a female bully (Electronic Appendix 12).

Pupils can use rumours as a form of relational aggression, sexual bullying or cyberbullying (Björkqvist, Lagerspetz and Kaukiainen,1992; Wolke et al., 2000; Gruber and Fineran, 2007; Ybarra, Diener-West and Leaf, 2007). Some studies have found that these forms of bullying were more often experienced by girls (Crick and Bigbee, 1998; Crick and Grotpeter, 1995; Gruber and Fineran, 2007; Ackers, 2012; Rivers and Noret, 2010). However, in this research no significant sex difference was found in the prevalence of rumours experienced or how sad girls and boys would feel if they experienced rumours by a female or a male bully. No significant age differences were found for girls. However more older tweenage boys than younger boys or than older girls reported they would feel sad if a girl spread rumours about them (table 4.8 and appendix 10.2). This suggested that rumours could be upsetting for tweenage boys as well as for girls.

Table 4.8 - Age difference for tweenage pupils that reported that they would feel sad if a girl spread rumours about them

Sex	P value	Mann Whitney U	Z score	Effect size (r)
Boys	0.021	212,500	2.315	0.324
Girls	0.092	506,000	1.685	0.203

- *Social exclusion was considered to be upsetting but less severe*

Although social exclusion was considered less upsetting than other forms of bullying, this type of bullying did affect girls and younger boys. More tweenage girls than boys reported they would feel sad or very sad socially excluded by a female bully (Appendix 10.3), supporting the view that girls found relational aggression more upsetting than boys (Crick and Nelson, 2002; Crick, 1995; Crick, Grotpeter and Bigbee, 2002; Galen and Underwood, 1997).

Older tweenage boys were less affected by social exclusion by a female bully, with only 14.7 per cent reported that they would feel very sad (table 4.9, row 2, column 5), compared to over half of the younger tweenage boys and girls and 42.9 per cent of the older tweenage girls (table 4.9, rows 1, 3-4, column 5).

Table 4.9 - Percentage of older and younger tweenage pupils who reported that they would feel very sad, sad or ok if socially excluded by a boy or a girl bully

Age and sex	Very sad Boy bully (per cent)	Sad Boy bully (per cent)	Ok Boy bully (per cent)	Very sad Girl bully (per cent)	Sad Girl bully (per cent)	Ok Girl bully (per cent)
7-8 year old boys	58.8	23.5	11.8	52.9	35.3	11.8
9-11 year old boys	32.4	41.2	17.6	14.7	35.3	38.2
7-8 year old girls	44.1	38.2	11.8	52.9	26.5	2.9
9-11 year old girls	31.4	51.4	17.1	42.9	48.6	5.7

- *Severity of girls experiencing belongings being damaged was age specific*

At primary school age both damaging and moving others belongings were used as an indirect form of bullying and, as discussed on pp.109, 'belongings being damaged' was the most upsetting type of bullying experienced by tweenage girls.

Damaging belongings has had less attention in girls' bullying studies. Owen, Shute and Slee (2000) who discussed moving other girls' belongings as a form of indirect aggression did not mention girls damaging them. Although this form of bullying was a physical act this could be done in an indirect way for example when the victim was not present and then discovered her broken or damaged possessions after the event. This would then become a form of indirect aggression rather than overt aggression, supporting the view that girls favoured indirect aggression as girls are physically weaker than boys and it is considered

socially unacceptable for females to use direct physical aggression (Björkqvist, 1994; Tapper and Boulton, 2000; Denman, 2001). Two of the tweenage girls supported this by discussing how their work could be defaced when they had gone to the toilet:

> *Joanne: like if I did my best picture of something I've been told to do and then I went to the toilet and somebody scribbled on it*
>
> *(Year 3 former research adviser/assistant, Briston, peer group interview)*

Five girls discussed the value of their belongings in terms of monetary cost, three viewed them as precious and two reported that they are protective over their possessions. The importance of girls' possessions supported Belk (1988) view that individuals saw belongings as an extension of self and therefore the loss of their possessions would be distressing.

4.1.2 - *Girls were also exposed to other forms of bullying and different types of bullies*

While varying in prevalence, girls experienced direct bullying as well as relational, indirect forms and could be bullied by male or female bullies.

- ***Same sex bullying was most prevalent***

Both age of girls and the tweenage boys in the questionnaire reported same-sex bullying was most prevalent but not exclusive (figure 4.7 and figure 4.8; Electronic Appendix 12). This contrasted with Baldry and Farrington (1999) findings that mixed-sex bullying was most prevalent for their sample of 11-14 year old girls.
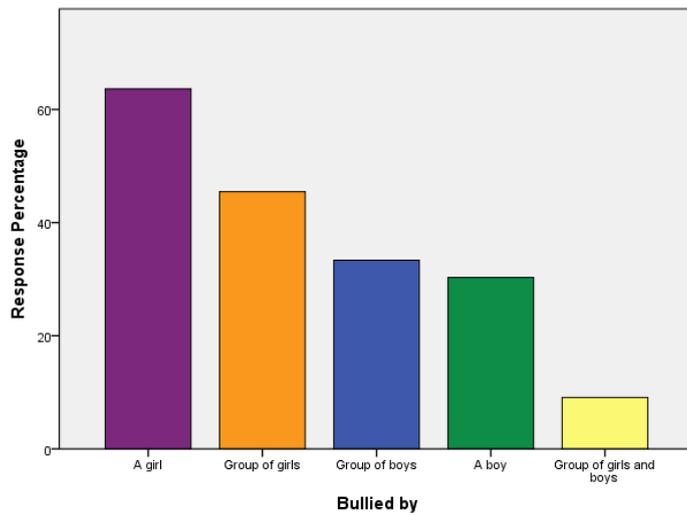
Figure 4.7 - Who the bullied tweenage girls in the questionnaire reported being bullied by
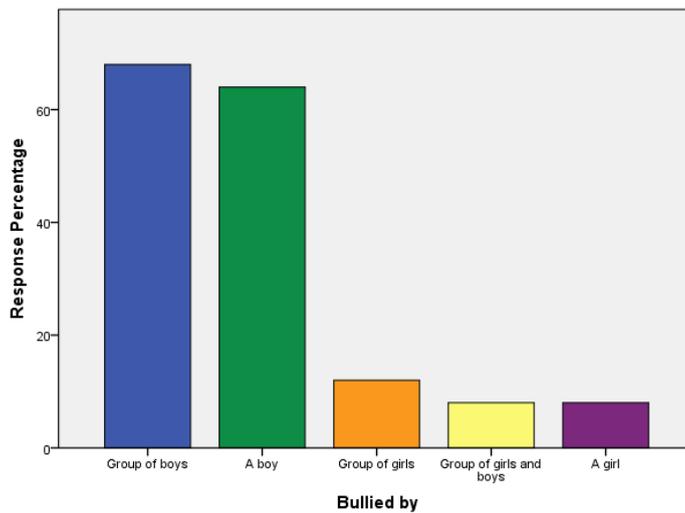
Figure 4.8 - Who the bullied tweenage boys in the questionnaire reported being bullied by

Sex differences were found with more girls bullied by a girl or a group of girls (table 4.10, rows 1-2 and 5-6) and more boys targeted by a boy or a group of boys (table 4.10, rows, 3-4 and 7-8). This suggested that same-sex bullying was more prevalent than mixed-sex bullying during primary school, adding to the view that same-sex bullying was common during the transition from primary school to secondary school (Pellegrini and Long, 2002).

Table 4.10 - Sex difference in who tweenage pupils were bullied by the most

Sex of victims	Age (years)	Sex of bully or bullies	P value	Chi-square	Degrees of freedom	Effect size (Phi)
Girls	7-11	A girl	<0.001	18.223	1	0.551
Girls	7-11	A group of girls	0.006	7.447	1	0.352
Boys	7-11	A boy	0.013	6.193	1	0.321
Boys	7-11	A group of boys	0.011	6.459	1	0.328
Girls	9-11	A girl	<0.001	17.289	1	0.657
Girls	9-11	A group of girls	0.006	7.619	1	0.436
Boys	9-11	A boy	0.057	3.636	1	0.302
Boys	9-11	A group of boys	0.004	8.120	1	0.451

- *Age mattered in the number of bullies in same-sex bullying*

Although both ages of girls reported same-sex bullying was most prevalent, there were age differences in whether girls were victimized by an individual or groups of female bullies.

The teenage girls all agreed that a group of girls, their friendship group, bullied girls their age. The tweenage girls however had mixed views if individual or groups bullied girls their age; in the questionnaire, most bullied girls reported being targeted by an individual female bully, while in the interviews eight girls talked about girls being bullied by a group of female bullies and six talked about how girls are bullied by an individual girl. This suggested that at primary school age, girls could be bullied by either an individual or a group of female bullies.

There was a relationship between number and sex of bullies and gender-specific types of bullying tweenage girls experienced. With a relationship found between tweenage girls experiencing physical bullying and being bullied by a boy and rumours being spread and being bullied by a group of girls (table 4.11, rows 1-2). A relationship reaching significance was also found for girls experiencing physical bullying and being bullied by a group of boys, name calling and being bullied by a boy and being ignored and left out of a game and being bullied by a group of girls (table 4.11, rows 3-5). The relationship between the type of bullying tweenage girls experienced and who they were bullied by in regard to

spreading rumours and social exclusion (table 4.11, rows 2 and 5) and being bullied by a group of girls reflected the group process in relational bullying.

Table 4.11 - Relationship for the tweenage girls between type of bullying experienced and by whom bullied

Type of bullying	By whom	P value	Chi-Square	Degrees of freedom	Effect size (Phi)
Physical	A boy	0.024	5.100	1	0.387
Rumours	Group of girls	0.007	7.201	1	0.460
Physical	Group of boys	0.067	3.360	1	0.314
Name calling	A boy	0.068	3.342	1	0.314
Social exclusion	Group of girls	0.074	3.182	1	0.306

- ***Mixed-sex bullying, while less prevalent, was experienced at both ages***

While relational aggression and same-sex bullying was most prevalent for the tweenage and teenage girls in this study, it was not the only type of bullying they experienced or witnessed (as discussed pp.102-108). Both ages of girls discussed bullying by boys used direct forms of aggression, suggesting that while relational aggression and same sex bullying was most prevalent, girls of both ages were also exposed to direct forms of bullying perpetrated by boys. However there were age differences. While the tweenage girls reported that boys used physical and verbal bullying towards girls, the teenage girls only mentioned boys verbally teasing girls. This supported previous findings that physical aggression decreased with age and the use of verbal and relational bullying increased (Björkqvist, Lagerspetz and Kaukiainen, 1992; Stassen Berger, 2007; Benbenishty and Astor, 2005; Björkqvist, 1994).

While mixed sex physical bullying was not discussed by the teenage girls they did talk about same-sex physical bullying, with boys' physical fights and girls hitting and slapping other girls:

> *Girl G: …the lads don't have like the same kind of like social kind of structure where if one person falls out everyone might then just like maybe like hit them or something like that and have a physical fight…*

Girl K: …sometimes girls fight but like most of the time that's like either something really bad has happened or just they stole your lipstick so you hit them or something…

(Year 9 and Year 10 girls, Oakbrook, Focus Group)

Therefore rather than physical aggression decreasing generally, the girls' responses suggested that it was specifically mixed-sex physical aggression that was reduced.

- ***Direct forms of bullying were also upsetting for girls to experience***

While relational aggression was considered as most upsetting, both ages of girls also considered direct aggression as upsetting for girls to experience. An age difference was found where the direct aggression tweenage girls considered as upsetting includes verbal and physical bullying, while the teenage girls only discussed verbal bullying. This supported previous findings that physical aggression decreased with age and the use of verbal and relational bullying increased (Björkqvist, Lagerspetz and Kaukiainen, 1992; Stassen Berger, 2007; Benbenishty and Astor, 2005; Björkqvist, 1994).

More tweenage girls than boys in the questionnaire reported they would feel very sad if they experienced direct forms of aggression such as name calling and physical bullying by a girl (Table 4.12, rows 1,2,4,6) and cyberbullying or teased about appearance by a girl or a boy (Table 4.12, rows 3,5,7-8). This suggested that the tweenage girls in this study found a variety of types of bullying upsetting not just indirect, relational aggression.

Table 4.12 - More tweenage girls than boys reported they would be very sad if they experienced direct forms of bullying and cyberbullying

Sex of bully	Type of bullying	P value	Chi-Square	Degrees of freedom	Effect size (Phi)
A girl	Name calling	<0.001	13.095	1	0.330
A girl	Hitting	0.001	11.500	1	0.310
A girl	Cyberbullying	0.005	7.986	1	0.258
A girl	Kicking	0.006	7.487	1	0.250
A girl	Teased about appearance	0.054	3.707	1	0.176
A girl	Pushing	0.072	3.244	1	0.164
A boy	Cyberbullying	0.001	10.529	1	0.258
A boy	Teased about appearance	0.022	5.276	1	0.210

4.1.3 - *Age mattered in girls' experiences of 'teased about appearance'*

Both ages of girls discussed that being teased about their appearance by male bullies was upsetting. The responses in the questionnaire revealed both tweenage girls and boys found this type of bullying upsetting by the opposite sex (Appendix 10.4).

This suggested at primary school age, the pupils who completed the questionnaire cared about how their opposite sex peers viewed their appearance.

Being teased about appearance could involve pupils being different in terms of perceived attractiveness (a type of sexual bullying), ethnicity (racial bullying) or disabilities. Six tweenage girls discussed appearance in terms of perceived attractiveness and fashion and three talked about racial bullying. In contrast, the teenage girls did not discuss appearance in terms of ethnicity (table 4.13, row 3).

Table 4.13 - Tweenage and teenage girls' different views on what aspect of appearance girls could be bullied about

Difference in appearance	Tweenage girls (number of quotes)	Teenage girls (number of quotes)
Fashion	5	3
Makeup	1	5
Race	5	0
Hair	2	2
Attractiveness	2	2
Facial features	1	1
Height	2	0
Weight	0	1

- *Racial bullying was age specific*

All of the Black and Asian girls who took part in the research as research advisers/assistants or interviewees discussed their experiences of racial name calling which supported Troyna and Hatcher (1992) findings that racism exists in primary schools where the majority of pupils are Caucasian. In the interviews one Year 3 Asian female peer and one Year 4 Black female peer discussed their own experiences of racial bullying:

> *Girl 4: …colour cause people normally make fun of my colour…*
>
> *(Year 3 female peer, Briston, peer group interview)*
>
> *Girl 12: …said I'm a chocolate bar dressed as a human*
>
> *(Year 4 female peer, Contor, peer group interview)*

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However, racial bullying was also discussed by two Caucasian research advisers/assistants, one in the interviews and the other when illustrating the interview cue card for 'being teased about the way you look'. This revealed that pupils of different ethnicities had awareness of racial bullying.

Maisy, a Year 5, dual-heritage research adviser/assistant did not discuss racial bullying during the interviews. However, in the lunch club sessions she educated other girls on racism and her own ethnicity. The prolonged engagement with the girls through the lunch club sessions allowed natural conversations on racism to be heard at Briston (table 4.14).

Table 4.14 - The discussions on racism and ethnicity in the lunch club sessions at Briston

Stage of the research	Activity	Discussion
Pre-research	Ranking activity	Maisy shared her experience of racial bullying
Designing the questionnaire	Shown example questionnaires	Maisy labels her ethnicity as 'mixed race'
Designing the questionnaire	Choosing questionnaire layout	Maisy offended at Roseanne referring to her as 'brown'
Post-research	Practising the assembly	Roseanne upset at Maisy pulling her eyes to look 'Chinese' and 'Japanese'

While racial name calling was age-specific, another form of 'being teased about their appearance' sexual bullying, was discussed by both ages of girls.

- ***Awareness of sexual bullying at both ages***

Teasing girls about perceived attractiveness is a type of sexual bullying often considered as a form of interaction between teenage boys and girls (Shute, Owens and Slee, 2008). However, nine tweenage girls discussed appearance in terms of attractiveness and fashion:

> *Girl 6: …the bullies think oh they're not cool they don't wear designer clothes or they don't always wear make-up to school so I'll bully them*
>
> *(Year 6 female peer, St Beth's, peer group interview)*

This suggested that at primary school girls had an awareness of sexual bullying, supporting Renold (2002) who argued that sexual bullying can happen at primary school age as well as at secondary school.

Five of the teenage girls discussed how boys used teasing and banter with girls and gave examples of girls being targeted because of their appearance or their behaviour in class. This added to previous findings that boys' banter does not always need to have a sexual content (for example, Poteat and Digiovanni, 2010; Kimmel and Mahler, 2003; Phoenix, Frosh and Pattman, 2003; Rivers, 2001). Four of the teenage girls talked about boys' use of teasing and how when boys used banter others may not considered it to be bullying:

> *Girl G: a group of boys but like what they are saying it does to everyone else it sounds more like banter*
>
> *Girl H: yeah not bullying…the boys might just like shrug it off*
>
> *(Year 9 and Year 12 girls, Oakbrook, Focus Group)*

This suggested that like girls who could mask bullying behaviour through indirect relational aggression, boys could use banter to hide bully behaviour. That teachers and pupils viewed bullying behaviour as banter or as similar to banter has been found in previous studies (Shute, Owens and Slee, 2008; Hoover and Oliver, 1996 cited in Colvin et al., 1998).

4.2 - The girls perceived bullying to be most prevalent at secondary school age

Prevalence of school bullying is widely considered to be greater at primary school and to decrease with age (Boulton and Underwood, 1992; Whitney and Smith, 1993; Smith, Shu and Madsen, 2001). In my research, it was difficult to compare accurately the prevalence of bullying at the primary schools and the secondary school, as only the primary school pupils gave self-reports through the questionnaires. Although the questionnaire revealed bullying did happen at primary school age, in the interviews and focus groups, both the tweenage and teenage girls perceived that bullying was more prevalent at secondary school age.

4.2.1 - No *age where bullying was most prevalent in the primary schools*

50.0 per cent of the tweenage pupils in the questionnaire reported they had experienced bullying more than once, similar to Fekkes, Pijpers and Verloove-Vanhorick (2005) 44.6 per cent in their sample of 9-11 year old Dutch children. The high percentage in my research

of pupils reporting they had experienced bullying however, needs to be considered with caution, because of the low response rates at Briston and Contor (as discussed pp.82)

- ***Sex of pupils and size of primary school attended did not influence prevalence of bullying***

There were little sex differences in pupils bullied, as 50.7 per cent of the girls and 51.0 of the boys in the questionnaire reported they had experienced bullying more than once (Appendix 10.5 and Electronic Appendix 12).

Bullying slightly increased with the size of the school, with 57.5 per cent of boys and girls reported bullying victimisation at the largest school Briston and 41.9 per cent at the smallest school St Beth's. There were also some age differences in those who reported they had experienced bullying. With both more of the older girls (57.1 per cent) and boys (58.8 per cent) experienced bullying than the younger girls (43.8 per cent) and boys (35.3 per cent), (Electronic Appendix 12). However, these differences for size of school and age of pupil were not statistically significant (Appendix 10.6 and Appendix 10.7), supporting Whitney and Smith (1993) finding that the sizes of schools did not greatly affect the prevalence of bullying.

- ***Complexity in how often tweenage girls experienced bullying***

Every day was the most prevalent response in the questionnaire as to how often tweenage pupils are bullied (29.4 per cent of bullied girls and 30.8 per cent of bullied boys, figure 4.9 and figure 4.10). This showed that although there was not a particular age when bullying was most prevalent at primary school it was a problem at this age with more than a quarter of bullied pupils reported that they experienced it every day.

When the questionnaire responses for how often bullying happens were grouped together into three larger groups: very frequently, frequently and occasionally, (table 4.15), significant sex differences were found (table 4.16). More girls reported they had experienced bullying very frequently (either daily or weekly) or occasionally and more boys had experienced bullying frequently (either fortnightly or monthly).
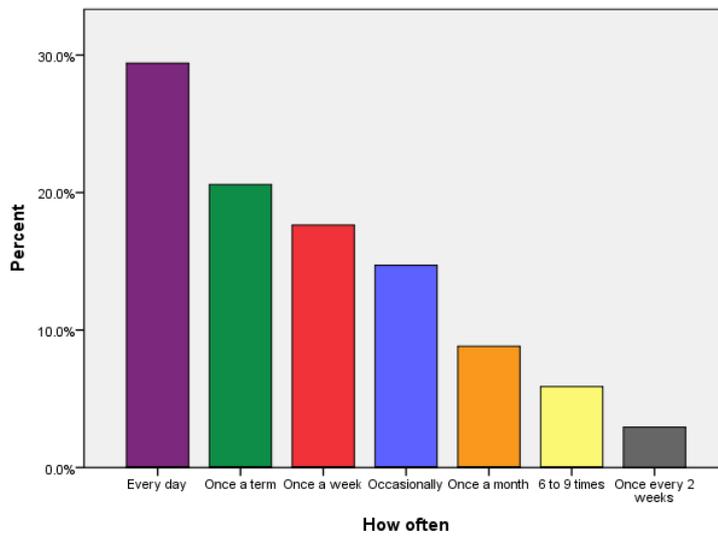
Figure 4.9 –The frequency of bullying experienced by the bullied tweenage girls in the questionnaire
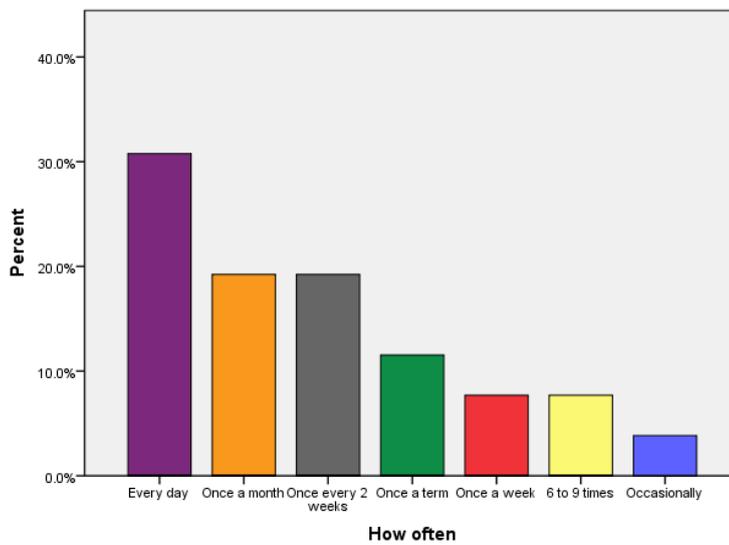
Figure 4.10 - The frequency of bullying experienced by the bullied tweenage boys in the questionnaire

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Table 4.15 - Grouped responses for how often bullying happened at primary school

Category - how frequently	Response to how often
Very frequently	Every day Once a week
Frequently	Once every two weeks Once a month
Occasionally	Once a term 6-9 times Occasionally

Table 4.16 - Sex differences for frequency tweenage pupils reported they were bullied

Aspect of bullying	P value	Chi-Square	Degrees of freedom	Effect size (Phi)
Sex difference in the frequency of bullying	0.045	6.200	2	0.321

Similarly, the teenage girls discussed that girls their age experienced bullying very frequently, particularly rumours, while they perceived boys were more likely to have experienced bullying occasionally (Electronic Appendix 12). This sex difference supported Baldry and Farrington (1999) finding that 11-14 year old girls experienced bullying more often than boys of the same age.

This revealed that both age of girls could have experienced bullying very frequently and that they were exposed to bullying in their everyday lives. For the tweenage pupils it suggested another complexity of girls' bullying in contrast to boys; its variability where girls were at risk of either very frequent or occasional bullying. The tweenage girls therefore experienced a variety of bullying; different types, frequencies and by different sexes of bullies.

4.2.2 - *Teenage girls perceived bullying to be most prevalent in Year 9*

Two Year 5 research advisers/assistants and three teenage girls discussed the larger number of pupils at secondary school, supporting Smith, Shu and Madsen (2001) and Pellegrini and Bartini (2000) who argued bullying increased at the start of secondary school as children change from being the oldest to the youngest in the school and move into an environment with a large number of older pupils.

However, only the tweenage girls focused on the pupils being older than them while the teenage girls discussed that it was because attitudes changed with age:

> *Girl A: people get a lot more cocky at this age and go up to people's faces and try to start a fight*
>
> *(Year 10 teenage pupils, Oakbrook, Focus Group)*

In contrast to findings that bullying increased at the start of secondary school and then decreased (Smith, Shu and Madsen, 2001; Pellegrini and Bartini, 2000; Pellegrini and Long, 2002), the teenage girls did not discuss that bullying happened in Year 7. They instead reported that bullying was most prevalent in Year 9 (Electronic Appendix 12), supported Pepler et al. (2004) who reported that more girls bully and are victimised in Year 9 and Year 10.

At the start of secondary school at Oakbrook, although children mixed with a larger number of pupils, they had lessons with only one-half of their year group. Year 9 and onwards they had lessons with pupils from the whole of their year and therefore, mixed with more pupils in lesson time. As Year 9 was reported as the age most bullying happened, this suggested that it was this transition that increased the risk of bullying:

> *Girl E: as soon as you mix*
>
> *Girl C: yeah you mix because you have like two halves of the year then like in year nine you sort of like come together and then you get to year eleven and then you all mix*
>
> *Girl E: its cause in year seven eight you have the same class throughout so you stick with those sort of people*
>
> *(Year 10 and Year 12 teenage pupils, Oakbrook, Focus Group)*

4.3 - Multiple roles were experienced in bullying, particularly when rumours were spread

Girls had multiple roles when they experienced rumours being spread, the only form of bullying that deviated from the adult researchers' and the girls' definitions.

Statistical relationships were found between girls' reports that they had experienced and witnessed rumours spread and physical bullying (table 4.17, also see Electronic Appendix 12). For the 34 tweenage girls who reported they had experienced bullying a strong relationship was found between experiencing and witnessing rumours (table 4.17, row 1)

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and a moderate relationship for physical bullying (table 4.17, row 2). Therefore, tweenage girls experienced multiple roles as bystanders and victims, particularly in the case of rumours and physical bullying.

Table 4.17 - Relationship between girls' reports that they had experienced and witnessed the same form of bullying

Type of bullying	P value	Chi-square	Degrees of freedom	Effect size (Phi)
Rumours	0.003	8.993	1	0.514
Physical	0.031	4.636	1	0.369

Most of the tweenage pupils in the questionnaire who admitted to bullying others, were bully/victims rather than pure bullies (table 4.18, row 2-3). In addition, in the peer group interviews most of the tweenage girls' reasons for why girls bully, for example reactive aggression, being unpopular and having experienced victimisation before, reflected a bully/victim profile rather than that of a pure bully (Table 4.19 and 4.20) This suggested some experienced and many were aware of the multiple roles of victims and bullies, as well as the multiple roles as bystanders and victims.

Table 4.18 - Percentage of bullied tweenage girls and boys who reported they had been pure victims, bully/victims and pure bullies

Role	Tweenage girls (per cent)	Tweenage boys (per cent)
Pure victim	35.8	37.2
Bully/victim	14.9	13.7
Pure bully	3.0	3.9
Neither victim or bully	46.3	45.1

Table 4.19 - Tweenage and teenage girls' reasons that reflected a bully/victim profile

Reason	Tweenage (number of quotes)	Teenage (number of quotes)
Jealousy	11	4
Attention seeking	2	4
Victimised	4	0
Revenge	3	0
Standing up for herself	3	0
Increase number of friends	3	0
Release anger	2	0
Feel inferior	1	0
Irritated by friends	0	2

Table 4.20 - Tweenage and teenage girls' reasons that reflected a pure bully profile

Reason	Tweenage (number of quotes)	Teenage (number of quotes)
Confident	2	3
Desire to bully	2	0
Without thinking	0	1

The teenage girls also discussed how multiple roles were experienced when rumours were spread. When girls exchanged insults as rumours were spread they easily moved between the roles of bystanders, victims and bullies, supporting Ponsford (2007) view that as adolescent girls favoured using relational aggression and experienced emotions such as jealousy and hurt, they were likely to be both bullies and victims. This revealed that at both ages the participant roles girls had in bullying were fluid rather than fixed when they were involved in relational aggression.

4.3.1 - *Age mattered in whether 'rumours spread' deviated from other bullying definitions*

Rumours spread were not only different from other forms of bullying as girls' experienced different participant roles but it deviated from the definitions given by many adult researchers or in the schools' anti-bullying policies, (Table 4.21, row 1 and table 4.22, row 1), and those the tweenage girls gave in the pre-research activities and peer group interviews.

The teenage girls reported that the spreading of rumours was the only type of bullying that was often started unintentionally. However, when asked for a general definition of bullying, both the tweenage and teenage girls described bullying as an intentional act.

Table 4.21 - Comparisons of the schools' understandings of bullying in their anti-bullying policies and the girls' definitions of bullying

Definitions	Girls	Oakbrook	Briston	Contor	St Beth's
Intention	Intentional and accidental	Intentional	Intentional	Intentional	Intentional
Repetition	Repeated	Repeated	Repeated or occasionally one-off incident	Repeated or one-off incident	Repeated or occasionally one-off incident
Hurt	Hurt	Hurt	Hurt	Distress	Hurt
Types of bullying	Different forms of bullying: physical, verbal, relational, teased about appearance and cyberbullying	Different forms of bullying: physical, verbal, relational, cyberbullying, relational, homophobic, racial, sexual and bullied for disabilities	Different forms of bullying: physical, verbal, relational, cyberbullying, relational, homophobic, racial, sexual and bullied for disabilities	Different forms of bullying: physical, verbal, relational, racial, sexual and bullied for disabilities	Different forms of bullying: physical, verbal, relational, cyberbullying, relational, homophobic, racial, sexual and bullied for disabilities
Power	Power imbalance	N/A	Power imbalance	Feeling of power	Power imbalance
Who can bully	Anyone can bully	Anyone can bully	Individual or group	N/A	Individual or group
Reasons for bullying	Reasons pupils are bullied	Reasons pupils are bullied	Reasons pupils are bullied	N/A	Reasons pupils are bullied
Different participant roles	Bullies	Bully/bullies Victim Bystanders	Bully/bullies Aggressors Victim bystanders	Bully/ bullies Victim Witnesses	Perpetrator Victim Bystander
Difference between bullying and not being friends	Difference between bullying and not being friends	N/A	Difference between bullying and falling out with friends	N/A	Difference between bullying and falling out with friends

Table 4.22 - Comparison of the researchers' and the tweenage and teenage girls' definitions of bullying

Bullying definitions	Researchers	Tweenage girls	Teenage girls
Intentionality	Intentional	Intentional	Intentional or accidental
Repetition	Repeated	Repeated	Repeated
Hurt	Hurt	Hurt	Hurt
Power	Power imbalance	Power imbalance	N/A
Types of bullying	Different forms of bullying: physical, verbal, relational, cyberbullying, and sexual bullying	Different forms of bullying: physical, verbal, relational, teased about appearance and cyberbullying	N/A
Consequences of bullying	Focus on mental health	Focus on relationships	N/A
Reasons for bullying	Why bullies bully	Why bullies bully	N/A
Different participant roles	Bully Victims Bully/victims Bystanders	Bullies	N/A
Who bullies	Individual or group Characteristics for bully, victims and bully/victims	Groups Anyone can bully	N/A
Sex differences	Sex differences in types of bullying	N/A	N/A
Aggression	Bullying as aggression	N/A	N/A
Difference between bullying and not being friends	N/A	Difference between bullying and not being friends	N/A

- *The girls' definitions of bullying*

The tweenage girls' definitions considered all of the key components of bullying: intentionality, repetition and imbalance of power; contrasting with some researchers' views on pupils' definitions (See Vaillancourt et al., 2008; Smith et al., 2002; Guerin and Hennessy, 2002; Cuadrado-Gordillo, 2012; Naylor et al., 2006; Monks and Smith, 2006). The teenage girls however only discussed repetition and intentionality. Figure 4.11 shows the tweenage and teenage girls' collective definitions of bullying. This revealed that repetition was the most frequently given key component of bullying (Electronic Appendix

12), contrasted with Smith and Levan (1995) who argued that pupils' definitions do not consider intentionality and include one-off traumatic incidents as bullying.
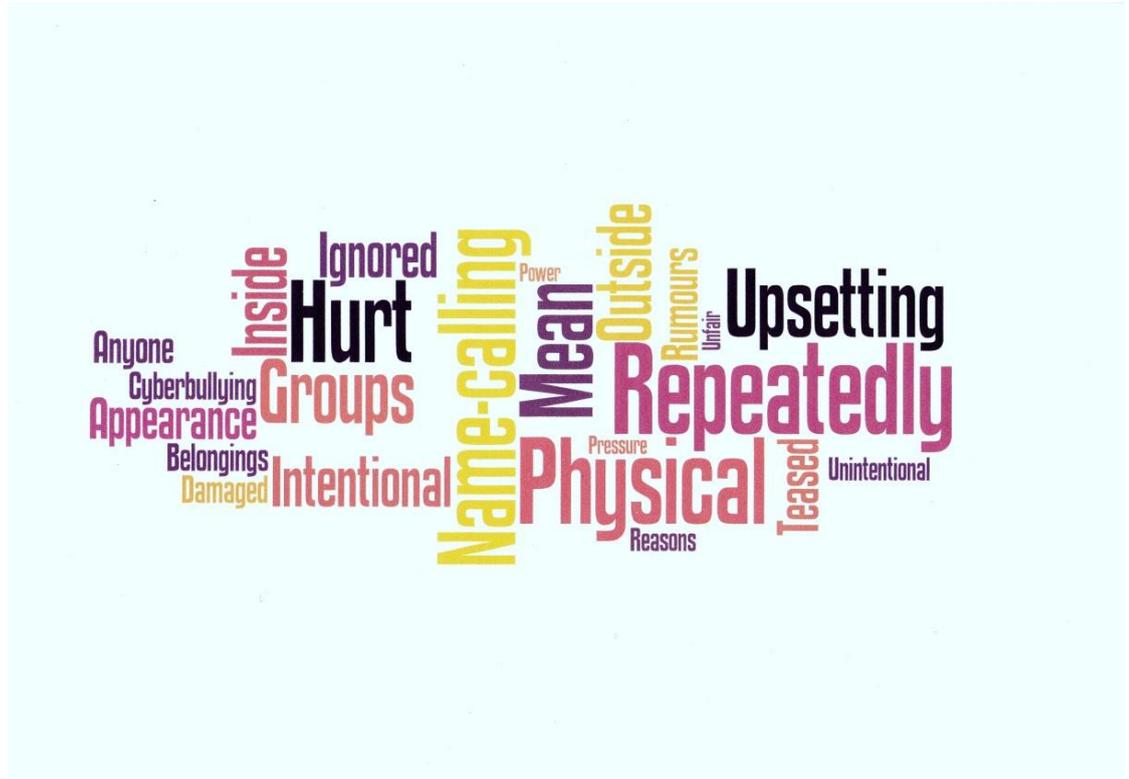
Figure 4.11 - Word cloud of tweenage and teenage girls' definitions

- ***'Rumours spread' deviated from the intentionality criterion of bullying***

While the teenage girls' definitions were more concise, and both ages included repetition and intentionality, only the teenage girls questioned the rigidity of the key component of intention. 54.5 per cent of the teenage girls discussed that girls often started rumours by accident:

> *Girl K: and like the person who says it first doesn't necessarily mean to spread it as a rumour it's just saying one thing to a friend but then that friend might twist it and then it gets blown out of proportion*
>
> *(Year 10 pupil, Oakbrook, Focus Group)*

In contrast none of the tweenage girls or the schools anti-bullying policies considered how bullying could be unintentional. As 54.5 per cent of the teenage girls agreed that rumours could be started by accident and only 27 per cent of teenage girls' definitions included intentional bullying, this supported Guerin and Hennessy (2002) argument that pupils do

not consider intentionality as a principal component of bullying. This added to the argument that rather than not considering intentionality as key component of bullying generally, they did not consider it to be an essential criteria for spreading rumours; the form of bullying that affects girls their age the most.

This difference suggested that a separate definition for spreading rumours was needed distinct from other forms of bullying at secondary school age. Different approaches may be required for dealing with bullying that was intentional with pupils in fixed participant roles than when addressing the use of spreading rumours which was commonly unintentional and girls had fluid, multiple roles.

I now move on to discuss that although both the tweenage and teenage girls agreed female victims deviated from the norm in some way, there were age differences in why victims found bullying upsetting.

4.4 - Age similarities and differences in why bullying was upsetting

In the interviews and the age comparison teenage focus group the girls discussed the reasons why girls were bullied and why bullying was upsetting to experience.

4.4.1 - *Girl victims deviated from the norm*

Both ages of girls discussed that female victims of bullying often deviated from the norm (table 4.23). This supported previous studies that deviating from the norm, either in perceived attractiveness, personality or family background were reasons pupils are often bullied (Jones, 2001; Frisén, Jonsson and Persson, 2007; Frisén, Holmqvist and Oscarsson, 2008; Kulig, Hall and Kalischuk, 2008; Thornberg, 2010; Beaty and Alexeyev, 2008).

Table 4.23 - Ways tweenage and teenage girls reported victims could deviate from the norm

Reason	Tweenage (number of quotes)	Teenage (number of quotes)
Appearance	16	7
Weaker	1	5
Family	0	4
Being a new pupil	3	0
Where they live	0	3
Name	1	1
Work focused	0	2
Lie to impress others	0	1
Few friends	1	0
Personality	1	0
Accent	1	0

Pupils often reported that individuals' different appearance as one of the main reasons children and teenagers were bullied (Hazier, Hoover and Oliver, 1992 cited in Beaty and Alexeyev, 2008; Frisén, Jonsson and Persson, 2007). Both the tweenage and teenage girls discussed appearance in terms of fashion, makeup, hair, size and facial features. This suggested that an 'appearance culture', as discussed by Jones (2001:658), can start at primary school age.

Both ages of girls gave additional reasons for how female victims deviated from the norm other than by their appearance. However, some of these differed with age. Three tweenage girls considered female victims could be different by being a new pupil in a school while four tweenage girls viewed that they could stand out because of her personality, being emotional, having few friends or speaking in a different way to others:

> *Lulu: um maybe by the way they look by the way they talk um doing something differently to the way they do*
>
> *(Year 4 research adviser/assistant, Briston, peer group interview)*

Three teenage girls reported victims could be different because of association with their siblings and two teenage girls viewed that girls who want to concentrate on their schoolwork, who have been victims before, reacted in a way that others found entertaining or because of where they lived could be reasons for victimisation.

The reasons the girls gave suggested that being different from the norm or ideal, as proposed by Jones (2001), was a risk factor of victimisation supported other studies that found pupils could be bullied by deviating from the norm by association, their behaviour and their accent (Thornberg, 2010, Shariff, 2008). The girls considered a variety of reasons for being bullied that the schools anti-bullying policies did not include such as weaknesses, and being different in a non-obvious way, for example, having different interests (table 4.24, column 3).

Table 4.24 - Comparisons of the girls' and school policies' reasons for why girls were bullied

Reasons considered in anti-bullying policies only	Reasons considered by both the girls and the anti-bullying policies	Reasons considered by the girls only
Disabilities	Appearance	Being weaker - sex, age, emotional or victimised before
Special educational needs	Different in an obvious way, for example, speech	Name
Inappropriate behaviour	Family background	Being a new pupil
Owing or not owning expensive belongings	Few friends	Different interests
Shyness	Personality	Work focused
		Reaction to bullying
		Bring it on themselves, for example, by lying to impress

4.4.2 - *Age mattered in reasons bullying was upsetting*

While both ages of girls gave similar reasons for why girls were bullied, there were subtle age differences in why female victims found bullying upsetting. The tweenage girls focused on the emotional hurt the victim experienced whereas the teenage girls were more concerned with the relational and social impact. When they discussed the most upsetting types of bullying, both age of girls talked about the different type of power girls and boys had over female victims.

- **Perceived power of the bully**

Both the tweenage and teenage girls discussed girls' ability to manipulate friendships and boys' physical strength and power to upset girls by judging them on their appearance. Girls had power over friendships through behaviours such as social exclusion (Electronic Appendix 12). Although the manipulation of friendship has been considered in teenage girl friendship groups (for example, Simmons, 2012; Owens, Shute and Slee, 2000; James and Owens, 2005), four tweenage girls revealed awareness of the power girls had to hurt each other, supporting Simmons (2002) who reported that girls knew their friends' weaknesses. However, only the teenage girls discussed how girls could be 'fake friends' with other girls. Four gave an example of how girls pretended to be friends with others for the social activity of getting ready for a party, supporting Simmons (2002) who argued that girls will use each other to be popular:

Girl C: like says there a party coming up they will use you so they can get ready with you…

Girl A: yeah they want more friends so they use you so you can be part of that big group so you look like you've got loads of friends as well but then you get dropped…

(Year 10 and Year 12 girls, Oakbrook, Focus Group)

The scenario that the teenage girls discussed showed an example of perceived popularity (see Garandeau and Cillessen, 2006; Prinstein and Cillessen, 2003; Parkhurst and Hopmeyer, 1998), where the girls used others to look as though they had more friends but terminated the 'friendship' when they were no longer needed. They also discussed how others noticed this behaviour and are wary of being friends with those types of girls, supporting Adamshick (2010) who reported that teenage girls felt deceived by false friendships.

Although the tweenage girls did not discuss fake friendships, three girls at Briston revealed their awareness of the dynamics of girls' friendships groups and that they could be both friends and enemies by having a conversation about the term 'frenemy':

Rosie: a frenemy is when

Lulu: you're an enemy and then you're a friend

Haribo: you're friends and you're kind of enemies

(Year 4 and Year 5 research advisers/assistants, lunch club session transcript)

The example that girls used others as 'friends' to get ready with for a party added to the literature of how parties are used in relational aggression. With previous studies reporting that parties are usually used as a way to socially exclude girls, for example, by not being invited to a party, nobody turning up to a girl's party or deliberately telling a girl the wrong dress code (Brown, 2003; Simmons, 2004; Besag, 2006b). Although parties are also part of tweenage girls' social lives, they did not discuss them being used as part of relational aggression, suggesting this was age-specific.

In addition, I found age differences for girls' views on the perceived power boys had over girls, with the tweenage girls focused on boys' physical strength, while teenage girls emphasised how boys had power over them by judging them on their appearance

(Electronic Appendix 12). Six of the tweenage girls discussed how physical bullying would hurt more by a boy and could result in a girl being injured. Three teenage girls discussed that they would believe what boys said to them about their appearance even if they knew what they said was untrue (Electronic Appendix 13). In addition, two teenage girls discussed how girls wanted to impress boys. This suggested that for these teenage girls, boys' opinions on their appearance were more important to them than other girls' views. This supported Gruber and Fineran (2007) who found that both middle school and high school girls reported being ridiculed about appearance was one of the most upsetting types of sexual bullying to experience by boys.

- *Impact of bullying on the victim*

Age differences were found in the reasons girls gave for why particular types of bullying were upsetting to experience. More tweenage girls than teenage girls discussed the impact of bullying on the victim and gave a variety of emotional responses victims would feel (table 4.25).

Table 4.25 - Tweenage and teenage girls' views on the effect of bullying on the victim

Effect on the victim	Tweenage (number of quotes)	Teenage (number of quotes)
Emotional hurt	13	3
Physical hurt	9	0
Surprised	3	0
No-one to play with	2	0
Physical and emotional hurt	2	0
Loss of friendship	1	7
Embarrassment	1	1
Confusion	1	0

Thirteen of the interviewed tweenage girls discussed the emotional hurt of bullying (table 4.25, row 1), while some of the teenage girls considered the victim's emotional response, most talked about the loss of friendship (table 4.25, rows 1 and 6). This suggests that both age of girls considered another person's view point, the victim. The tweenage girls' focus on emotions and the teenage girls' focus on the loss of friends supported Kolberg's theory on moral reasoning where he viewed adolescents as sociocentric (Muuss, 1996). However both the tweenage and teenage girls discussed bullying from their own experiences as well as from other girls' perspectives. The girls' focus on emotions and friendship also suggested they were viewing bullying from a caring perspective, supporting Gilligan's (1982) feminine moral voice (Muuss, 1996).

- ***How others responded and were involved in bullying***

Most of the teenage and four of the tweenage girls discussed how rumours were upsetting because of the way they were spread and how others pupils responded to them (Electronic Appendix 12). Five teenage girls discussed that rumours were easily blown out of proportion as they were spread. This resulted in the victim being unable to defend herself as her peers believed the rumours:

> *Girl C: cause you know it's not true but cause so many people know it it's so difficult to tell people it's not true …but it's really hard to tell everyone that's heard the rumour that it has got out of hand and it's not true cause so many people have heard it*

> *(Year 12 girl, Oakbrook, Focus Group)*

The teenage girls' views on how other pupils involvement reinforced the rumours supported findings that bullying is a group and a social process (for example, Sutton and Smith, 1999; Lagerspetz et al., 1982; Gini, 2006).

Both the tweenage and teenage girls discussed how the number of pupils involved in bullying was upsetting (Electronic Appendix 12). This supported findings that bullying involved all pupils not just the bully and the victim (for example, O'Connell, Pepler and Craig, 1999; Salmivalli et al., 1996; Sutton and Smith, 1999) and that other pupils' roles as reinforcers, defenders or outsiders could impact the victim's experience of bullying (Salmivalli, 1999). Nine tweenage girls discussed the number of pupils that took part in the bullying, while four teenage girls focused on the number of pupils that witnessed bullying such as rumours and cyberbullying:

> *Valerie Cambridge: if it's a group of girls then loads of people are like pushing at you and being really horrible to you*

> *(Year 5 research adviser/assistant, Contor, peer group interview)*

> *Girl I: it's kind of like the fact that they are saying stuff to you but then also everyone else can see it and so then*

> *Girl H: and that's why it might make people feel worse about it cause they'll like oh everyone saw that everyone*

> *(Year 10 and Year 12 girls, Oakbrook, Focus Group)*

This again suggested that the tweenage girls considered the emotional effect on the victim and the number of pupils that attacked a girl and the teenage girls focused on the social impact in relation to, the number of the pupils who knew, watched or read online about the bullying.

- *Some types of bullying were harder to resolve*

Both age of girls discussed how some types of bullying were more difficult for teachers to resolve (table 4.26).

Table 4.26 - Tweenage and teenage girls' views on the types of bullying that were difficult to resolve

Type of bullying	Tweenage girls (number of quotes)	Teenage girls (number of quotes)
Spreading of rumours	0	4
Belongings damaged	3	0
Verbal	0	2

The tweenage girls discussed how having their belongings damaged was harder to resolve (table 4.26, row 2), while the teenage girls talked about verbal and relational bullying being types where it was difficult for teachers to intervene (table 4.26, rows 1 and 3). Three tweenage girls discussed that when belongings were badly damaged they needed replacing and the bully just saying sorry would not resolve this:

> *Girl 5: normally if you get hurt by your feelings you can make it like you can make them say [sorry] but with belongings…say it's having a broken watch over there you have to buy another watch*

> *(Year 4 female peer, St Beth's, peer group interview)*

The teenage girls discussed that the aftermath of the spreading of rumours was difficult to resolve because of the multiple roles they experienced (as discussed pp.122-123) and adults' reactions to a girl's involvement in that form of aggression. One teenage girl discussed how parents viewed their daughter's behaviour as negative as the bully's, if she had retaliated:

Girl E: somebody said something to you and you said something back sometimes like your parents make it like seem like it's your fault… your just as bad

(Year 10 girl, Oakbrook, Focus Group)

This supported findings that adults either did not consider relational aggression as serious as other forms of bullying, or did not know how much they could intervene in what was perceived as girls' natural behaviour towards each other (Craig, Henderson and Murphy, 2000; Owens, Shute and Slee, 2000; Simmons, 2002; Bright, 2005).

4.5 - The schools' anti-bullying polices did not reflect the complexity of girls' bullying

Some of the girls' understandings reflected and expanded on their schools anti-bullying policies, such as definitions, types of bullying, who can bully and reasons victims were targeted (table 4.27, rows 1-2, 10-11 and 13).

There were, however, many aspect of bullying, for example age and sex differences, the prevalence and severity of different types of bullying and reasons why bullies bully, that the school policies did not consider. This revealed that although the policies reflected some of the girls' understandings of bullying, they were too generic. They did not adequately acknowledge the complexities of bullying, which may have affected the victims and bystanders' responses.

Table 4.27 - The tweenage girls' understandings reflected and expanded on the content of their schools anti-bullying policies

Girls understandings of bullying	Reflected policy	Expanded on policy	Not considered in policy
Definition	✓	✓	
Types experienced	✓	✓	
Most prevalent types experienced			✓
Most prevalent types witnessed			✓
Severity			✓
Age most prevalent			✓
Prevalence of same-sex bullying			✓
Frequency			✓
Gender-specific bullying			✓
Number of bullies	✓		
Sex of bullies			✓
Bully/victims			✓
Why victims are bullied	✓	✓	
Why pupils bully			✓

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Chapter Summary

While most research on girls' bullying has focused on teenage girls, the findings reported in this chapter revealed that it is a social problem that girls as young as 7 years old are exposed to and have opinions on. Rather than distinct differences in the bullying the tweenage and teenage girls observed and experienced, there were many similarities. Both ages experienced, witnessed and found a variety of types of bullying upsetting, not restricted to relational aggression only. They also both discussed how girls could experience mixed-sex bullying although same-sex bullying was more prevalent. This suggested that the gender stereotype that girls' bullying only involves relational aggression within a group of females is too restrictive and does not reflect the complexity of bullying girls can experience. For the girls in this study relational aggression was the most prevalent experienced but was only one form of many they were subjected to. There were also similarities in their views that bullying increased when larger groups of pupils socialise and that being different in some way was the main reason girls were bullied. This showed that while the girls inhabited different contexts of primary and secondary school settings the bullying they viewed and experienced was more similar than it was different.

Where there were age differences these were more subtle than definite; both experienced different types of relational aggression the most, but some forms of bullying were age specific and the girls had different reasons why they found bullying upsetting. Rumour spreading was prevalent and severe for the teenage girls who found the social impact of bullying most distressing. While rumours being spread was not only experienced by teenage girls and both ages could have multiple participant roles within it, it was the most effective in damaging girls' social standing and differed from other types of bullying for teenage girls as rumours were often started unintentionally.

These findings have implications for schools anti-bullying policies as will be discussed in chapter 7. While research on girls' bullying is often limited to relational aggression, the anti-bullying policies of the schools who took part in this research were generic, with all types of bullying, bullies and victims treated as the same. They did not recognise the complexity of girls' bullying shown in this and the following chapter.

CHAPTER 5 - RESPONSES TO BULLYING

In the last chapter I showed the similarities and differences in tweenage and teenage girls' understandings of bullying. In this chapter, I will examine the girls' views on responses to bullying. I will begin by considering how the girls would respond to witnessing bullying. Following this, I will discuss the girls' views on the coping strategies victims used in response to bullying and the interventions schools use and how these can be improved. I will then consider whether their school policies reflect the girls' views.

5.1 - Age mattered in responses to witnessing bullying

Previous studies have found that primary school pupils are more likely to support victims indirectly by telling a teacher and secondary school pupils are more likely to ignore the bullying they witness (Rolider and Ochayon, 2005; Rigby and Johnson, 2005b). The girls' views in this study supported this (table 5.1). None of the teenage girls discussed supporting the victim indirectly, while 68.3 per cent of the tweenage girls reported how they would help by telling a teacher or another adult or telling someone who would tell an adult for them. Only 4.9 per cent of the tweenage girls talked about being a passive witness, whereas 10 of the 11 teenage girls discussed reasons for not stepping in when they witnessed bullying. However, for the teenage girls this decision was dependent on who the victim was. This supported others who have argued how the relationship bystanders have with the bully and victim may affect how they respond to the bullying they have witnessed (Rigby and Johnson, 2005b; Lodge and Frydenberg, 2005; Oh and Hazler, 2009; Macháčková et al., 2013).

81.8 per cent of teenage girls compared with 48.7 per cent of tweenage girls reporting they would help the victim directly, this supported Rolider and Ochayon (2005) who reported that more secondary school aged girls than primary school age girls in their Israeli sample said they would support the victim directly.

Table 5.1 - How the tweenage and teenage girls reported they would respond if they witnessed bullying

Response	Tweenage girls (per cent)	Teenage girls (per cent)
Help the victim directly	48.7	81.8
Help the victim indirectly	68.3	0
Passive bystander	4.9	90.9
Support the bully	0	27.2

The high percentages for teenage girls either helping victims directly or not helping at all were found as the girls discussed how theoretically they would want to help some victims depending on who they were and who was bullying them, but talked about how in practice they did not always step in and help:

> *Girl G: I think we would all say step in but I think in reality we don't always do that*
>
> *(Year 9 girl, Oakbrook)*

The 68.3 per cent of the tweenage girls who reported they would help the victim indirectly by telling an adult or telling someone who will tell an adult are following their school's anti-bullying policy. The secondary school, Oakbrook, has the same policy but none of the teenage girls reported they would help victims indirectly by telling an adult. The teenage girls discussed that deciding whether to help the victim directly was influenced by who the victim was and weighing up the consequences of helping. Three girls reported they would help a girl if she was bullied by boys but not if the aggressors were girls. Three girls reported they would help younger pupils and two girls discussed that they would help same age pupils, while none reported they would assist older pupils (Electronic Appendix 12).The majority of the teenage girls discussed reasons why they would not step in to help other pupils (Electronic Appendix 12). These reasons included fear of consequences for the victim and the bystander such as, the bully turning on them, feeling embarrassed and the victim not wanting to be helped:

> *Girl G: ...you want to stop that person being bullied but then like you don't want all that why did you do this why did you do that and everybody like the boys if you step in between like if they were beating someone up they would all then take the mick of you out of you*
>
> *Girl I: ...also a boy probably wouldn't want you to step in they would just find it embarrassing*
>
> *Girl A: yeah I think it would depend on the person because you could probably go up to someone who was really bitchy you would go up to them and say are you alright and would be like it's none of your business and stuff like that*
>
> *(Year 9 and Year 10 girls, Oakbrook)*

This supported other studies that have also found that pupils were reluctant to defend victims for fear of the consequences such as the bullies turning on them or embarrassing

the victim (Rigby and Johnson, 2005b; Kanetsuna and Smith, 2002: Hazler, 1996;Thornberg, 2007).

I will now consider the tweenage and teenage girls' views on the best ways to cope with bullying.

5.2 - Girls favoured seeking support from others

To consider victims responses to bullying, I asked the girls about what are the best ways to cope with bullying. Both the tweenage and teenage girls discussed a number of different strategies involving seeking support from others or coping with bullying by themselves. Many studies have supported this by reporting that pupils who confided in others told those they knew, for example, teachers, family members and friends (For example, Whitney and Smith, 1993; Fekkes, Pijpers and Verloove-Vanhorick, 2005; Smith and Shu, 2000).

5.2.1 - *Age mattered in who girls confide in*

Both the tweenage and teenage girls' favoured seeking support from others (Figure 5.1, Figure 5.2 and table 5.2; Electronic Appendix 12).
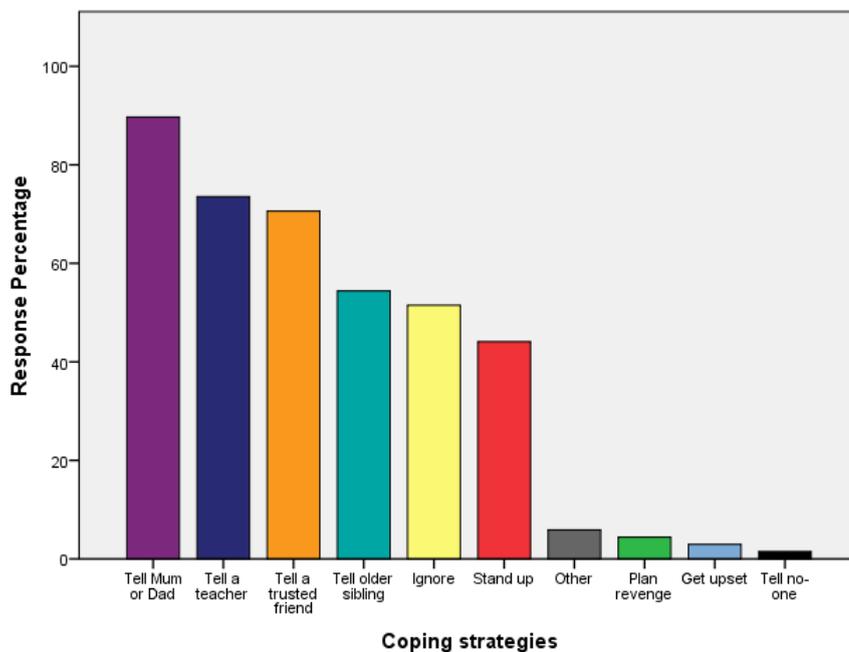
Figure 5.1 - Tweenage girls' favoured coping strategies when bullied by a girl
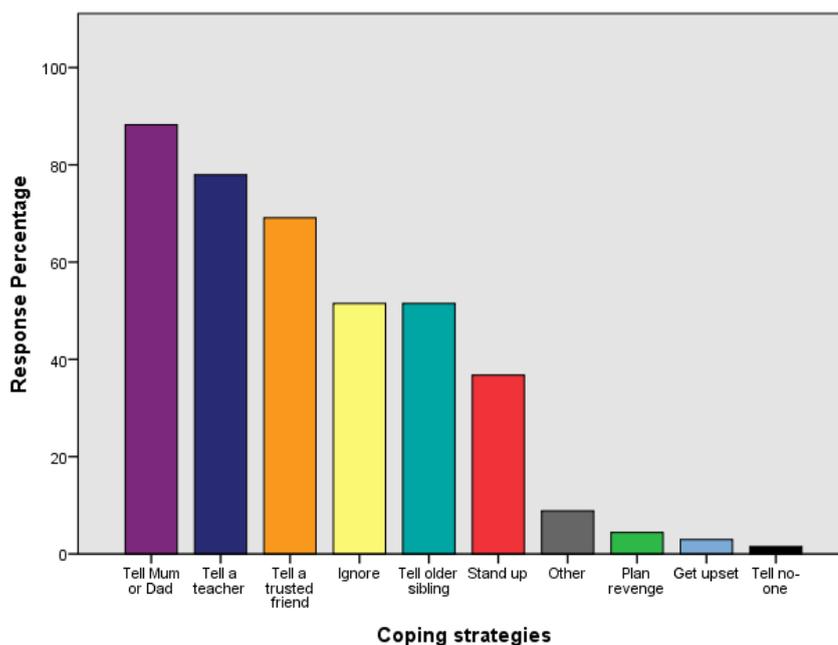
Figure 5.2 - Tweenage girls' favoured coping strategies when bullied by a boy

Table 5.2 - The teenage girls' favoured coping strategies

Coping strategy	Number of quotes
Tell trusted friends	5
Tell older siblings	5
Tell parents	4
Ignore the bully	3
Laugh it off	2
Collect evidence of cyberbullying	2
Plan revenge	2
Tell dance teacher	2
Tell older friends	2
Block bully online	1
Tell someone	1

The girls' views supported previous findings that telling others was a popular coping strategy and that girls were more likely than boys to turn to others for social support (for example, Rivers and Smith, 1994; Kanestsuna, Smith and Morita, 2006; Hunter and Boyle, 2004; Unnever and Cornwall, 2004). However, the questionnaire results in the three primary schools revealed no significant sex differences for tweenage pupils turning to others for support, with most of the tweenage boys and girls reporting they would tell an adult if they experienced bullying by a boy or a girl bully (Electronic Appendix 12). The finding that both the tweenage and teenage girls' favoured coping strategies of telling

someone, further supported the view that relationships with others were important to girls (Gilligan, 1982; Chodorow, 1974; Lever, 1976; Piaget, 1932 cited in Gilligan, 1982). There was however, age differences in who girls would choose to confide in.

The tweenage girls reported that they would seek support from adults, while more teenage girls favoured turning to their friends and older siblings. This supported Unnever and Cornwell (2004) who found middle school girls were more likely to tell friends than adults about bullying and Glover et al. (2000) who found 61 per cent of pupils who told someone, would tell their best friend while only 26 per cent would tell their tutor. More of the secondary school aged pupils in their study would tell their mother (44 per cent) than their tutor (26 per cent) about bullying (Glover et al., 2000). Four of the eleven teenage girls supported this by discussing that they would also confide in their parents but none said they would tell a teacher at their school about bullying.

The most evident age difference is that the tweenage girls' favoured coping strategy was to tell a teacher, while none of the teenage girls said they would turn to a schoolteacher for support. However, two teenage girls did talk about how they would confide in their dance teacher, who was away from the school setting. Oliver and Candappa (2007) suggested that schools anti-bullying policies and governmental guidance on bullying that recommends pupils report bullying to a teacher in their school, does not reflect pupils' views on effective coping strategies. The teenage girls' reluctance to tell a schoolteacher about bullying supports this.

5.2.2 - *Teenage girls' reasons for not confiding in schoolteachers*

Age mattered in girls' views on teachers as an appropriate source of support. The teenage girls were critical of how approachable and effective teachers were at dealing with bullying incidents.

- ### *Teachers are ineffective at resolving bullying*

The age differences in confiding in schoolteachers about bullying could be explained by how effective girls perceived teachers to be at resolving bullying. 21 of the tweenage girls in the questionnaire and 8 interviewees discussed how adults, either teachers or parents, could resolve bullying:

> *Danielle Robinson: …tell a teacher and tell a mum or dad because the telling ones*
> *well they will probably sort out the bullying*

> (Year 6 *research adviser/assistant*, Contor)

A minority of the tweenage girls in the questionnaire and in the interviews revealed they would confide in the teacher either to avoid punishment themselves or for the bully to be punished. This supported Oliver and Candappa (2007) who reported that pupils viewed telling a teacher could benefit victims, as they would not be blamed if they reacted to the bully. This supported Level 1 of Kohlberg's theory of moral development where children's moral decisions were motivated by worry of being punished (Muuss, 1996).

In contrast, none of the teenage girls discussed punishment and six of the teenage girls viewed that teachers intervening in bullying incidences could make the bullying worse:

> *Girl D: you try and tell a teacher and the teacher does something about it and they*
> *go and speak to the people and they all come up to you and say oh you're such a*
> *snitch and everything*

> *Girl E: it makes things worse*

> *(Year 9 and Year 10 girls, Oakbrook)*

Five teenage girls also discussed how teachers often did not witness bullying incidents and it was difficult for them to know whom to believe when the accused bully and the victim reported what had happened (Electronic Appendix 13). This supported Smith and Shu (2000) findings that secondary school pupils report they were reluctant to tell a teacher about bullying as they were worried the teacher would not believe them.

The teenage girls' negative views towards teachers intervening in bullying incidences were supported by previous studies findings that some secondary school pupils viewed that teachers involvement in resolving bullying either made no difference or would make the bullying worse (Glover et al., 2000, Kanetsuna, Smith and Morita, 2006; Smith and Shu, 2000). A few of the teenage girls also discussed how they were critical of tutors' help and by following the school's bullying procedure teachers were perceived as overreacting and not listening to the victims (Electronic Appendix 12).

- ***Teenage girls found it difficult to talk to teachers who overreact***

Two of the teenage girls discussed that at secondary school girls found it harder to talk to teachers and were critical of how they reacted:

> *Girl E: but as soon as they hear the word like bullying they just go like mental*

> *Girl A: like ahhh like seriously we need to do this and get the person involved and it's no calm down*

> *Girl E: and ring the parents*

> *Girl A: listen to what I'm saying*

> *(Year 10 girls, Oakbrook)*

This supported previous findings that pupils found it harder at secondary school to talk to their teacher and were reluctant to tell adults about bullying as they feared they would overreact (Oliver and Candappa, 2007; Zazour, 1994 cited in Langevin, 2001).

- ***School procedure prevented teachers listening to victims***

Three teenage girls discussed that girl victims wanted to be listened to. This supported previous findings that talking to someone who listened, helped pupils to cope with bullying (Naylor and Cowie, 1999; Oliver and Candappa, 2007). Other studies have also found that despite schools encouraging pupils to tell teachers about bullying, some pupils have reported that their teachers did not listen to them (Oliver and Candappa, 2003; McLaughlin, 1999; Fox and Butler, 2007). One teenage girl discussed how the school's procedure of requiring victims of bullying to produce a written statement prevented girls from attempting to obtain the support they wanted from the teachers:

> *Girl B: I would prefer to talk to my tutor or whoever I have told then write it on a piece of paper it's not really the reason I came I didn't come to necessarily to get someone into trouble maybe I just wanted someone to like support me*

> *(Year 8 girl, Oakbrook)*

This suggested that although the procedures for reporting bullying were there to protect pupils, Girl B's response revealed the care she was seeking, being listening to and supported by her tutor, was not fulfilled. The procedure from a victim's perspective became more important than their needs and the victim's needs were not heard. This

suggested that the girls were not receiving care as a relational act as proposed by Noddings (2002), as the girls knew what the outcome of talking to a teacher was, writing a bullying statement. In addition, as the girls viewed that they were not listened to and were just part of a systematic procedure suggested that they perceived that teachers, when dealing with bullying, treated them as an object, 'I-It', rather than relating to them as a person with needs, 'I-Thou' (Buber, 1937 cited in Harris, 2007; Harris, 2007).

5.2.3 - *Girls' reasons for confiding in others*

The tweenage and teenage girls discussed that the advantage of telling others about bullying, was the support they could then give the victim. This agreed with Oliver and Candappa (2007) who argued that the process of telling others could in itself be therapeutic to the victims. Eight tweenage girls and two teenage girls discussed that the confidents could support the victim by telling others who could help them and one tweenage and two teenage girls viewed that confiding in others would raise awareness that bullying was happening:

> *Sara: … I think if it was a brother or sister it would probably have to be like older*
> *cause then like they could probably tell your parents if you can't do it yourself*
>
> *(Year 5 research adviser/assistant, St Beth's)*

Four tweenage and four teenage girls discussed the advice others could give a girl victim. Some teenage girls reported that parents could help girls see from the bully's point of view. While, two tweenage girls and two teenage girls also viewed older siblings' advice favourably, arguing that they could share their own experiences:

> *Girl 7: um I think older brother or sister because they are older than you and they*
> *might have had the same experience when they were my age*
>
> *(Year 5 female peer, St Beth's)*

Friends' advice was viewed as comforting but not practically helpful by one tweenage girl and one teenage girl.

While some of the teenage girls felt confident telling those they knew and some tweenage and teenage girls discussed telling someone they could trust, three teenage girls talked about preferring to tell someone they did not know well. Two teenage girls discussed they

would tell their dance teacher about bullying as she was someone who they were not close to:

> Girl C: …she doesn't go to school you're not like close to them…

> Girl E: it's like my sister is the same age as my dance teacher but I find it easier to talk to my dance teacher because she's like cause my sister knows me better and … find it quite like awkward talking to her

> (Year 10 and Year 12 girls, Oakbrook)

This supported previous findings that people they knew well may have been unable to support them and that talking to a stranger, such as a counsellor, could be favoured by pupils as they viewed them as less judgmental (Danby, Butler and Emmison, 2011; Fox and Butler, 2007).

A tweenage girl said that she would tell her pet dog as he would be unable to tell anyone:

> Amelia: can I put tell my dog because I talk to him if I get sad

> Marie: I do

> Amelia: and he doesn't talk to anyone about it…I know it's a bit of a stupid one but I love him

> (Year 3 research advisers/assistants, St Beth's)

This suggested that Amelia may be concerned about confidentiality when talking to adults and friends about bullying. Amelia's views supported previous studies that have found that pupils worried about confidentiality when sharing experiences of bullying with adults and friends (Oliver and Candappa, 2007; Fox and Butler, 2007).

5.3 - Girls favoured some ways of coping with bullying alone

Some studies report how older children favoured passive coping strategies such as 'ignoring the bully' and 'telling no-one' (for example, Smith and Shu, 2000; Craig, Pepler and Blais, 2007; Slonje and Smith, 2008). However, the majority of the girls viewed telling no-one as the worst coping strategy girls could use and favoured telling others.

- *Ignoring the bully*

I found no age differences between the tweenage and teenage girls favouring passive coping strategies. However, in the tweenage pupil questionnaire sample I found age and sex differences for coping by ignoring the bully. I found age differences reaching significance for both tweenage girls and boys. More older tweenage girls than younger tweenage girls reported they would ignore a boy or a girl bully (p=0.055, Mann Whitney U= 442,000, Z=1.921, r=0.233) and more older tweenage boys than younger tweenage boys reported they would ignore a boy bully (p=0.065, Mann Whitney U = 212,500, Z=1.846, r=0.258). In addition, more bullied boys than bullied girls reported they would ignore the bully (boy bully = p=0.001, Chi-Square=10.883, df=1, Phi=0.429; girl bully = p=0.006, Chi-Square=7.667, df=1, Phi=0.357). This suggested 'ignoring the bully' was more popular with older tweenage pupils and tweenage boys. The findings that the tweenage and teenage girls favoured seeking social support and more bullied tweenage boys than girls would ignore the bully supported previous research that found social support was a more effective coping strategy for girl victims than boys (Shelley and Craig, 2010). However, the most popular coping strategy with both tweenage boys and tweenage girls was telling an adult about bullying, contrasting with the view that boys found social support to be ineffective (for example, Kochenderfer-Ladd and Skinner, 2002 cited in Shelley and Craig, 2010, Shelley and Craig, 2010).

Although more bullied boys than bullied girls reported 'ignoring the bully' as the best way to cope with bullying, more bullied girls than bullied boys who had experienced 'rumours spread about them' favoured the coping strategy ignoring a boy bully (p=0.001, Chi-Square=10.452, df=1, Phi=0.563) or a girl bully (p<0.001, Chi-Square=13.741, df=1, Phi=0.636). As both 'bullying experienced' and 'coping strategies favoured' were multiple responses in the questionnaire I could not report a direct relationship between experiencing rumours and ignoring the bully. However, this finding suggested that the tweenage girls in this study may have used different styles of coping dependent on a number of factors including the type of bullying they experienced. This contrasted with the qualitative findings from the interviews and focus group discussions where most of the girls discussed coping strategies for bullying as a whole, not considering different strategies for different types of bullying.

- ***Age mattered in standing up to the bully***

The most noticeable age difference between the tweenage and teenage girls in favoured coping strategy was that the tweenage girls regarded 'standing up to the bully' as one of the best ways to cope with bullying, while the teenage girls did not. This contrasted with previous studies that found over half of teenage pupils reported they would stand up to the bully (Sharp, 1995 cited in Oliver and Candappa, 2007; Oliver and Candappa, 2007). However, Oliver and Candappa (2007) did find a slight decrease with age, with 72 per cent of Year 5 and 61 per cent of Year 8 pupils reporting they would stand up to the bully. This supported the findings in this study that standing up to the bully was a more popular coping strategy at primary school age.

More bullied tweenage girls than boys who had experienced name calling, rumours or being teased about appearance favoured the coping strategy standing up to a bully (Electronic Appendix 14). Again, I could not report a direct relationship between girls experiencing name calling, rumours or teased about appearance and favoured the coping strategy standing up to the bully due to multiple responses. However, this finding again suggested that the tweenage girls in this study may have used different coping styles dependent on a number of factors including the type of bullying they experienced.

5.3.1 - *Age mattered in reasons girls also favour coping without support*

In the questionnaires, interviews and focus groups the girls were asked why their favoured coping strategies were the best ways to cope with bullying. For some of the coping strategies such as ignoring and standing up to the bully, the girls had mixed views on how effective they were. Table 5.3 reveals the girls' reasons for favouring the coping strategies ignoring the bully, stand up to the bully, planning revenge and telling no-one. Although most of the girls did not favour planning revenge and telling no-one, one tweenage girl viewed telling no-one as the best way to cope with bullying and two teenage girls discussed the positives of planning but not carrying out revenge.

Table 5.3 - The tweenage and teenage girls' reasons for coping without support

Reason	Tweenage girls (number of quotes)	Teenage girls (number of quotes)
Stops bullying	18	1
Avoid getting into trouble	3	0
Will not feel upset	2	0
Show strength	2	0
Victim will feel better	0	2

The tweenage girls discussed both the positives and negatives of using coping strategies where the victim copes by herself without any support, while the teenage girls talked mainly about the disadvantages (Electronic Appendix 12). Some of the tweenage and teenage girls' views were critical of ignoring the bully, standing up to the bully, planning revenge, getting upset in front of the bully and telling no-one.

- ***Stops bullying***

A popular reason given by 18 of the tweenage girls was that their favoured coping strategies would resolve bullying. Five of the tweenage girls and one teenage girl discussed how ignoring the bully could stop the bullying:

> *Because if you ignore the person then they will lose interest in you and leave you alone*

> *(9-year-old girl, questionnaire answer)*

This positive view towards ignoring the bully was similar to other studies which found this coping strategy was popular with pupils, although they were usually secondary school age (for example, Smith and Shu, 2000). However, some researchers and teachers did not consider ignoring the bully as an effective coping strategy for pupils to use (Berguno et al., 2004; Nicolaides, Toda and Smith, 2002). Supporting this I found that all the schools' anti-bullying policies discussed telling adults and only one of the schools, Briston, encouraged pupils to cope by themselves by walking away from the bully. Although three teenage girls favoured ignoring the bully, particularly male bullies, one teenage girl discussed how it was more difficult to ignore bullies as there were more of them at secondary school and two girls reported it was harder for girls who were shy:

> *Girl I: I think if like it's like it's a lot easier if like you can just laugh it off and then it doesn't actually turn into bullying at all if you just laugh it off realise it's not actually like that*

> *Girl H: I think it depends what kind of person you are if you are quite confident then you could just do that but if you're quite shy you might find it hard to do that so it might affect you more to be honest*

> *(Year 10 and Year 12 girls, Oakbrook)*

Four of the tweenage girls were also sceptical of coping without support. They viewed that the victim may have been seen as or would turn into a bully:

> *Girl 5: …I think it's kinda not a good idea to stand up to the bully because…if you stand up to the bully then… you might turn into a bully and you bully them and then it gets into a fight um plan revenge is just gonna make you a bully*
>
> *(Year 4 female peer, St Beth's)*

- ***Victim would feel better***

Five tweenage and five teenage girls considered the victim's emotions and although they viewed that emotions should not be shown, the coping strategies should allow private release of their feelings. Two of the teenage girls discussed this could be achieved through planning but never carrying out revenge. While three tweenage girls and one teenage girl warned against telling no-one:

> *Sara: telling no one you are building up your feelings inside until you'll too sad you can't cope with it anymore*
>
> *(Year 4 research adviser/assistant, St Beth's)*

- ***Victim could show her strength***

Two tweenage girls discussed how standing up to the bully could show the victim's strength:

> *…and if you stand up to them they'll think you're too strong to bully.*
>
> *(10 year old girl, questionnaire answer)*

This supported Berguno et al. (2004:494) who discussed one way of resolving social exclusion was for the victim to be assertive and 'fight back'.

- ***Girls' motivations for their favoured coping strategies***

The views expressed by the teenage girls on favoured coping strategies revealed that they were motivated not by justice but by care and emotions, suggesting they had care orientated moral voice as suggested by Gilligan (Gilligan, 1982, Gilligan and Attanucci, 1988; Gilligan and Wiggin, 1988). The teenage girls' motivations for the effective coping strategies focused on the emotions of the victim, how they felt, wanting to be listened to and supported and for others to have awareness of what they have experienced and to

give them advice. The tweenage girls however, were more motivated by justice in terms of the bully being punished and the victim avoiding getting into trouble and relied on adults to resolve the bullying for them. However, some of the tweenage girls were concerned for girls' emotions if they told no-one about bullying and two younger tweenage girls favoured coping strategies that they perceived would stop them being upset. This suggested that for the tweenage girls they were motivated by punishment as suggested by Kohlberg (1963, 1969) cited in Muuss (1996) but they had both the justice and care orientated moral voices as proposed by Gilligan (Gilligan, 1982; Gilligan and Attanucci, 1988; Gilligan and Wiggin, 1988).

5.4 - Age mattered in the girls' views on schools interventions

Both the tweenage and teenage girls gave their views on school-led interventions such as sanctions, school rules, teachers stopping bullying and posters. The tweenage girls had mostly positive views of school-led interventions and gave school rules and teachers stopping bullying when they saw it happen as the best ways schools could stop bullying (table 5.4 and figure 5.3).

The teenage girls were more critical with mixed views on school-led interventions (table 5.5). This supported Smith, Ananiadou and Cowie (2003) who suggested younger pupils were more likely to accept school rules, while older pupils may rebel against the anti-bullying ethos promoted by their school.

Table 5.4 - The tweenage girls' views on the best ways for schools to help stop bullying

Intervention	Research advisers/assistants group activity (per cent)	Girls' questionniare responses (per cent)
School rules	94.7	76.1
Teachers stopping bullying when they see it	73.7	82.1
Posters	78.9	71.6
Assembly	68.4	73.1
Pupils being asked to become friends with a child who has been bullied	65.8	62.7
Circle time where pupils can talk about bullying	63.2	62.7
A group of pupils help a bully and a victim to sort out their problems	36.8	52.5
Improve the classroom environment	39.5	38.1
Improve the playground design	15.8	13.4
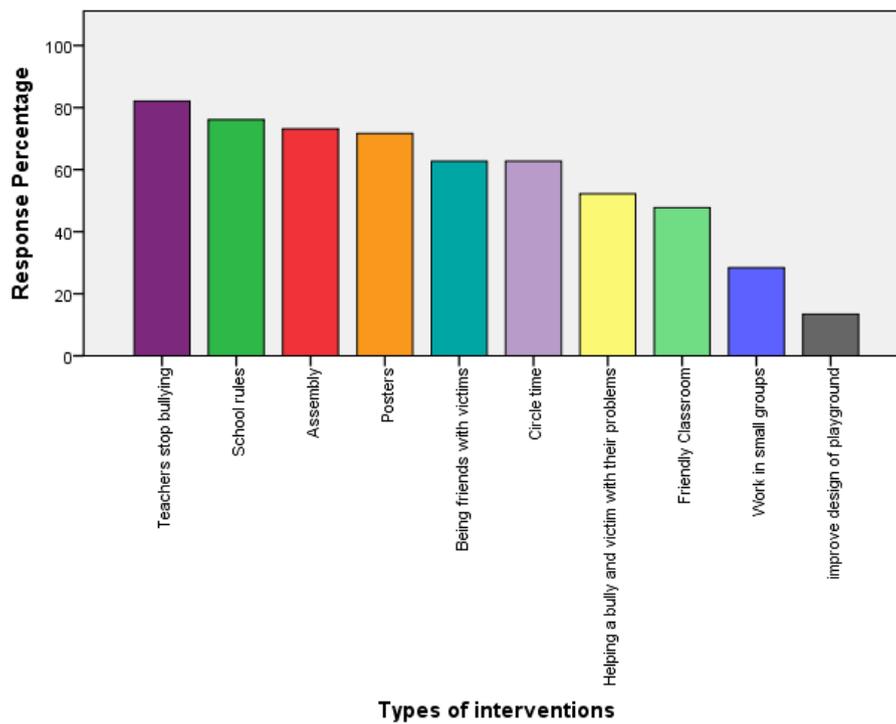
Figure 5.3 - Tweenage girls' favoured interventions schools used to stop bullying

Table 5.5 - Teenage girls' views on the ways their school helped to stop bullying

Intervention	Teenage girls view intervention as effective (number of quotes)	Teenage girls view intervention as not effective (number of quotes)
Teacher intervening	4	7
Posters	4	4
Assembly on bullying	4	3
School rules on bullying	1	3

- *Sanctions*

Sanctions were often used for direct forms of bullying and cyberbullying and were less used for relational bullying (Thompson and Smith, 2011). Direct forms of aggression and cyberbullying were types of bullying that teachers were likely to witness or for which pupils could provide evidence. This suggested that for types of bullying that were less likely to be witnessed and proven, such as relational aggression, direct sanctions were difficult to implement.

However, two teenage girls discussed the difficultly in proving bullying and who was responsible was not only limited to indirect forms of bullying but could include direct bullying when groups are involved:

> *Girl E: I had a group of boys in the year above me that …just used my name… just to like upset me… the teachers knew but… because there were so many like they could never tell which one was like involved… because there was a whole group not necessarily all of them were involved but it's like targeting the people that like started it…but it's hard because like they just lie and you don't know yourself*
>
> *(Year 10 girl, Oakbrook)*

- ***Teenage girls' had mixed views on school-led interventions***

The teenage girls had mixed views on the interventions their school used (table 5.6). Five teenage girls discussed how pupils did not listen in assemblies or process the information on posters if they read them. One teenage girl also said that at secondary school age everyone broke the rules, supporting Smith, Ananiadou and Cowie (2003) view of older pupils rebelling against the anti-bullying ethos promoted by their school. However, two girls who criticised the effectiveness of posters also discussed that they could help to raise awareness and gave victims advice on how to cope with bullying. This supported Kärnä et al. (2011) who discussed that posters could help raise awareness and reminded staff and pupils about their school's anti-bullying programme.

Table 5.6 - Teenage girls' reasons for their views on the effectiveness of the interventions schools used to help stop bullying

Reasons	Teenage girls (number of quotes)
Pupils do not listen to or process when told or read about bullying	5
Interventions do not stop bullying	4
Bullies lie to teachers	4
Interventions only raise awareness	3
Visual interventions are more effective	3
Interventions only support the victim	2
Pupils do not always know the school rules	2
Posters remind pupils about bullying	2
Posters get taken down	2
Everyone breaks school rules	1
Interventions are more effective in Year 7	1
Interventions attack the bully	1
Teachers demonise the bully	1
Teachers do not understand what has happened between the bully and the victim	1

- *Tweenage girls' experiences of bullying influenced their views*

Both bullied and non-bullied tweenage pupils favoured 'teachers intervening in bullying incidences they witness', 'school rules' and 'assemblies on bullying' the most as ways schools could help stop bullying (table 5.7). I found a difference with more non-bullied than bullied tweenage girls in the questionnaire reported assemblies, posters and circle time as some of the best ways for schools to stop bullying. However, this difference was not statistically significant. It did suggest that for some interventions, girls who had experienced bullying viewed them as less effective than those who have not. This supported Frisén and Holmqvist (2010:128) who found more non-victims than victims favoured the coping strategy 'serious talks with the students involved' and suggested that bullied pupils may have found from experience this was unsuccessful in practice at resolving bullying.

For posters and circle time there were significant sex differences. More non-bullied girls than boys favoured posters (p=0.075, Chi-Square=3.180, df=1, Phi=0.236). More tweenage girls than boys reported circle time as one of the best ways for schools to help stop bullying (p=0.003, Chi-Square=8.743, df=1, Phi=0.359) and more older bullied tweenage girls than older bullied tweenage boys favoured circle time (p=0.015, Chi-Square=5.867, df=1, Phi=0.388). For circle time there was also an age difference, with more older bullied tweenage girls than younger bullied tweenage girls favouring this intervention (p=0.032, Mann Whitney U=82,500, Z=2.148, r=0.374).

This age difference suggested that circle time was a bullying intervention older tweenage girl victims viewed positively and would feel more comfortable using. The use of circle time listed in Briston and Contor's anti-bullying policy was to discuss relationships and impact of bullying on the victim. This may have increased the empathy pupils, including those who bully, had for the victim. This supported Frisén and Holmqvist (2010) who found victims preferred interventions focused on working on bullies understanding of how the bullying affected the victim rather than direct actions such as teachers talking to bullies and victims about the bullying incident.

Both the tweenage and teenage girls discussed pupil-led interventions, with the tweenage girls focused on befriending and peer mediation and the teenage girls talked about the peer mentoring scheme in their school.

Table 5.7 - Percentage of bullied and non-bullied tweenage boys and girls who favoured teacher-led interventions

Intervention	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)
Teachers intervening	76.0	81.3	80.8	84.8	78.4	82.1
School rules	68.0	75.0	84.6	75.8	76.5	76.1
Assembly	76.0	81.3	73.1	66.7	74.5	73.1
Posters	56.0	78.1	61.5	66.7	58.8	71.6
Circle time	52.0	71.9	42.3	57.6	47.1	62.7
Friendly classroom	36.0	43.8	57.7	48.5	47.1	47.8
Working in small groups	20.0	31.3	38.5	27.3	29.4	28.4
Improving playground design	20.0	12.5	23.1	15.2	21.6	13.4

- *Befriending*

More tweenage girls (62.7 per cent) than tweenage boys (51.0 per cent) favoured pupils befriending victims (table 5.8). However, this sex difference was not statistically significant. Both bullied tweenage girls (63.6 per cent) and non-bullied tweenage girls (62.5 per cent) favoured pupils befriending victims, while slightly more bullied tweenage boys (57.7 per cent) than non-bullied tweenage boys (44.0 per cent) reported pupils befriending victims as one of the best ways schools could help stop bullying. This difference between bullied and non-bullied boys' responses again however, was not statistically significant.

Table 5.8 - The tweenage girls' and boys' views on the best ways for schools to help stop bullying

Intervention	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)
Befriending	44.0	62.5	57.7	63.6	51.0	62.7
Pupil led mediation	52.0	56.3	69.2	48.5	60.8	52.5

None of the teenage girls discussed pupils befriending victims, suggesting for the schools in this study befriending systems were more popular with pupils at primary school age,

contrasting with Smith and Samara (2003) who found slightly more secondary schools (57 per cent) than primary schools (51 per cent) used befriending system.

Six of the teenage girls discussed that the risk of being bullied by the bully or by the victim prevented them from stepping in to help when they witnessed bullying:

> *Girl I: cause if you were going to step in between two girls like not exactly*
> *punching each other but like fighting you don't know that they wouldn't like…*
> *suddenly turn on you… so if you did like step in …you don't know what they are*
> *going to start saying about you so you wouldn't actually want to do it just for that*
> *reason…*
>
> *(Year 10, Oakbrook)*

As this fear of being bullied prevented girls from defending victims, it may also stop them from befriending victims. Stephens (2011) supported this when discussing how the Zero programme encouraged pupils to befriend victims, he queried how willing pupils would be to become friends with a victim.

- ***Peer mediation***

More bullied tweenage boys (69.2 per cent) than non-bullied tweenage boys (52.0 per cent) favoured pupil-led mediation whereas slightly less bullied tweenage girls (48.5 per cent) than non-bullied girls (56.3 per cent) reported that pupil-led mediation was one of the best ways schools could stop bullying. These differences however were not statistically significance. Although peer-led mediation was moderately popular with both the tweenage girls and boys in the questionnaire, it was not discussed by any of the teenage girls. This contrasted with previous studies that found peer mediation was used by the majority of secondary schools (Thompson and Smith, 2011; Smith and Samara, 2003).

- ***Peer mentoring***

The only pupil-led bullying intervention the teenage girls discussed was the peer mentors system that had been recently set up in their school. Two of the four teenage girls who discussed the peer mentoring system were peer mentors and had a positive attitude towards it. The other two tweenage girls however, were pessimistic about its effectiveness:

Girl C: at our school we have this thing called um Oakbrook mentors

Girl D: I don't see that happening

Girl C: yeah it's like a group of sixth formers

Girl A: it just doesn't work

Girl C: er we well we try …I think it will help a lot of people talk about problems but I don't know if it will help resolve them

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

This supported Thompson and Smith (2011) who found that peers criticized peer support systems but they focused on how peer mediators and buddies were too young and abused their position of power.

5.4.1 - *Age mattered in girls' reasons for favoured interventions*

The tweenage girls favoured a variety of types of interventions, particularly school rules, teachers stopping bullying when they see it and posters. The teenage girls, however, were more critical and had mixed opinions on the effectiveness of teacher-led interventions. Age differences were evident in the girls' reasons for their favoured interventions.

- **Would stops bullying**

Only the tweenage pupils viewed that interventions would resolve bullying. About a third of the tweenage girls and the tweenage boys in the questionnaire viewed that their favoured bullying interventions that schools used would stop bullying (Electronic Appendix 12). While over a third of the teenage girls discussed how bullying interventions did not stop bullying. This suggested that younger pupils viewed their school intervention as successful and supported Bowen and Holtom (2010) who found Year 6 pupils were happier with the way their school helped to stop bullying than Year 10 pupils were.

- **Effect on the school, bully and victim**

Some of the tweenage girls discussed how bullying interventions could have positive effects on the school, bully and victim. 21.7 per cent of the tweenage girls in the questionnaire talked about how bullying interventions improved the school environment. 15.7 per cent discussed that bullying interventions used supported the victim and 15.2 per

cent talked about how they would help the bully to understand what they were doing and would help them to stop.

- ***Raised awareness***

Both the tweenage and teenage girls discussed how bullying interventions helped to raise awareness of bullying and discussed how posters could remind pupils about bullying and how to cope with bullying:

> *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 9 girl, Oakbrook)*

This supported Bowen and Holtom (2010) who found Welsh pupils in Year 6 to Year 10 recommended interventions that raised awareness of bullying.

5.4.2 - *Girls' suggestions for interventions*

The tweenage and teenage girls' suggestions reflected and expanded on the interventions used in their schools (table 5.9 and table 5.10). These included improving peer support, teachers' involvement in supporting bullies and resolving bullying and additional ways to provide evidence of bullying.

Table 5.9 - Tweenage girls' ideas for interventions their school could use to help stop bullying

Intervention	Tweenage girls (number of quotes)
Posters	18
Z-fold leaflets	11
Play	9
Assembly	6
Website	6
Video or DVD	6
Playground patrol - pupil controlled	5
CCTV in playground - adult controlled	3
Banner	3
PowerPoint presentation	3
Book	2
Dance	2
Letter	2
Badges	1
Bullying board	1
Computer application	1
Golden rule	1
Punishment	1
Sign	1

Table 5.10 - Teenage girls' ideas for interventions their school could use to help stop bullying

Intervention	Teenage girls (number of quotes)
Interventions should help the bully	4
Encourage girls to be honest with friends	3
Peer mentors assigned to each tutor group	2
Subliminal message in an image	2
Teacher, bully and victim discuss bullying together	2
Teacher explains to bully how the victim feels	2
Do not encourage bully and victim to be friends again	1
Help victims to understand why they have been bullied	1

- *Support for the bully*

Four of the teenage girls criticised that bullying interventions only supported victims and demonized bullies rather than the act of bullying. Although the teenage girls were reluctant to tell teachers about bullying and 63.6 per cent viewed teachers' interventions as ineffective, the teenage girls gave suggestions of different teacher-led interventions. This supported Glover et al. (2000) who found 50 per cent of teenage pupils viewed that teachers should raise awareness of bullying by talking about it and monitor it by looking out for bullying incidents. Four of the teenage girls suggested that interventions should help the bully:

> *Girl G: …the bully sometimes doesn't have anyone to go to cause it's not like we do all this stuff and it's not like come you can go and speak to a teacher if you think you're bullying someone and they will help you it's kind of just for the victim…*

> *(Year 9 girl, Oakbrook)*

This suggested that some of the teenage girls viewed that the bully had nobody to go to for support whereas the victim did. The Zero Programme supported the view that schools should promote anti-bullying values where it is the act of bullying not the bully that is condemned (Roland et al., 2010; Stephens, 2011). Governmental guidance supported this view that bullying behaviour is wrong and that the bully as well as the victim should be supported (Department for Education, 2013). The teenage girls' view that bullying interventions only supported victims suggested that support for bullies was not being

addressed. However when I shared the findings of the research with the deputy head at Oakbrook he queried the girls' views of separate interventions for bullies and victims:

> *The girls talk about how roles of bully and victim aren't distinct and then talk about interventions addressing them separately*

> *(Deputy Head, Oakbrook)*

- ***Improved peer support***

Both the tweenage and teenage girls' suggestions for bullying interventions included peer support. This agreed with previous studies that have found interventions led and carried out by peers were more positively received by pupils than adult-led interventions (Salmivalli, 2001; Peterson and Rigby, 1999).

Most of the girls who gave suggestions for peer support came from schools that already implemented it. Four of the five tweenage girls who discussed a playground patrol were pupils from Contor, which had Year 6 pupils in peer support roles such as playground supervisors, prefects, pupil leaders and ambassadors (Electronic Appendix 15). The five tweenage girls' suggestions of a playground patrol that monitors behaviour and makes sure pupils have friends to play with reflected the current roles of the playground supervisors and prefects:

> *Rebecca Rose Caves: they go walking around the playground to see if anything nothing's happened*

> *Fruit Apple: go around asking people if you're alright and then if they were beginning bullied*

> *Rebecca Rose Caves: if you had a notepad write like yes no has x been bullying you*

> *(Year 3 research advisers/assistants, Contor)*

Pupil involvement in tackling bullying such as taking part in a playground patrol was a way the Zero Programme suggested schools could monitor and deal with low-level bullying (Stephens, 2011). At Oakbrook, one of the peer mentors discussed in the focus group that it had developed from peer mentors approaching suspected victims of bullying to tutors giving peer mentors names of bullied pupils. The teenage girls, including one peer mentor, discussed how the pupil mentor scheme could be improved by having a peer mentor for each tutor group who pupils could go to if they needed support (Electronic Appendix 13).

When I discussed the findings of the focus groups with the deputy head at Oakbrook 14 months after the focus groups were held, this suggestion had been put into practice to the extent of one peer mentor per three tutor groups. The deputy head reported that decisions about how the peer mentor scheme operated was through feedback from the peer mentors.

- ***Encourage honesty in girls friendships***

Some studies have found bullying interventions focus on direct bullying and more boys than girls benefited from them (Slee and Mohyla, 2007; Eslea and Smith, 1998). This has led to questions being raised about how schools could address indirect bullying, the type of bullying more often experienced by girls (Smith, Ananiadou and Cowie, 2003; Salmivalli, 2001; Slee and Mohyla, 2007). Three of the teenage girls discussed how relationships could be improved in female friendship groups if girls were more honest with each other:

> *Girl I: I think we need to encourage people to be more honest with each other to make people bully less…*

> *Girl G: I don't I think like in year seven you kind of need to be told it's alright to be honest… but not speaking out of turn in a kind of way*

> *(Year 9 and Year 10 girls, Oakbrook)*

This supported Giant and Beddoe (2013:63) who suggests that teachers could influence teenage girls' views towards relationships by 'modelling empathy and openness'. This echoed the three teenage girls' views that pupils should be encouraged to be honest with one another. Girls lying as a form of relational aggression or to prevent becoming involved in a dispute was a frequently used device in rumours and social exclusion experienced within friendship groups (Besag, 2006b; Simmons, 2002; Giant and Beddoe, 2013). The three teenage girls' view that honesty would prevent conflict suggested interventions for girls' bullying should focus on improving relationships and preventing girls' use of lying to manipulate or preserve friendships. This was the focus of activities for adults to use with teenage girls created by Giant and Beddoe (2013). When I shared the three teenage girls' suggestion that honesty in friendships should be encouraged with the male deputy head at Oakbrook he reported that the school did promote honesty and questioned the view that girls would not be honest with each other:

Where have they got the idea they shouldn't be honest

(Deputy Head, Oakbrook)

This suggested that teachers also need to gain a greater understanding of the dynamics of teenage girls' friendships and the role lying plays in their disputes.

- ***Visual images and interactive elements***

The tweenage suggested a number of visual and interactive bullying interventions and two teenage girls discussed the use of a visual image with a subliminal message to help stop bullying in their schools (Electronic Appendix 12). This supported previous studies that have found how their use of drama encouraged pupils in a bystander role to help (Cowie and Sharp, 1994) and the use of computer games at primary school age could reduce victimization short term, (Sapouna et al., 2010).

- ***Evidence of bullying***

Three tweenage girls discussed the use of CCTV cameras for teachers to monitor bullying in the playground. This supported Crothers, Kolbert and Barker (2006) who found monitoring activities inside the school building and in the school grounds was a moderately popular intervention with middle school students. In addition, Thomson and Gunter (2008) and Cunningham et al. (2011) found some students suggested the use of CCTV to reduce bullying in their school.

The three tweenage girls discussed how CCTV could provide evidence of bullying:

Rebecca Rose Caves: you could like have cameras and maybe two in the playground and one in the school near the hallway and they could look...then they could take the cameras off the wall and show the video of what's happening

(Year 3 research adviser/assistant, Contor)

Supporting the three tweenage girls' view, Thompson and Smith (2011) found that schools with CCTV viewed it as a good way to collect evidence of bullying. None of these three tweenage girls discussed the negatives of having CCTV cameras, for example the invasion of privacy. This supported previous studies that have found pupils were unconcerned by the CCTV cameras in their school (Brown, 2012; Tupper et al., 2008).

- *Teachers' role to help bullies and victims resolve bullying*

Three of the teenage girls' discussed how punishment was ineffective at resolving conflicts:

> *Girl D: they will tell them off and if you are in the front of them with a teacher well they will say you've done this wrong you've done this wrong you make up and stuff but then like you haven't really talked it out*

> *Girl E: you still have it like in the back of your mind like or you've never actually sorted it out and you're just like friends again*

> *(Year 9 and Year 10 girls, Oakbrook)*

This contrasted with previous studies that found pupils view sanctions positively (for example, Cunningham et al., 2011; Thompson and Smith, 2011) and Bowen and Holtom (2010) who found more older than younger pupils suggested the use of punishment to stop bullying.

Rather than sanctions, three teenage girls discussed how the bully and victim should talk to each other and resolve the conflict in front of the teacher as mediators:

> *Girl E: like talk about it like I think it's easier if you go in a room with the person that's done it with an adult…*

> *Girl C: also they can't shy away from it then because they've got a teacher in the room as well…*

> *Girl A: they haven't got any back up from their friends or anything and you can just confront them and why did you do this to me do you understand what you made me feel like and they'd just be like sorry*

> *(Year 10 and Year 12 girls, Oakbrook)*

5.5 - Girls' views on responses to bullying expanded on school policy

I will now consider whether the girls' views on responses to bullying revealed in this chapter, reflect their schools anti-bullying policies.

All the schools anti-bullying policies listed the ways they tried to prevent bullying and how they would respond to bullying, including school-led and pupil-led responses (table 5.11)[24]. The girls' suggestions reflected these and offered improvements.

Table 5.11 - The different interventions the schools used to prevent bullying as listed in their anti-bullying policy

Interventions	Schools
Adult led activities raising awareness of bullying, for example in assemblies, citizenship lessons, pastoral time, PSHE, specific curriculum input	Oakbrook, Briston, Contor and St Beth's
Programmes raising awareness of bullying, for example, SEAL, Anti-bullying week	Oakbrook, Briston and St Beth's
Programmes on pupils wellbeing, for example, Healthy Schools programme, teaching assertiveness	Briston, Contor and St Beth's
Pupil input in preventing bullying, for example, School Council, circle time	Briston and St Beth's
Posters raising awareness of bullying	Contor

The girls' views to responses to bullying reflected and expanded on their schools anti-bullying policies (table 5.12). All the school policies considered the role witnesses played in bullying but not the different ways witnesses could respond to bullying. These policies emphasised pupils' responsibility to report bullying they witnessed and that pupils should tell an adult, often a teacher, about bullying incidences. For Contor, St Beth's and Oakbrook this was the only advice given to pupils on how to cope with bullying. Briston, however did suggest that victims could use assertive and passive coping strategies:

> *Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying*
>
> (Briston Anti-bullying policy 2009:3)

The girls' views on favouring both seeking support from others and coping by themselves showed that the girls used a greater variety of coping strategies than included in their schools anti-bullying policies. The tweenage girls favouring turning to adults for support, reflected their school policy. The teenage girls reporting they would turn to friends and older siblings and their criticism of the procedure of writing a bullying statement revealed that their school policy did not reflect how girls their age coped with bullying.

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[24] The schools' anti-bullying policies can be found in Appendix 11.

Table 5.12 - The tweenage girls' views on responses to bullying reflected and expanded on school policy

Responses to bullying	Reflects school policy	Expands on school policy	Not considered
Participant roles	✓		
Responses to witnessing bullying			✓
Coping by telling an adult	✓		
Coping by telling friends/older sibling			✓
Coping by self	✓ (Briston)		✓ (Contor & St Beth's)
Reported school-led interventions	✓	✓	
Reported pupil-led interventions	✓	✓	
Girls suggestions for interventions	✓	✓	

This chapter has shown the girls' views on responses to bullying by bystanders, victims and schools. These views revealed that the tweenage girls followed their schools anti-bullying policies by turning to adults to respond to bullying they had witnessed or experienced, while the teenage girls were reluctant to do so. They were also more positive of the adult-led interventions schools use to respond to bullying. This age difference was influenced by the girls' views of how effective teachers were at intervening and resolving bullying incidents. While the tweenage girls viewed teachers as successful at stopping bullying, the teenage girls were critical, viewing that they did not fulfil victims and bullies care needs. However, although teenage girls were reluctant to seek support from teachers, they did confide in friends, older siblings and, to a lesser extent, parents. This suggested that both ages of girls preferred seeking support to passive coping strategies, but the source of support differed with age.

In the next chapter, I will examine the complexity of girls' bullying and of working with the tweenage girls using a pupil research methodology.

CHAPTER 6 – THE COMPLEXITY OF GIRLS' BULLYING AND WORKING WITH TWEENAGE GIRLS USING A PUPIL RESEARCH METHODOLOGY

In this research I set out to address a methodological research question: 'what can we learn about tweenage girls' bullying using pupil research?' To address this, I aimed to explore tweenage and teenage girls' views on the topic of girls' bullying. Although there were a range of possible approaches I could have chosen, (as discussed pp.55-56), I decided to examine whether pupil research was an appropriate methodology.

In this chapter I will discuss this choice. Firstly I will consider whether the information produced through this method did add anything to the extant literatures. I will then report on the process of pupil research arguing that both the topic of girls' bullying and the research process in pupil research were 'messy' and complex. Further I will suggest that attention to ethical practices was an ongoing process that happened from the start to the very end of the research. I begin by considering the nature of the research method, pupil research, and its key principles.

6.1 - The suitability of pupil research

While there has been much attention given to bullying generally, (as discussed pp.3-5, 15-46), the many studies conducted have shown its complexity rather than giving distinct answers to resolving the problem of bullying. Each study might be said to help adults to gain a greater understanding of the social problem of bullying. However, the focus on girls' bullying has been narrow, concentrating on a specific form of bullying, relational aggression, and on a specific age group, adolescent girls (as discussed pp.5, 46-47). This narrow focus has prevented the possible complexities of girls' bullying to be discussed.

Participatory research has rarely been used in bullying research, particularly with primary school aged pupils or on a single-sex sample (as discussed pp.6-7, 48-49). My research thus explores relatively new territory both in content and in method.

6.1.1 - *How my research accords with the key principles of pupil research*

There are key assumptions underpinning pupil research focused on how children and young people are perceived by adult researchers and the benefits of actively involving them in the research process (Table 6.1).

Table 6.1 - The key principles of pupil research

Key principles of pupil research
1. Children are viewed as capable, social beings, with expertise and insider status who should have their voice heard
2. Pupils' active participation has different levels
3. Enabling pupils' active participation aims to reduce the power imbalance between adult researchers and child participants
4. Beneficial to pupils and adult researcher actively involved in the research process
5. Engagement with multiple marginalised voices

I now discuss how my research meets these assumptions to justify its positioning as an example of a pupil research study with tweenage girls (see table 6.1) and how these relate to two of the ethical principles my research adheres to: 1) participants having choice over their involvement in research and 2) that research should be beneficial to those involved (detailed pp.70-73).

- ***Children are viewed as capable, social beings with expertise and insider status***

The first and underlying principle of pupil research is that children and young people are seen as capable, social beings who can and should have their voices heard on issues that impact their lives (Thomson, 2008; James, Jenks and Prout, 1998; Kellett, 2014). This is encouraged by the UN Convention on the Rights of the Child (1989) (as discussed pp.60-61). My decision to invite the tweenage girls to take part in an anti-bullying research lunch club was underpinned by this view of children as able, social beings.

Pupils' active involvement in the research process is encouraged as they have 'insider knowledge' and are 'experts in their own lives' (Kirby, 1999:18; Kellett et al. 2004; Clark and Statham, 2005; Fraser, Flewitt and Hammersley, 2014:48). In my research I viewed the girls as 'experts' on girls' bullying in the context of their school, although I was aware their views would not be representative of the whole school (cf Bucknall, 2014). However the prolonged engagement with the tweenage girls and their involvement in carrying out the research on their peers enabled a greater number of girls' voices to be heard than would have been the case with the traditional survey design or group interviews and focus groups often used in bullying research.

How adult researchers view children will influence the amount of choice and participation children have in a research project (Thomas and O'Kane, 1998). Participants have choice in their involvement in research through informed consent and right to withdraw. In pupil research children in researcher-like roles can be given choice in what ways to participate

during the research process and Thomas and O'Kane (1998:399) report that one of the ethical principles they followed in their participatory research was that children had 'as much choice as possible over how they participated'. I similarly followed this ethical principle and by viewing the girl research advisers/assistants I worked with as capable, social beings with expertise enabled them to have greater participation reflecting the ways they wanted to be involved in the research project.

- ***Pupils' active participation has different levels***

In participatory research, including that with pupils, there are different levels of participation (as discussed pp.62-64). Although child-led research per se is advocated by some, the appropriate level is dependent on the focus and context of the study (Kirby, 1999; Conolly, 2008; Gristy, 2015). My research was one where a child-led approach was unsuitable as the research aims and methodology had been chosen prior to recruitment and the context of the research taking place at lunchtime where the girls had expectations of a fun, social lunch club. And, rather than making assumptions prior to the research about their level of involvement, I wanted to give the tweenage girls the opportunity to initially sample all stages of the research. I then made decisions based on their responses regarding their level of the involvement at each stage. The kind of participation thus varied throughout the project. Therefore, the level of participation in this research was influenced by the girls' choice as well as by my decisions as an adult researcher.

- ***Enabling pupils' active participation aims to reduce the power imbalance between adult researcher and child participants***

As discussed in pp.66, it is unclear to what extent pupil research does reduce the power imbalance between adult researchers and child participants or if it creates new ones (see for example, Thomson, 2008; Gallagher, 2009; Hill, 2006; Schafer and Yarwood, 2009). While I cannot say to what degree I reduced the power imbalance between myself and the tweenage girls and female peers that participated, I did aim to make the research process very relaxed and informal, (as also discussed by Kirby, 1999), and explicitly supported the girls' involvement in designing the research tools and leading the group interviews. Providing a safe space was important as it enabled pupils to formulate their views and to have these views heard (Smith and Bjerke, 2009 cited in Graham and Fitzgerald, 2010; Mallan, Singh and Giardina, 2010).

The power imbalance between adults and children can limit the level of choice and participation children have in research (Thomas and O'Kane, 1998). Efforts to reduce this

power imbalance follows the ethical principle of participants having choice over their involvement in research. My efforts to provide a safe space and actively involve the girls in the research process was my approach to attempting to reduce the power imbalance between us and to prevent limiting their level of choice.

- *Beneficial to pupils and adult researcher actively involved*

Pupils' active involvement in the research process can be beneficial in a number of ways ranging from self-confidence and developing skills to 'improved citizenship' and social learning (Kirby, 1999:15; Kellett et al., 2004; Bland and Atweh, 2003). The research was beneficial to both the schools and the girls who participated in the lunch clubs. The girls in their role of research adviser/assistants gained from the research socially, developed research skills, had a safe space to discuss bullying and had the opportunity to be proactive in helping their school community to prevent and respond to bullying. In turn, the schools gained data from the questionnaires and good quality anti-bullying resources to use that reflected the voices of the girls who participated in the lunch clubs, questionnaires and interviews.

In addition to benefits for the pupils involved, pupil research is beneficial to adult researchers as it enables them to produce more participant-friendly research tools and gives time to engage with the participants they are working with (Fraser, Flewitt and Hammersley, 2014; Morrow and Richards, 1996; Smith, Monaghan and Broad, 2002).

In my research, the number of research activities I developed allowed the girls to express their views orally and in writing and enabled me to engage with them on various aspects of bullying. This allowed a more detailed picture of girls' bullying to emerge and revealed the complexities of girls' bullying.

The benefits of pupil research for those involved address the ethical principle that research should be beneficial (Powell and Smith, 2009; Christensen and Prout, 2002). While in my research there was the potential of risk of harm because of the sensitive topic, the use of pupil research enabled the research to be beneficial to both the girls involved and myself, the adult researcher.

- *Engagement with multiple marginalised voices*

Pupil research is an approach where adult researchers can engage with and listen to the marginalised voices of pupils and children (Thomson and Gunter, 2007; Thomson, 2008;

Flutter and Rudduck, 2004; Clark et al. 2014). It is important to recognise that multiple voices will be heard, those of individual children and the multiple voices within individuals (cf Clarke, Boorman and Nind, 2011; Thomson, 2008). Through my research I listened to tweenage girls who had rarely had their views heard on the topic of girls' bullying, made possible by their active participation through a pupil research methodology. The use of oral, written and creative activities allowed for diverse ways in which girls could express their opinions.

Some of the methods I used are not specific to a pupil research methodology, for example, the questionnaires and the group interviews. However the girls' involvement in designing the research tools for these methods influenced what aspects of bullying were examined, enabled the research tools made to be participant friendly and the girls' involvement as interviewers enhanced the engagement with the research participants. The pre-research activities gave the girls the time and space to explore their understandings of bullying and develop their own definitions which were used in the questionnaire (table 6.2).

Table 6.2 - How the principles were enacted through the research tools

Research tool	Enactment of principles
Pre-research activities	- space for the girls to develop their own definition of bullying
Questionnaires	- Used the girls' definition of bullying - The girls' involvement in designing and illustrating the questionnaire
Interviews	- The girls' involvement in writing the interview questions and designing the cue cards - The girls carrying out the interviews
Anti-bullying resources	- Opportunity for the girls to choose and design resources
Post-research activities	- Feedback on involvement in the research process
Lunch club sessions recordings	- Naturalistic conversations on bullying
Focus Group	- Used the cue cards designed by the girls

Using their own definitions rather than one based on adults' views acknowledged their capability in sharing and explaining their understandings of bullying. If I had not listened to the girls' understandings and used an adult definition of bullying I would have been disregarding the girls' ability to produce their own definition (see Canty et al., 2016; discussed pp.4). Their involvement as interviewers in particular enabled greater rapport with the interviewees than interviews led by an adult stranger. The use of the lunch club sessions gave time and space for naturalistic conversation on bullying between the girls

and during the prolonged period of time relationships were developed between the girls and myself.

I know turn to discuss the results that were produced through the research.

6.2 - The complexities and 'messiness' of girls' bullying

While my research was a small scale study and time and context specific, it does provide an example of how pupil research held during girls' free time at lunchtime, is a suitable and successful way to engage with tweenage girls on the topic of bullying. The age comparison with the teenage girls in the focus groups allowed a fuller picture of the complexities of girls' bullying to be considered. I now summarise the key results showing how they added to the extant literatures.

Despite the large number of studies on bullying since the 1980s, there has been a lack of clarity in the understandings of bullying and what are the effective ways for schools and pupils to respond to this social phenomenon. This suggests that bullying is complex and 'messy' rather than distinct and clear cut. However, some studies on bullying, particularly girls' bullying, have focused on specific forms of bullying (as discussed pp.46-48). This narrow focus, can give the impression that girls' bullying is a distinct, clear cut form of aggression involving certain behaviours by male and female perpetrators. A broader focus on girls' bullying, considering the different forms of bullying girls may experience or witness, as adopted in my research, revealed that girls' bullying has blurred lines and is 'messy' and complex. These blurred lines include the bullying role categories of 'bully', 'victim', 'bully/victim' and 'bystander' being fluid and interchangeable as girls' insults fly in bullying incidences and that a wide range of bullying behaviours are used in indirect and relational ways not restricted to the traditional 'female' forms of aggression of social exclusion and the spreading of rumours (as discussed pp.102-120, 123-129).

6.2.1 - *The data from the various research instruments revealed the complexity of girls' bullying*

Together the use of the research instruments of pre-research activities, questionnaires, interviews, anti-bullying resources and post-research activities allowed different girls' voices from the three primary schools to be heard and to be compared with the teenage girls' views as expressed in the age comparison focus groups (figure 6.1). The variety of research tools used allowed the research adviser/assistants and some of their female peers different ways to share their opinions and together built a picture of the complexity of girls' bullying.

Having data from the various research tools allowed for triangulation therefore strengthening the findings on the different aspects of bullying (Appendix 12).

- ***Similarities and subtle differences in the girls' views on bullying***

The pupil research methodology and the multiple research tools used allowed time and space for girls' views on various aspects of bullying to be examined. What was their understanding of bullying? What types were most prevalent and severe? What types of bullying did girls witness? How frequently was it experienced and by whom? Why were girls targeted? What did they consider to be the best ways to cope with bullying and for their school to prevent and respond to bullying? By considering girls' broad views on bullying enabled a picture to emerge on the complexities of bullying, with the similarities and subtle differences in the tweenage and teenage girls' perspectives and experiences.

The data from the research instruments revealed the girls were exposed to and found a variety of bullying upsetting and that they could be bullied by girls or boys. It was important for both ages of girls to fit in and not to be considered as different. For tweenage girls this could be because of their attractiveness or their ethnicity, while the teenage girls had to negotiate the turbulent environment of their female friendship group where rumours were easily started and could result in a high social cost and were also upset by boys judging them by their appearance (as discussed pp. 117-119, 129-136).

Some of the bullying discussed by the girls was consumer-related. The tweenage girls discussed the cost of replacing belongings when they were damaged and both ages of girls talked about bullying relating to makeup and fashion. Therefore, living in a consumer western society could have influenced the bullying they experienced and what they found upsetting.

On the surface, the findings, reported in chapter 4, supported both the gender stereotype of girls tending to use relational aggression and the focus of studies on the rumours and social exclusion used in teenage girls' friendship groups (Appendix 12.1).
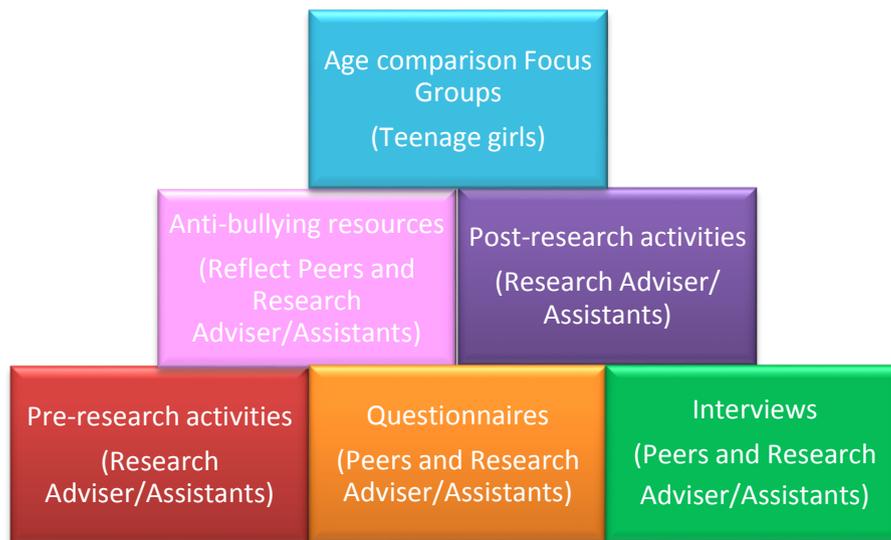
Figure 6.1 - The different girls' voices heard by using the different research tools together[25]

While relational aggression was most prevalent and severe, in line with the literatures, this was not the whole picture of girls' bullying. There were other types of bullying they were exposed to or found upsetting, for example, being teased about their appearance, and they could experience either same or mixed sex bullying. By asking the girls broadly about bullying that happens at their age using different research tools gave them the opportunity to discuss the different types they are exposed to not restricted to focusing on one specific form.

While there were similarities in the aspects of girls' bullying reported, there were age differences in the detail, such as the specific forms experienced, responses to witnessing bullying and who they would confide in (Appendix 12).

In addition to girls' bullying itself being complex, the methodology used to explore girls' views was also messy. One of the key results of the research was the documentation of process and its messiness.

6.3 - Messiness and complexity of pupil research with tweenage girls

Texts on pupil research fall into five key categories 1) examples of pupil research including those with pre-school, primary school and secondary school aged children; 2) discussions on types and levels of participation; 3) discussions on ethical considerations when

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[25] As the anti-bullying resources were based on the findings of the questionnaire and interviews, these reflected both the female peers and research adviser/assistants views on girls' bullying.

researching children 4) practical guides to carrying out pupil research with children and young people; 5) critiques of pupil research literature: the methodological, philosophical, ethical and rights-based issues in participatory research (table 6.3).

Table 6.3 - Types of pupil research literature

Type of pupil research literature	Examples
Examples of pupil research with pre-school, primary school and secondary school aged children	Clark and Statham (2005); Salamon (2015); Elton-Chalcraft (2011); Frost (2007); Kellett et al. (2004); Pinter and Zandian (2015); Ackers (2012); Tarapdar and Kellett (2013); Mearns, Coyle and de Graaff (2014); Thomson and Gunter (2008; 2011)
Discussion on levels of participation	Coad and Evans (2008); Hart (1992); Kirby et al. (2003); Nind (2011)
Discussion on ethical considerations when researching children	Hill (2006); Coyne (2010); Morrow and Richards (1996);
Practical guides to pupil research	Bucknall (2012); Kirby (1999)
Critiques of pupil research literature: Methodological, theoretical/philosophical, ethical, rights-based	Bland and Atweh (2003); Gallacher and Gallagher (2008); Gristy (2015); Fielding (2004); Clark (2004); Kirk (2007); Lundy (2007); Alderson (2001); Morrow (2008)

Similar to the girls' bullying literature, while there is a substantial literature on pupil research, little has been published about the complexity and messiness of engaging with children through pupil research. The messiness of research however is not unique to pupil research and it arguably has also been neglected in methods texts generally, (Law, 2004). Others have argued that the research process is not as neat as method texts present (Loveridge, 2010 cited in Dalli and Te One, 2012; Cook, 1998, 2009; Bingham, 2003). While researchers in their methodological writings have discussed the complexities they have experienced during the research process (for example, Cook, 1998, 2009; Te Maro, 2010), there is not yet a great deal of this type of writing about pupil research. This is probably because the field is still comparatively young.

Mess in research terms refers to the complications, complexities and unpredictability during the research process that are challenging to deal with (Te Maro, 2010; Askins and Pain, 2011; Law, 2004; Jungnickel and Hjorth, 2014). Askins and Pain (2011:809) define three forms of mess: the mess in 'how pupils and things interact', messiness of the 'methodological practices and social realities that they co-construct' (Law, 2004), and how

interactions 'hold the potential to cross space, place and time in unforeseeable ways' and the researcher's role in this.

However, some researchers have discussed the messiness of the research process with children and young people when considering ethical practice. Christensen and Prout (2002: 494) argued that ethical discussions are limited and that 'a new layer of complexity is created' when adult researchers view children as capable social beings and are involved in research *with* children rather than research *on* children. They recommended that discussions are needed based on researchers' experiences of research with children and the ethical dilemmas they face (Christensen and Prout, 2002). Others have supported this by discussing the messiness of the 'real-world' and of the research process (for example, Beazley et al., 2009; Gristy, 2015; Robson et al. 2009; Shaw, 2014). Horton (2008), a Human Geographer whose research used adult-led, non-participatory qualitative methods, discussed his own experiences that the ethical training he received did not fully prepare him for the dilemmas he faced. He argues whether there is ever 'one right thing to do' and that research does not happen in a perfect, idealised way (Horton, 2008:368). Research like real life is messy, complex and regardless of how well prepared researchers are they are likely to encounter unexpected issues that they often have to respond to immediately.

As research ethics training does not fully prepare researchers for challenges in their fieldwork, as argued by Horton (2008), then researchers are reliant mostly on 'their own personal judgements in their everyday ethical practice' influenced by individuals' experience of research (Christensen and Prout, 2002:489). Horton (2008:364) reflects on the ethical dilemmas he faced and shared his feelings of 'failure and self-doubt' and questioned his responses to the issues he encountered by asking 'what could or *should* I have done differently?' This suggests that research experience as well as research ethics training helps researchers become more prepared for the ethical decisions they may have to face. For some doctoral researchers whose research experience may be limited, their PhD research is highly likely to be challenging and messy.

My research is one example of this.

There was a complexity in the research decisions made influenced by the researcher's, girls' and their schools' wants and expectations (Appendix 13). As I will now explain, the decisions made and the wants and expectations changed during three key stages of the research: 1) the start of the research; 2) designing the research tools; 3) design the anti-

bullying resources and how through these decisions I addressed the ethical principles of participants having choice about their involvement, research being beneficial to those involved, not doing harm and confidentiality and anonymity (discussed pp. 70-74).

6.3.1 - *Messiness of research decisions being influenced by different expectations at the start of the research*

While I, as the adult researcher, chose the research design and questions, the schools had control of when and how the study happened.

- ***The schools' decisions affected the research design***

All of the four schools promoted pupil voice (Electronic Appendix 15), and were enthusiastic to take part in a study on girls' bullying using a pupil research methodology. The head teachers were keen for the girls who participated to increase their knowledge on bullying, while in comparison half of the girls wanted to help their school prevent bullying and only 27.8 per cent were driven by increasing their understanding of bullying (Electronic Appendix 16). This suggested a difference in the schools' and the girls' wants and expectations of the research.

The schools' decision to offer access to the girls at lunchtime positioned the research as an extra-curricular activity, using lunch clubs. This decision affected the original research design of using a pupil research methodology with both tweenage and teenage girls. While the recruitment of tweenage lunch clubs was successful, it was not with teenage girls (as discussed pp.78).

The deputy head at Oakbrook suggested that taking part in a lunch club could put teenage girls at risk of becoming the next victim of bullying, contrary to the ethical principle of not doing harm that my research adhered to:

> *You are asking girls to give up social time that is most precious to them. They can't afford it if they step out as they think it might be me next*
>
> *(Notes on conversation with Deputy Head teacher at Oakbrook)*

This view of girls free time as 'precious' has also been argued by others (for example, Hill, 2006; Christensen, 2002; Christensen, James and Jenks, 2000; Mayall, 2002). Pupil research through a lunch club therefore was more viable at primary school as girls were more willing to give up their spare time.

Although my research question was focused on tweenage girls and pupil research, I decided to continue to include the teenage girls in the study by using adult-led focus groups. I understood that excluding the teenage girls from the research for methodological reasons had ethical consequences. As 11 girls attended the focus group sessions, this perhaps suggested only a reluctance to engage in pupil research as an extra-curricular activity rather than a disinterest in sharing their views on the topic of bullying. If I had excluded them on methodological grounds, it would have taken away from their choice to participate and their voices would have been silenced.

- ***The researcher developed a more flexible approach to the research***

While the schools' decisions influenced mainly the research design, over the time of the research the girls' wants and my perspective of how to involve the girls changed. The girls' engagement with the research process and our discussions also changed from the beginning to the end of the research.

Over the academic year as I worked with the tweenage girls in the lunch clubs my approach to the research changed.

I entered the research in firm control of the study, having made the key decisions of the research aims and design (although influenced by the schools' decisions on access), the recruitment of the schools and the planning of the lunch club sessions prior to meeting the tweenage research adviser/assistants (Appendix 13.1). Even though I wanted these girls to actively participate in the research in a 'researcher' like role, at the start of the study it was adult-led. Rather than being 'our research' at the start it was 'my research'.

I started the research with a fixed, structured view. I devised a time-restricted plan to enable the girls to take part in each stage of the research, with equal time devoted to each part. The anti-bullying resources were originally restricted to three choices: a poster, a leaflet or a SNS. As the lunch clubs started it became clear that such a rigid approach was not realistic and would have limited the girls' choices in the research.

The research positioned as an extra-curricular activity influenced how I ran the lunch club sessions. The girls gave up a lunchtime a week over an extended period of time to take part in the research, therefore, structured, lesson-like sessions were unsuitable. I instead chose to create an environment that was relaxed, informal and social.

The first few meetings with the girls revealed that they had different abilities and worked at different speeds and that the planned sessions and activities needed to be flexible to allow for individual differences. Flexibility was also needed as the location of the lunch club and the number of the girls who attended each session could alter dependent on other school activities happening that week. The tasks set changed as I engaged with the girls and I became familiar with their likes, dislikes and how they responded to different aspects of the research process.

When planning the research I envisaged the research as 'our research' with the girls in the role of 'co-researchers' involved in every stage of research and that they would find the research process enjoyable and beneficial. However, when interacting with the girls it became clear that they were more interested in specific parts of the research than others, for example, they were keen to take part in the interviews and making the anti-bullying resources. I therefore had to make decisions on how to involve the girls in the research process so their participation was not tokenistic but allowed them choice of preference and that their experience of research was enjoyable.

- ***The girls wanted a social space to be proactive in preventing bullying in their school***

The girls started the research with different expectations of what would happen in our research lunch clubs (table 6.4).

Table 6.4 - The girls' expectations of the lunch clubs at the start of the research

Expectations	Tweenage girls' responses (percentage)
Proactive in preventing bullying	38.9
Talking about bullying	30.6
Finding out more about bullying	22.2
Making posters	19.4
Enjoyable	8.3
Carrying out interviews	5.6
Activities about bullying	5.6
Thinking about bullying	5.6

The two most given expectations were being proactive in helping to stop bullying (38.9 per cent) and talking about bullying (30.6 per cent). This showed that from the start of the research the girls were seeking a social space where they could talk about bullying and be involved in helping their schools prevent and respond to bullying. As well as interacting with the other girls and me, the adult researcher, they used the digital voice recorder to

share their views of wanting to stop bullying in school and over the course of the research used it to share their own experiences of bullying.

6.3.2 - *The messiness of the research decisions being influenced by the girls' wants when designing the research tools*

The girls and I worked together to design the questionnaire and the interview schedule and to carry out group interviews with female peers (detailed pp.88-92). Over this period of the research my views of how to include the girls in the research changed as did their reaction to their roles.

- ***Decisions on girls' involvement in the research influenced by their responses to tasks***

The girls' responses to different tasks influenced my approach on how to include girls in the various stages of the research. Designing the questionnaire was another stage of the research where flexibility was needed. It took a greater number sessions than originally planned as the girls needed the task simplified in order for them to fully participate in developing the research tool, as they had the expectation of being instructed rather than being asked for their opinions (Appendix 13.2 and as discussed pp.89).

I chose to exclude the girls from the coding and analysis of the questionnaire. This decision was based on their reactions to checking the pilot questionnaires where unfortunately they were most interested in attempting to guess the identity of the respondents, (Appendix 13.2), their disinterest in writing-based activities and their excitement at nearly being at the stage of taking part in the interviews and producing the anti-bullying resources.

- ***Girls did not want to be restricted to only 'researcher' like roles***

Further decisions were needed at the interview stage of the research which challenged my starting position of wanting the girls to be in a 'researcher' like role. The girls' desire to have the opportunity to choose to be in a researcher and/or participant role during the interviews, (Appendix 13.3), changed my view on how to include them in the research. Rather than concentrating on what aspects of the research they *should* and *could* be involved in, I started to consider what parts they *wanted* and would *enjoy* (discussed further pp. 183). Instead of 'researcher' and 'participant' being separate and distinct roles for the girls they became fluid roles according to what they wanted to experience.

- *Fluidity of roles experienced*

As previously discussed on pp. 56, I viewed change as an active process, where I reflected on my interactions with the girls and their responses throughout the research.

At the start of the research I viewed myself as an adult researcher who could relate to the girls as a student and as a former primary and secondary school pupil (as discussed pp.56-57). I envisioned the girls in a 'co-researcher' role, however during the research their level of participation varied making it difficult to categorise their involvement (table 6.5).

Table 6.5 - The girls' role(s) and the researcher's role(s) in the different stages of the research

Stage of research	Researcher's role(s)	The girls' role(s)
Research design	Research - developed research design before recruiting the schools	None
Design research tools	Research methods teacher Teacher - providing support where needed	Between consultants and co-researchers
Conducting research	For the interviews - Supervisor role For the questionnaires - researcher - administered questionnaires to the schools	For the questionnaires - consultants For the interviews - co-researchers - competent interviewers
Analysis of results	For the questionnaires - researcher For the interviews- Research methods teacher and teacher	For the questionnaires - none For the interviews - between consultants and co-researchers
Choosing anti-bullying resources	Teacher - providing support where needed	Co-researchers
Producing anti-bullying resources	Teacher - providing support where needed	Assembly - co-researchers Board game - between consultants and co-researchers Posters - co-researchers Webpage design - co-researchers Z- fold leaflets - between consultants and co-researchers
Presentation of anti-bullying resources to the schools	Mediator between the girls and the head teacher Teacher - providing support where needed	Briston - co-researchers Contor - between consultants and co-researchers

Throughout the research the girls and I had a variety of roles influenced by our interaction with each other and for the girls affected by the type of resource they chose to make. I had roles of teacher, counsellor and friend/role model in addition to my role as the adult

researcher. The girls most frequent roles when making the anti-bullying resources were of editors and designers. Those who chose to make posters became campaigners when encouraging others to vote for their posters and the girls who made the Z-fold leaflets at Contor were distributors when they handed out their leaflets during lunchtime. The anti-bullying resource where the girls exhibited the greatest variety of roles was the assembly at St Beth's, where the girls were editors, actors, directors, presenters and scriptwriters. While we had different roles we both experienced being 'experts' in a specific area and 'inexperts' in another area; with my lack of understanding in the girls' bullying that happened in the girls' schools and the girls' lack of experience in research methods and carrying out a research project. Collectively, with my knowledge of research methods and the girls' understandings of girls' bullying in their school, we had the expertise to carry out this research.

The multiple roles we experienced were fluid rather than being distinct and fixed and developed through interaction with each other. Some of these roles were dependent on how the girls engaged with the research, for example the type of anti-bullying resource they chose to make.

While the girls were in a supportive role in many of the research activities and were referred to as research adviser/assistants, many of the roles I experienced were supporting the girls' behavioural, emotional and social needs. These roles of 'teacher', 'counsellor' and 'friend/role model' were not anticipated at the start of the research but developed during our interactions in the lunch club sessions.

Although I, as an adult, had control of the research aims and design, the girls and I both were both similarly 'experts' and 'inexperts' and the research required us to behave in supportive roles to enable the project to progress and be completed.

6.3.3 - *The diverse research decisions influenced by the girls' wants when designing and sharing the anti-bullying resources*

Together we produced the resources, with the researcher in a supporting role using scaffolding to provide help when needed (table 6.6).

Although this research did not consider the effectiveness of the anti-bullying resources made, and the schools ultimately decided how the resources would be used and shared, designing these was an important stage of the research for the girls. It gave the opportunity for the girls' voices to be heard on bullying, to engage with the research

findings and help their school to prevent bullying. From the researcher's perspective it also fulfilled the agreement with the school that they would be provided with resources made by the girls to use.

Table 6.6 - The girls' and my input in making the anti-bullying resources

Anti-bullying resource	Girls' input	Researcher's input
Primary resource by girls at Briston - Posters	1) Designed posters 2) Chose whether to follow optional framework 3) Voted for favourite posters	1) Provided optional framework 2) Encourage girls to include best ways to cope with bullying 3) Chose how many posters to make
Primary resource by older girls at Contor - Webpage design	1) Produce webpage plan 2) Drew pictures	1) Provided optional framework
Primary resource by younger girls at Contor - Board games	1) Decide what type of board game to make 2) Chose board game designs 3) Illustrated board games 4) Chose title of game, rules, spinner, counters and borders and fonts for cards 5) Coloured in spinner/counters	1) Produced three board game designs 2) Produced examples for board game titles and borders and fonts for cards 3) Provided spinner and counters templates 4) Constructed spinners 5) Typed up game rules
Primary resource by girls at St Beth's - Assembly	1) Create the role plays 2) Wrote scripts - role plays, speeches, prayer and song	1) Allocated the girls with results to produce role plays and speeches 2) Edited the scripts with the girls 3) Typed up the final script
Secondary resource by older girls at Contor and St Beth's - Z- fold leaflets	1) Produced individual Z-fold leaflets 2) At Contor the girls voted for favourite Z-fold leaflet	1) Provided optional framework 2) Chose sections from the girls' Z- fold leaflet to create the final Z-fold leaflets

- ***Designing the resources gave the girls choice and fulfilled their want to be proactive against bullying***

Designing the anti-bullying resources was a stage of the research that the girls had looked forward to from the start, and most (85.7 per cent) reported that it was their favourite activity they took part in during the research. My decision to give the girls free choice of

what resources to make rather than the original idea to restrict it to the choice of three (posters, leaflets or SNS) made this stage of the research important as it was the time the girls had the most control. This decision was informed by my change of perspective moving from involving them in what they *should* take part in to what they would *want* and *enjoy*. It allowed them to express their views on bullying in creative ways accessible to other pupils and showed that I viewed them as experts and trusted their judgements on the appropriate resources to make, only limited by ethical and financial considerations.

Choosing and making the resources fulfilled one of the girls' key motivations and expectations of the research; to help their schools prevent and deal with bullying (Appendix 11.4). The emphasis here was not on whether the girls were successful in preventing bullying but rather them being proactive. They had the opportunity to express their views on bullying and could decide on and produce resources that they believed would be helpful and pupil-friendly.

- ***The girls' choices were however limited by adult decisions***

While at different stages of the research the girls had different levels of choice these were limited by the decisions made by myself, for example, about the research aims and design and the coding of questionnaires, and the schools' decisions about when the research and the dissemination of the results would be held, and therefore influenced the voices heard. While the girls chose to use assemblies to share the findings of the research and the resources with the school, the decisions made by the head teachers of when and how they would be held affected the girls' engagement (detailed pp.100).

In addition to the head teachers having control over the girls' involvement in the assemblies, they also ultimately decided how the findings would be shared with others and how the anti-bullying resources would be used.

After the research, I met with the head teachers of the primary schools and the deputy head teacher at Oakbrook individually to discuss the findings of the results. Most of the schools reported they would share the results with the staff and school governors but less with pupils and parents, (Electronic Appendix 17). All of the primary schools said they would use the anti-bullying resources in Anti-bullying Week 2012 and two of the primary school heads were keen to share their anti-bullying resources with the other schools that participated in this study. At Contor, they planned to use the board games in the school's board game club and to use more child-led activities and at St Beth's a copy of the

questionnaire used in this research was requested for future use. The use of more peer mentors and their assignment to tutor groups had been implemented at Oakbrook, reflecting the girls' opinions on how to improve their school's anti-bullying interventions.

6.3.4 - *The messiness of the research decisions being influenced through interactions*

The research decisions were greatly influenced through interactions with the girls and their schools. As this study was a piece of participatory research with tweenage girls, where I aimed for them to be involved in the different stages including some decision-making, their views should be considered and included in the research decisions.

- ***Practicalities of involving the girls in all stages of the research***

Conolly (2008) argues that the research ideal of involving pupils in every stage can be impractical. This was the case for this study as noted earlier, pp.168. Involving pupils in all aspects of research, does not allow for the children's expectations and wants when participating in research (Kirby, 1999).

The positioning of the research as an extra-curricular activity influenced how the girls participated. The girls disliked and rejected aspects that were 'lesson-like' such as homework tasks. The girls expressed their dislike of activities that involved a great amount of reading or writing, preferring instead creative tasks, for example, drawing, and the social activity of asking others about their opinions on bullying. From the start of the research the girls were excited about taking part in the interviews and designing the anti-bullying resources and frequently asked when we would move on to do these.

I faced the dilemma of whether to continue with my original aim to involve the girls in all stages of the research or to shift the focus to the aspects I perceived that the girls were most interested in and would involve activities they would enjoy. I decided it was not essential for them to participate in every part of the process particularly if it limited the time they could spend on activities they were looking forward to and that would fulfil their goal of being proactive in helping their school respond to bullying.

- ***Decisions are influenced by both the schools and the girls' wants and expectations***

Using participatory research involved three parties, the girls, the schools and the researcher, who had differing wants and expectations from the research. While I had the broad aim of what adults can learn about girls' bullying using a pupil research methodology, I also needed to consider the schools' expectations that the girls would

increase their understanding of bullying and the girls' focus on being proactive and having a social space to talk about bullying.

The relaxed atmosphere of the lunch club sessions where girls had conversations about bullying while working on activities and the four weeks devoted to carrying out the interviews fulfilled the girls' wants of having a space to talk about bullying. Designing the anti-bullying resources took six weeks and allowed time for the girls and myself to reflect on the findings of our research, and gave additional time for the girls to contribute to their school's effort against bullying in a practical and creative way.

- ***Research decisions were influenced by coping with/responding to the complexity of pupil research***

Research decisions were influenced in an ongoing process by the different wants and expectations of the schools, the girls and myself and my interactions with the schools and the girls throughout the whole research project. In these decisions as well as fulfilling the demands of and responding to interactions with the schools and girls involved, I had to consider the ethical consequences of the research decisions I made. Many of these decisions needed to be made immediately as these demands and issues were encountered. While it is unrealistic for a researcher to be fully prepared for all possible issue they many face (Horton, 2008), and as Hammersley (2009:216) argues 'it is not worth attempting to do this', having examples of the challenges and messiness other researchers have confronted and responded to could help other researchers feel more confident when facing challenges in their own research.

6.4 - The ongoing process of ethical practice

Using a pupil research methodology produces similar ethical issues as other approaches to research, focused on the principles of 'respect, rights and equality' (Alderson and Morrow, 2011:36; Smith, Monaghan and Broad, 2002), plus having additional ethical considerations, such as the increased risk of exploitation (Alderson and Morrow, 2011). Related to exploitation is the question of the appropriateness of giving pupils payment in kind for their participation (Alderson and Morrow, 2011; Kirby, 1999). 'Payments' can acknowledge pupils contribution and make them 'feel valued' but can be criticised as forms of bribery, that can control participation and pupils may feel less free to withdraw from the research that goes against the ethical principle of participants' choice over their involvement (Alderson and Morrow, 2011; Kirby, 1999). There are also issues relating to complications with confidentiality when 'the researcher and the research subject are part

of the same social network' and the importance of children's informed consent (Smith, Monaghan and Broad 2002: 201; Alderson and Morrow, 2011). While it is general practice for parental consent to be sought in social research with school aged pupils, asking children for their own written informed consent allows them to express their voices about their involvement and follows Article 12 and Article 14 of the UN Convention of the Rights of The Child (1989) regarding respect for their 'freedom of thought and conscience' and 'listening to children's views' (Thomson, 2008; Alderson and Morrow, 2011:100).

As discussed earlier, pp.175, there are limited discussions and practical examples on the ethical challenges that arise when adult researchers work with children (Christensen and Prout, 2002). Rather than ethical issues being focused on when recruiting participants at the start, ethical practice is ongoing during all stages of the research (Morrow and Richards, 1999; Horton, 2008).

My experience of using a pupil research methodology was that in practice working with the tweenage girls was challenging with unexpected ethical dilemmas encountered throughout the research which influenced the research decisions made. These issues faced can be categorised into five types: 1) use of incentives; 2) risks of harm and breaking confidentiality; 3) the silencing of voices; 4) choice and level of participation; 5) ownership of the research. These are not distinct, separate dilemmas but were often intertwining and influenced each other.

6.4.1 - *Appropriateness of the incentives used*

I had to make decisions on what would be appropriate ways to reward the girls and I had to question whether these rewards were appropriate or could be considered as forms of bribery. My decisions on the choice of rewards developed during the research as I interacted and built relationships with the girls.

At the start of the research I envisioned one form of reward, an incentive that would thank the girls for taking part in the lunch clubs each week. I viewed that expecting girls to contribute to the research, in their free time, over an academic year, without any rewards would have been a form of exploitation. I chose to offer consumable incentives, (as discussed pp.71-72), of sugar free soft drinks and fruit. These led to litter and spillages that initially girls were reluctant to clear away but responded well to being given the further incentive of stickers as a reward for helping.

Although incentives can be criticised for restricting pupils' choice in their participation, the use of consumable incentives enabled a different form of choice, choosing which flavour drinks or types of fruit were provided. This demonstrated that I would listen to and valued their input.

A way for adult researchers to show their gratitude but avoid bribery is to reward pupils at the end of the research (Alderson and Morrow, 2011). As the girls had responded well to the research lunch clubs and many were disappointed they would be ending, I decided I wanted to give a thank you gift to those who had committed to the research by attending throughout. I decided to give them each a badge with 'the anti-bullying research group for girls 2011/12' printed on it. While this was only a small token, the girls were excited to receive these unexpected gifts which allowed me to show them that they were a valued part of the research and gave them something to keep to remember their time in the research lunch clubs.

6.4.2 - *Risks of harm and breaking confidentiality*

With girls' bullying being a sensitive topic, talking to young girls about this social problem there is a heightened risk of harm and upset to the girls involved in this research. I attempted to reduce this risk by asking the girls abstractly about bullying that happened to girls their age, telling them I would not ask them to talk about their own experiences (apart from anonymously in the questionnaire) and that I would need to report any current experiences of bullying they confided in me about. Despite this, some of the girls did talk to me about current incidences of bullying they were experiencing and many girls in the interviews referred to their own experiences of bullying.

Reports of current incidences of bullying are problematic as I had a duty as part of my ethical practice to report these to the girls' head teacher. Holt (2004:23) argues that 'to disclose every account of bullying would have been unrealistic' and in her research made decisions based on 'the scale and extent of the bullying'. I however, felt uncomfortable making decisions about what was appropriate to report. If the girls viewed it as bullying, and felt strongly enough about it to tell me knowing I would report current incidences to their head teacher, I considered it was my duty to report it.

I also encountered potential risks of harm from girls' choices of anti-bullying resources and their behaviour with each other during the lunch club sessions. The older girls at Contor decided they wanted to design their own website as their anti-bullying resource. However, this idea was overruled by the head teacher as there were a number of ethical concerns

for example, how to keep the pupils who would use the website safe and who would moderate the website once the research was completed. The use of the school's own website became the preferred option.

During the course of the research there were disputes between the girls, some I witnessed in person and others I became aware of after the event when listening to the lunch club audio recordings. For those I witnessed I was faced with the dilemma of when it was appropriate to step in and when to leave it for the girls to resolve themselves. I found that often verbal disputes between individual girls were resolved within the group without my assistance, for example, disagreements about the use of racially offensive words (as discussed pp.118). However there were times when I felt a duty as an adult to step in, in order to adhere to the principle of not doing harm, where I could see situations that could affect the dynamics of the group and behaviour was going against the anti-bullying ethos of the lunch club. Examples were when a girl was crying as she felt others in the group were bullying her by social exclusion and when another girl wrote derogative comments about other girls in the group in her anti-bullying group exercise book.

Another ethical issue was that while the girls generally showed understanding of the ethical principles of confidentiality and anonymity, there were two occasions during the research when they behaved contrary to these principles. The first was the girls approving the pilot questionnaire and second the girls saying other girls' real names in the voice recorder. Although the questionnaires were anonymous, when the girls checked the pilot they tried to guess the participants identities from their handwriting, their age and their responses to what type of bullying they had experienced and by which sex. The girls' actions revealed an ethical issue with pupil researchers carrying out research with peers they know well. This ethical problem influenced my decision not to 'allow' them to take part in the coding of the questionnaires in order to safeguard the identity of the participants, (discussed pp.179).

The girls saying other girls' real names in the voice recorder was a less important ethical issue as I changed the names to pseudonyms when I produced the lunch club transcripts. However, it showed how the girls were pushing the boundaries of confidentiality and anonymity.

6.4.3 - *The silencing of voices*

While the silencing of voices is inevitable in research by children's non-participation (Bucknall, 2014), there were times in the research where the consequences of my

decisions could have affected which voices were silenced and heard. One example, was my decision to include the few volunteer teenage girls using a different research method to prevent excluding them and silencing their voices in this research (as discussed pp.177). Another example was the dissemination of the research findings to the school. This was an important stage for the girls to be involved in as it offered the opportunity for their voices to be heard and their role in the research to be valued and recognised. In my experience, when the dissemination is mainly child-led (the Briston and St Beth's assemblies) rather than adult-led (the Contor assembly) pupils' voices were heard (as detailed pp.97, 100). The silencing of voices in the Contor assembly were the result of adult decisions: by myself not specifically requesting a child-led assembly and not asking if I could arrange a catch-up session with the remaining girls after the summer holidays and the head teacher's decision to use an adult-led assembly.

Voices were however, also silenced by the girls' own decisions. At the start of the research a graffiti wall was used at the end of each session so the girls could write from their own perspective what had happened in each session. This was unpopular and often girls would ask me to tell them what to write. As a group we decided to stop using the graffiti wall and so a possible way for the girls' voices to be heard on the research process was lost.

6.4.4 - *The girls' choice and level of participation during the research*
'Choice' is one of the key principles Hill (2006) reports that pupils suggested adult researchers should follow when working with children (as discussed pp.64; Electronic Appendix 3). I viewed choice as important with the girls I worked with as it would enable them to participate in the ways they wanted, that they would have ownership of the research and that the research would fulfil their expectations of providing a space to talk about and be proactive against bullying.

Children's choice in research however is limited by adults, one example being who provides the informed consent for children's participation in research. While parental consent was needed for the girls to take part in this research, I wanted the girls to also give their own written informed consent to enable them to have a say in their own participation. Many of the participant consent forms originally returned to me were signed by parents, therefore I made time in the first lunch club session to give the girls the opportunity to sign their own participant consent form.

While I aimed for the girls to be as involved in the different research stages as the research design and context would allow, I encountered issues relating to whether the

focus should be on what they *should* be involved in and what they would *choose* to be involved in. An example of this is when some of the girls desired to experience both being an interviewer and interviewee (discussed pp.81-82). When making the decision whether it was suitable for the girls to participate in both roles, I considered past pupil research studies which usually involve children or young people in either role, as a 'researcher' or a 'participant' and I questioned what would prevent the girls from experiencing both roles. There was the disadvantage that they had been involved in designing the research tools and were known members of the research lunch club therefore making them 'different' from the girl peers in the interviews. However, if I refused the girls request to experience both roles I would be take away from their choice, their participation in making a research decision and an opportunity for their voice on bullying to be heard by others. If I prevented them from taking part in both roles I would not only have excluded them from a research activity they wanted to do but I would have increased the power imbalance between us.

While the right to withdraw from participation in research is an established ethical principle, how to respond to temporary withdrawal was unclear. The younger girls, aged 7-8 years, in particular wanted to skip some lunch club sessions to play outside but did not wish to permanently withdraw from the research (discussed pp.71). This lead to problems in the younger Contor group which was small in size and consisted of mostly Year 3 pupils. If I 'allowed' the girls to miss sessions it would have disrupted the group and the progression of the research and there would have been the possibility of some weeks having no girls to work with. However if I prevented them from going to play outside I would have taken away their choice to participate and increased the power imbalance between us. I decided in order to keep the research progressing to propose a compromise where the girls stayed in for half of the lunch club session to complete one of the two planned activities and then went outside to play. The girls involved agreed to this decision.

6.4.5 - *The girls' group ownership versus individual ownership of the research*

Although I aimed to reduce the power imbalance between me and the girls during the research, I argue that there were instances where this power imbalance was required to keep the research progressing. While the lunch club sessions were an informal, social environment behavioural management was needed to keep the girls on task and to resolve some disputes. Therefore my input was needed in a teacher-like role. The girls, while part of a group, were individuals and wanted individual ownership as well as group ownership of the research tools and anti-bullying resources. In order to achieve this I

needed to step in, deciding what pictures were used in the questionnaires and the interview cue cards and which work was used in the Z-fold leaflets. This took away from some of the girls' choice and added my voice in addition to their voices in the research tools and resources. However, the alternative, where the girls only chose what aspects of their work was included, would have isolated and silenced some of the girls' voices with the more popular, confident girls views dominating the choices made.

The decision to have extended time to make the anti-bullying resources and to make them of good, durable quality was an ethical decision. This fulfilled the expectations of the girls and the schools that usable anti-bullying resources would be made and given to them. It was the stage of the research where the girls had the most power, choice and ownership. The anti-bullying resources reflected girls' voices of the individual research adviser/assistants and the participants of the questionnaire and interviews.

Allowing extra time and prioritising the production and presentation of the anti-bullying resources encouraged multiple voices to be heard and gave the girls the opportunity to be proactive members of their school community against bullying. In practice this meant that my actual research took much longer and that I had to spend more money on materials than I had initially anticipated. However, to fail to meet these expectations seemed to constitute a violation of the ethical principle of participants benefiting from their involvement.

6.5 - *Differences in the schools' approaches to bullying and response to this research*

It was clear by the schools agreeing to participate in this research that they were aware bullying was a potential problem and all had anti-bullying policies that demonstrated their commitment to promoting pupil voice, and raising awareness of procedures for responding to incidents of bullying. However there were differences between the primary schools in their approaches to tackling bullying and how they responded in practice to participating in a pupil research project.

Both Contor and St Beth's anti-bullying policies report that pupils are involved through peer support and in reviewing either their school's policy or bullying charter, while Briston's did not. In addition both Contor and St Beth's head teachers reported that they were attracted to taking part in this study because of the pupil research methodology. At Contor the head teacher was keen to build upon previous pupil voice work on bullying and the head teacher at St Beth's wanted the girls to experience this approach to research and

the benefits they would receive. The head teacher at Briston in contrast only expressed his interest in increasing knowledge on bullying in his school. However, when it came to the dissemination of the research, Contor, the school that had previous pupil voice work and planned to use more child-led work on bullying, was the school where the girls' voices were silenced through using an adult-led assembly to present the results of our study. Briston, the least motivated by pupil research, however gave the opportunity for a child-led assembly were girls' voices were heard. St Beth's in comparison was most consistent in that the school were enthusiastic both about pupil research and pupil voice and the dissemination of the results reflected this through using a child-led assembly.

There seems to be a connection between the level of bullying and the schools' approach to it. Of the three primary schools, Briston, had the highest prevalence of bullying, (57.5 per cent of pupils in their school's questionnaire), was the school whose policy gave less attention to pupil voice, and was where the girls felt the need to use me in a counsellor role and to report bullying to their head teacher. While St Beth's who had the lowest prevalence of bullying, (41.9 per cent of pupils in their school's questionnaire), involved pupils' views throughout their approach to bullying.

6.6 - The implications

While pupil research has been successful in many cases with primary and secondary school aged children (as shown earlier in table 6.3), there are some who question whether it is possible for participatory research to be achieved in schools because of the complexity, fluidity and 'insidious nature' of power relations in 'systems and structures such as schools and communities as well as in research' (Gristy, 2015: 378; Arnot and Reay, 2007; Batsleer, 2011).

My experience of pupil research with tweenage girls was at times difficult and challenging but not impossible. I consider my research as an example of how an adult researcher can successfully use pupil research during lunchtime to engage with girls as young as 7 years old on the sensitive topic of girls' bullying. This research has two key implications for further research: that the topic of girls' bullying and the methodology of pupil research with tweenage girls on girls' bullying is 1) complex and messy and 2) ethical practice is ongoing from the start to the end of the research process as I will explain in the next and concluding chapter.

<u>**CHAPTER 7 - CONCLUSION**</u>

In this research, I asked a methodological question: what can we learn about tweenage girls' bullying using pupil research? By working with 32 tweenage girls, during lunch club sessions over an academic school year, designing research tools, carrying out a questionnaire and group interviews and producing anti-bullying resources I was able to produce data and analysis that are found infrequently in the bullying literatures. I can reflect on not only what I have learnt about girls' bullying but also the process and the challenges of engaging with tweenage girls over a prolonged time using a pupil research methodology.

This project differs from other studies that have used pupil research, as they have tended to focus on curricular work within the classroom setting (for example, Frost, 2007; Kellett, 2005) or extra-curricular activities outside of the school environment (for example, Kellett, 2005; Kilpatrick et al., 2007). Using pupil research positioned as an extra-curricular, voluntary activity with primary school aged girls, rather than the traditional researcher-led questionnaire, interviews, and focus groups, revealed a viable alternative way to engage with girls on the sensitive topic of bullying.

In this concluding chapter I first of all argue that pupil research, with its frequent, prolonged interaction, enabled me to engage more fully with girls and gain greater insights into the sensitive topic of girls' bullying than is possible in a researcher-led methodology. However, I found both girls' bullying and pupil research to be messy and complex. Also ethical practice was an ongoing process because pupil research presented additional ethical challenges. I then discuss other contributions to knowledge, on pupil research and tweenage girls' bullying and finish by discussing the implications of this research, further research needed and the research lessons learnt.

7. The research contribution

This research makes contributions in two areas: (1) knowledge about bullying and (2) knowledge about pupil research. I will very briefly summarise each, as they have been dealt with in detail in the previous chapters.

7.1 - Summary of the contribution to knowledge about bullying

This research shows that the topic of girls' bullying is complex: it not only involves a variety of types of bullying but girls can also be targeted by both sexes. While relational aggression is most common and severe form of bullying and often perpetrated by girls,

direct forms of bullying by boys is also considered upsetting. Although the girls in this research agreed bullying was most prevalent at secondary school when girls mix with a greater number of peers, my findings show that the focus in the girls' bullying literature on relational aggression and sexual bullying experienced by teenage girls does not reflect the full picture of all the types of bullying involved nor the age at which girls experience them. Both the tweenage and teenage girls in this study reported similar views on girls' bullying and coping strategies only differing subtly in the detail, for example, belongings damaged and racial bullying were age-specific forms of bullying and there were age differences in the relational aggression experienced and whom girls would turn to for support. These subtle age differences reflect different moral voices, with the tweenage girls' concern for fairness and the emotions of the victim, while the teenage girls were more worried about the social cost.

7.2 - Summary of contribution to knowledge about pupil research

This research also contributes to knowledge about pupil research by giving an example of the messy and complex reality of using pupil research with tweenage girls. This messiness included the ongoing process of decision making. The research decisions were influenced by the participatory nature and the positioning of the research as extra-curricular. The prolonged time spent working with the girls and the aim to involve them in the different stages of the research resulted in their wants and expectations and our interactions impacting the decisions made. These influenced the decisions made on the level of pupil participation, their involvement in presenting research findings, the multiple roles experienced by the girls and their ownership of the research. There were additional ethical dilemmas faced when pupils were actively involved in the research process making ethical practice an ongoing feature of this research.

7.2.1 - *Pupil research was beneficial for those involved*

This research had benefits for the girls, the adult researcher and the schools involved.

- ***The girls***

Through their active involvement the girls were valued participants sharing their expertise of bullying. The girls had choice about their level involvement in the research and had both individual and group ownership of the aspects they were involved in. The girls, with parental consent, could decide what aspects of the research to take part in. In contrast, in a researcher-led methodology children's choice is limited to giving their consent or

deciding to withdraw from the research. Although children's decisions on extent of participation in pupil research may conflict with adult researcher's views, this helps pupils to engage with the adult researcher and the research process.

The social environment of the lunch clubs offered them space to express their views on bullying and be proactive in helping their schools respond to bullying through making the anti-bullying resources, which fulfilled their expectations of taking part in this research. The girls also benefited from developing research skills, building friendships and by listening to other girls' views which either reinforced or added to their own understanding of bullying. This adds to the pupil research literature by showing it can have many benefits for the children who participate in it.

- ***The adult researcher***

The use of pupil research was beneficial for myself as a researcher as it enabled me to listen to naturalistic conversations on bullying. It gave prolonged time in an informal, social environment for natural interactions to occur, for reflections on bullying and for trust and relationships to develop within the lunch club sessions. The girls' conversations revealed some views on bullying that did not emerge in the questionnaire and group interviews and showed that the girls supported each other and could shape each other's understandings.

The frequent interactions also allowed a range of different activities to be completed at the girls' own pace which enabled me to listen to the girls' and their peers' multiple voices on bullying. If I had focused on using only one specific method with the tweenage girls some of their voices would have been silenced. Involving them actively in the research process enabled research tools to be developed that were participant-friendly (Fraser, Flewitt and Hammersley, 2014) and reflected children's understandings of bullying rather than just an adult's.

- ***The schools***

The schools benefited from receiving usable anti-bullying resources made by some of their pupils and questionnaire result feedback on bullying for their individual school.

7.3 - Implications for policy, practice and further research

First I will discuss the implications of the findings that girls' bullying is complex, the messiness of pupil research and the ongoing nature of ethical practice. Second I will

identify the implications of these findings have for research training, ethics committees and primary school teachers. Then I will consider further research needed, the research lessons learnt and the limitations of this study.

7.3.1 - *The implications for policy*

There are two implications for policy, (1) the implications that girls' bullying is complex and (2) the implications of the messiness of pupil research and the ongoing nature of ethical practice.

- **Complexity of girls' bullying**

While the focus of previous studies on relational aggression between teenage girls and sexual bullying perpetrated by teenage boys is perhaps too simplistic, the participating schools' anti-bullying policies were too general, without consideration of sex and age differences. Most of the policies only encouraged pupils to cope with bullying by reporting incidents to an adult but the girls of both ages discussed favouring multiple coping strategies. While it is important for schools to have procedures for reporting bullying and for pupils to be aware of these, schools should also consider that girls may find formal written reporting as unsuitable in helping them cope with bullying, as reported by the teenage girls in this research. As the girls were exposed to a variety of types of bullying, some more upsetting than others, different strategies may have been needed dependent on the situation. It is important that girls are encouraged to have an arsenal of different coping strategies that they can use in different bullying situations rather than just one universal way of response. By schools listening to girls' views on appropriate coping strategies for different forms of bullying more substantial and effective advice could be given to pupils.

While the schools' policies regard all forms of bullying as similar, the findings of this research revealed that for these teenage girls the spreading of rumours was distinctive. It is clear from this research that the spreading of rumours deviated from the girls' definitions of bullying and was a behaviour that both the tweenage and teenage girls could experience or be involved in. As 'rumours spread' was an often unintentional form of bullying it is different to premediated forms but it was treated by the schools' policies as the same. This finding suggests that the school policies could be adapted, to acknowledge these differences. Further, the findings suggest that if schools were able to actively listen to girls, they would understand the specific ways in which rumours constitute bullying. This might then lead them to identify ways the spreading of rumours

could be prevented and ways girls could cope when involved. The teenage girls in this study said that being encouraged to be more honest with their friends could help prevent discord (discussed pp.161-162), suggesting that schools interventions could also focus more strongly on girls' relationships with others. A focus on preventing relational aggression between friends, particularly the spreading of rumours and encouraging healthy, honest relationships with others at primary school age may help girls prepare for the conflict they may face in their female friendship groups during secondary school. This could be taken up in both the formal PSHE curriculum, and in the ways in which discussions about friendships and conflicts are discussed in assemblies, newsletters and the like. School leaders in particular might consider the relational aspects of pupils' experiences in the school when they think about policies and practices which leads to a positive school ethos.

- ***Messiness of pupil research and the ongoing nature of ethical practice***

I have discussed in the previous chapter the conduct of the research and the challenges that they created. These should not be seen simply as 'negatives' but rather the reality of girls' bullying and research with tweenage girls.

All research is messy and unpredictable, but my experience suggests that pupil research, particularly on a sensitive topic, has an added complexity. When pupils are involved in the research process, additional and ongoing ethical challenges are faced. The level of pupils' involvement is limited and shaped by the context of the research as well as the participants' choices. The need to address and fulfil the ethical principles is an ongoing process. The ethical challenges faced were often unexpected and unpredictable and needed to be resolved quickly. I needed to continue to revisit the ethical principles on which the research was based, and use them to make contingent decisions. I could not assume that the ethical processes I instituted at the start of the research were sufficient for the entire process. In particular, I had to continue to consider and deal with some issues of bullying within the research team, questions of confidentiality and the benefits of the research for the girls involved.

While it is difficult to prepare for pupil research it would be useful for researchers to share, as I have, their experiences of the challenges they faced and how they responded to them. This would enable future researchers to be somewhat better prepared for the possible challenges they could face and the realisation that ethical dilemmas can occur throughout the whole research process.

7.3.2 - *The practical implications*

There are three practical implications of the findings of this research, for (1) research training, (2) ethics committees and (3) primary school teachers.

- **Research training**

Firstly, this research has implications for research training about investigations that seek to engage children. Pupil research is a suitable methodology for use with children, providing rich data. Researchers could be made aware that lunchtime, a period when schools are more likely to be willing for an outside researcher to have access to children, can be used to hold clubs that can allow adult researchers to engage and interact with pupils in a relaxed, less artificial way than an adult researcher-led methodology allows. However, this is not without difficulty. This research demonstrates some of the practical issues that arise when adults seek to engage children as co-researchers. As pupil research is messy and complex, when inviting pupils to be involved in the research process, researchers need to be flexible about making research decisions in order for the pupils' wants and expectations to be addressed.

- **Ethics committees**

Secondly, the research raises questions for ethics committees when researchers propose a study using a pupil research approach. Ethics committees may view pupil research with children on sensitive issues such as bullying with caution because of the perceived risks involved. These include the risk of children getting upset if they choose to share past experiences of bullying or pupils talking about current bullying incidents putting children at risk of harm. Researchers can easily prepare for such incidents by providing pupils with contact details of anti-bullying charities and use a procedure where pupils are aware that if they share bullying they are currently experiencing the researcher will have to report this to their head teacher.

This research demonstrates that ethic committees and researchers can learn from this research that there are additional ethical issues pupil research can create such as children wanting to *partially* withdraw from the research and children's right to have choice of their participatory roles. More explicit ethical guidance on these aspects could help researchers to prepare for dealing with these issues. If ethics committees are aware of the advantages pupil research can have for the pupils, for the schools and for researchers to

gain invaluable rich data and that researchers can respond to the perceived risks, this type of research may be looked upon favourably.

- ***Primary school teachers***

Thirdly, this research also suggests that teachers in primary school could use pupil research during class time to engage with pupils on the topic of bullying. Teachers could use pupil research during anti-bullying initiatives, such as Anti-Bullying Week, to engage with and gain insights to the aspects of bullying that children view as important. This research provides a practical example of how pupils can make anti-bullying resources and could be replicated by schools. This would give more children the opportunity to reflect upon bullying and the resources their school use and to contribute to their school's effort in tackling bullying. The school would also benefit, as it would reveal pupils' perspectives on the resources available to be used, how they can be improved and how pupils could help create resources to use. Schools can also learn from this study that pupil research can be used when pupils are involved in evaluating the school's anti-bullying policy. This would help schools to adapt their policy to reflect pupils' perspectives as this research revealed that the schools policies were too generic and did not acknowledge the complexities of bullying. In addition, the findings of this research show how the mixed aged lunch clubs benefited the girls socially as they mixed, worked and developed relationships with girls from different year groups. Schools could use lunch clubs for pupils of different ages to further research and discuss bullying or other subjects that groups of children at their school are interested in. The girls who participated in the research could share their knowledge of research with peers and teachers to enable research projects to take place within the school community.

7.3.3 - *Further research*

As this study was successful in producing new knowledge on girls' bullying with primary school aged girls, suggests that more might be learnt by extending the research to other samples of pupils on different aspects of bullying or further in-depth research on relational aggression.

A similar study looking more broadly at bullying could be used to test for similar outcomes, for example with same-sex or mixed sex groups of pre-tween, tweenage or teenage pupils and different samples of girls from urban, more socio-economic deprived areas and with girls from schools with a more balanced ratio of white and non-white pupils.

By using different samples of teenage pupils researchers could further investigate the viability of using pupil research as an extra-curricular activity at lunchtime with this age group. With younger pupils there is the ethical dilemma to consider of what age it is appropriate to talk to children about bullying. In this study there was reluctance from some of the teachers and parents to allow children under the age of 7 years to participate. However, as primary schools in the UK take part in Anti-bullying Week annually, younger children will have some awareness of bullying.

The research also showed some differences between the schools in their approach to bullying, and to using the results of the pupil research. This was not the focus of this research, but it did suggest the possibility of further research which examines the different ways in which schools approach girls' bullying and the connection with school ethos and leadership.

7.3.4 - *Research lessons learnt*

From this study, I was able to experience both being involved in pupil research and researcher-led research. Although the focus groups with the teenage girls were both quicker to prepare and to carry out, I learnt how by committing time to working with the tweenage girls I could build rapport with them and gain greater insights into girls' bullying than researcher-led research would have allowed. Through my time in the primary schools, I become more patient and learnt that the lunch club sessions needed to be flexible to allow for fluctuation in attendance and the girls having different levels of ability and pace of working. As argued by Fielding (2004) and Schafer and Yarwood (2009), I found I needed to be willing to share control of the research. I found through the research I was guided by the girls in their expertise, for example when designing the research tools and making the anti-bullying resources. I learnt that I could not control the different roles I experienced as these were influenced by the girls and how the research progressed. I was also unable to control how long the research took as the pace the girls chose to work controlled this.

Although I found the process of running the lunch clubs at three different schools challenging, as I had no teaching experience, the research with the tweenage girls was much more rewarding than the focus groups with the teenage girls, as the girls and the schools benefited from the research as well as contributing to knowledge on girls' bullying. I developed relationships with the girls, getting to know their different personalities and the different activities they enjoyed.

Girls having choice and expectations of what they wanted from the research, for example the ideas they had for the resources, did not result in less adult assistance. I expected that as the stage of making the resources was when the girls had most control I would be able to step back, but in practice my assistance was needed to enable them to engage with the research findings and produce the resources they wanted.

7.3.5 - *Limitations of the research*

This research is a small-scale study with girls from rural, middle class, majority white schools. This makes it difficult to generalise the findings, as these may be context-specific. Although the use of different methodologies with the tweenage and teenage girls enabled me to consider age differences, these may be exaggerated because of different amount of time I spent with each age group. The girls not being involved in the majority of the data analysis is a disadvantage but is a consequence of the research positioned as an extra-curricular, voluntary activity. Time restraints prevented me from exploring how the schools used the anti-bullying resources and whether these had any impact on the prevalence of bullying in the schools.

However, despite these limitations and although pupil research with these tweenage girls was challenging and messy it was successful in its aims to engage with girls' views on the girls' bullying and to reflect on lessons learnt on both the complexity of using a pupil research methodology and the topic of girls' bullying. Girls as young as 7 years old were able to participate in pupil research on a sensitive topic. Others have argued that children's involvement in pupil research should not just be limited to 'safe' topics (for example, Lodge, 2005; Kellett, 2014; Kaplan, 2008; Clarke, Boorman and Nind, 2011). My research supports this and shows how children can successfully be invited to share their views on a sensitive topic that happens in their everyday lives.

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Appendix 1 - Consent Forms

Appendix 1.1 - Parental Consent Form - Research Advisers/Assistants

Your daughter has expressed an interest to be a member in a group who will produce an anti-bullying resource for their school to use as part of a research study on girls' bullying and coping strategies. Bullying is a social problem recognised by the media and anti-bullying charities that young people can face inside and outside of the school setting. By taking part in this study your daughter will be helping to raise awareness of bullying and will be contributing to change in her school, her local community and beyond.

There will be five groups, four tweenage groups for girls aged 7-11 years from three primary schools and a teenage group for girls aged 13-18 years old from a secondary school. The group at [school's name] will consist of [number] members and will meet for 30-40 minutes once a week at lunchtime over two academic terms. Children and young people under 18 years old require written consent from their parent or guardian to take part in research. Please read the participant information sheet which gives details of the research study before signing this consent form. Project title: Examining girls' views on the impact of bullying and favoured coping strategies through producing an anti-bullying resource with tweenage and teenage co-researchers

Researcher's name: Helen Hearn

Supervisor's name: Professor Pat Thomson

- I have read the participant information sheet and I agree to my daughter taking part in this research. I understand that I can withdraw my consent at anytime and my daughter can stop taking part in the study at any time.

- I understand what the research project is about and my daughter's role in it.

- I understand that the findings of the study including my daughter's responses may be published, but false names will be used so other people will not be able to identify my daughter's participation in the study. I understand that my daughter's personal results will remain confidential. I know that I can have a summary of the findings of the study.

- I understand that my daughter's responses from the group sessions will be stored safely and securely on the researcher's computer. I understand that my daughter's responses will only be used for this research project and only the researcher, research colleagues and supervisors will have access to this.

- I understand that I or my daughter may contact the researcher or supervisor if we have any questions or want to know more about the research study. I understand that I or my daughter can contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if we wish to make a complaint relating to my daughter's involvement in the research.

☐ Please tick if you or your daughter does not want the group sessions to be audio tape recorded

Signed …………………………………………………………………… (Parent/guardian)

Print name …………………………………………………………… **Date** …………………………………

Contact details Researcher: Helen Hearn: ttxhrhe@nottingham.ac.uk; Supervisor: Professor Pat Thomson: patricia.thomson@nottingham.ac.uk; School of Education Research Ethics Coordinator: educationresearchethics@nottingham.ac.uk

Appendix 1.2 - Participant Consent Form - Research Advisers/Assistants

You have expressed an interest in taking part in a research study on girls' bullying and coping strategies. Bullying is a social problem recognised by the media and anti-bullying charities that young people can face inside and outside of the school setting. By taking part in this study you will be helping to raise awareness of bullying and will be contributing to change in your school, your local community and beyond.

Please read the participant information sheet which gives details of the research study before signing the consent form.

Project title: Examining girls' views on the impact of bullying and favoured coping strategies through producing an anti-bullying resource with tweenage and teenage co-researchers

Researcher's name: Helen Hearn

Supervisor's name: Professor Pat Thomson

- I have read or had the participant information sheet read to me and I agree to take part in this research. I understand that I am free to stop taking part in the study at any time.

- I understand what the research project is about and my part in it.

- I understand that the findings of the study may be published, but false names will be used so other people will not know I have taken part. I understand that my personal results will remain confidential. I know that I can have a summary of the findings of the study.

- I understand that my responses from the group sessions will be stored safely and securely on the researcher's computer. I understand these will only be used for this research project and only the researcher, research colleagues and supervisors will have access to my responses.

- I understand that I or my parent may contact the researcher or supervisor if we have any questions or want to know more about the research study. I understand that I or my parent can contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if we wish to make a complaint relating to my involvement in the research.

Please tick here if you or your parent does not want to have your interview audio recorded ☐

Signed ……………………………………………………………………… (Research participant)

Print name …………………………………………………………… **Date** …………………………………

Contact details
Researcher: Helen Hearn: ttxhrhe@nottingham.ac.uk; Supervisor: Professor Pat Thomson: patricia.thomson@nottingham.ac.uk; School of Education Research Ethics Coordinator: educationresearchethics@nottingham.ac.uk

Appendix 1.3 - Parental Negative Consent Form - Questionnaire

Your child has been invited to take part in a research study on bullying and coping strategies. Bullying is a social problem recognised by the media and anti-bullying charities that young people can face inside and outside of the school setting. By taking part in this study your child will be helping to raise awareness of bullying and will be contributing to change in their school, their local community and beyond.

Your child has been selected as a possible participant as he or she is in the age range I am interested in studying. Please read the participant information sheet which gives details of the research study. Although my research focuses on girls' views on bullying, the questionnaire will be administered to all the boys and girls in the school. This allows me to provide a summary to the school on all the pupils' opinions on bullying and coping strategies.

Project title: Examining girls' views on the impact of bullying and favoured coping strategies through producing an anti-bullying resource with tweenage and teenage co-researchers

Researcher's name: Helen Hearn

Supervisor's name: Professor Pat Thomson

Findings of the study may be published, but false names will be used so other people will not be able to identify individuals in the study. Participants' personal results will remain confidential. Parents of participants can have a summary of the findings of the study.
Participants' responses from the questionnaire will be stored safely and securely on the researcher's computer. These responses will only be used for this research project and only the researcher, research colleagues and supervisors will have access to this.

Parents of participants and participants may contact the researcher or supervisor if they have any questions or want to know more about the research study. Parents of participants and participants can contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if they wish to make a complaint about their involvement in the research. **If you do not want your child to take part in this questionnaire please sign this form and return it to the school.**

I have read the participant information sheet and I do not want my child taking part in this research.
Signed …………………………………………………………………………… (Parent/guardian)
Print name ………………………………………………………………… **Date** …………………………………

Contact details
Researcher: Helen Hearn: ttxhrhe@nottingham.ac.uk; Supervisor: Professor Pat Thomson: patricia.thomson@nottingham.ac.uk; School of Education Research Ethics Coordinator: educationresearchethics@nottingham.ac.uk

Appendix 1.4 - Parental Consent Form - Group Interviews

Your daughter is invited to take part in a research study on girls' bullying and coping strategies. Bullying is a social problem recognised by the media and anti-bullying charities that young people can face inside and outside of the school setting. By taking part in this study your daughter will be helping to raise awareness of bullying and will be contributing to change in her school, her local community and beyond.

Your daughter has been selected as a possible participant as she is in the age range, 7-11 years old, we are interested in studying. Children and young people under 18 years old require written consent from their parent or guardian to take part in research. Please read the participant information sheet which gives details of the research study before signing this consent form. Project title: Examining girls' views on the impact of bullying and favoured coping strategies through producing an anti-bullying resource with tweenage and teenage co-researchers

Researcher's name: Helen Hearn

Supervisor's name: Professor Pat Thomson

- I have read the participant information sheet and I agree to my daughter taking part in this research. I understand that I can withdraw my consent at anytime and my daughter can stop taking part in the study at any time.

- I understand what the research project is about and my daughter's role in it.

- I understand that the findings of the study including my daughter's responses may be published, but false names will be used so other people will not be able to identify my daughter's participation in the study. I understand that my daughter's personal results will remain confidential. I know that I can have a summary of the findings of the study.

- I understand that my daughter's responses from the interview will be stored safely and securely on the researcher's computer. I understand that my daughter's responses will only be used for this research project and only the researcher, research colleagues and supervisors will have access to this.

- I understand that I or my daughter may contact the researcher or supervisor if we have any questions or want to know more about the research study. I understand that I or my daughter can contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if we wish to make a complaint relating to my daughter's involvement in the research.

☐   Please tick if you or your daughter does not want the interview to be audio tape recorded

Signed ……………………………………………………………………… (Parent/guardian)

Print name ………………………………………………………… **Date** …………………………………

Contact details
Researcher: Helen Hearn: ttxhrhe@nottingham.ac.uk; Supervisor: Professor Pat Thomson: patricia.thomson@nottingham.ac.uk; School of Education Research Ethics Coordinator: educationresearchethics@nottingham.ac.uk

Appendix 1.5 - Participant Consent Form - Group Interviews

You have been invited to take part in a research study on girls' bullying and coping strategies. Bullying is a social problem recognised by the media and anti-bullying charities that young people can face inside and outside of the school setting. By taking part in this study you will be helping to raise awareness of bullying and will be contributing to change in your school, your local community and beyond.

You have been selected by the Anti-bullying Research Club for Girls as a possible participant as you are in the age range we are interested in studying. Please read the participant information sheet which gives details of the research study before signing the consent form.
Project title: Examining girls' views on the impact of bullying and favoured coping strategies through producing an anti-bullying resource with tweenage and teenage co-researchers

Researcher's name: Helen Hearn

Supervisor's name: Professor Pat Thomson

- I have read or had the participant information sheet read to me and I agree to take part in this research. I understand that I am free to stop taking part in the study at any time.

- I understand what the research project is about and my part in it.

- I understand that the findings of the study may be published, but false names will be used so other people will not know I have taken part. I understand that my personal results will remain confidential. I know that I can have a summary of the findings of the study.

- I understand that my responses from the interview will be stored safely and securely on the researcher's computer. I understand these will only be used for this research project and only the researcher, research colleagues and supervisors will have access to my responses.

- I understand that I or my parent may contact the researcher or supervisor if we have any questions or want to know more about the research study. I understand that I or my parent can contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if we wish to make a complaint relating to my involvement in the research.

Please tick here if you or your parent does not want to have your interview audio recorded ☐

The interviews will take place on Tuesday 13th March and Tuesday 20th March 2012 at 12.15pm

Please tick which interview you would like to be chosen for:
Tuesday 13th March at 12.15pm ☐

Tuesday 20th March at 12.15pm ☐

Don't mind ☐

Signed …………………………………………………………………… (Research participant)

Print name ………………………………………………………… **Date** …………………………………

Contact details
Researcher: Helen Hearn: ttxhrhe@nottingham.ac.uk; Supervisor: Professor Pat Thomson: patricia.thomson@nottingham.ac.uk; School of Education Research Ethics Coordinator: educationresearchethics@nottingham.ac.uk

Appendix 1.6 - Parental Consent Form - Assembly as an Anti-Bullying Resource

Your daughter and the other members of the anti-bullying research club for girls have decided to perform an assembly to present the findings of our research to the rest of the school. Parents are being invited to this assembly to hear about what we have found out about bullying and the best ways to cope with it.

The assembly will report the findings of the questionnaires we made and handed out to the pupils in the school and the interviews we conducted with other girls. The assembly will consist of a song, role plays and a prayer about bullying.

I would like, with your permission, to video record the assembly so I can give a copy to the school and for me to have a copy for my analysis. This will provide the school with a reusable anti-bullying resource. The copy I would make for my analysis would be kept safe and secure and would only be viewed by me, my supervisors and examiners of my thesis. In my analysis of the assembly the location and name of school and your daughter's name will not be reported. Your daughter will be referred to in my findings by the fake name she chose at the beginning of the research.

Please sign below if you are happy for the assembly to be video recorded.

Signed …………………………………………………………………… (Parent/guardian)

Print name …………………………………………………………… **Date** …………………………………

Contact details
Researcher: Helen Hearn: ttxhrhe@nottingham.ac.uk; Supervisor: Professor Pat Thomson: patricia.thomson@nottingham.ac.uk; School of Education Research Ethics Coordinator: educationresearchethics@nottingham.ac.uk

Appendix 1.7 - Participant Consent Form - Assembly as an Anti-Bullying Resource

You and the other members of the anti-bullying research club for girls have decided to perform an assembly to present the findings of our research to the rest of the school.

The assembly will report the findings of the questionnaires we made and handed out to the pupils in the school and the interviews we conducted with other girls. The assembly will consist of a song, role plays and a prayer about bullying.

I would like, with your permission, to video record the assembly so I can give a copy to the school and for me to have a copy for my analysis. This will provide the school with a reusable anti-bullying resource. The copy I would make for my analysis would be kept safe and secure and would only be viewed by me, my supervisors and examiners of my thesis. In my analysis of the assembly the location and name of school and your name will not be reported. You will be referred to in my findings by the fake name you chose at the beginning of the research.

Please sign below if you are happy for the assembly to be video recorded.

Signed ………………………………………………………………………… (Participant)

Print name ………………………………………………………………… **Date** …………………………………

Contact details
Researcher: Helen Hearn: ttxhrhe@nottingham.ac.uk; Supervisor: Professor Pat Thomson: patricia.thomson@nottingham.ac.uk; School of Education Research Ethics Coordinator: educationresearchethics@nottingham.ac.uk

Appendix 1.8 - Parental and Participant Consent Form - Recording Assembly

Your daughter and the other members of the anti-bullying research club for girls have made anti-bullying resources such as [posters/board games/ z-fold leaflets/ideas for a webpage design] to show the findings of our research on bullying and the best ways to cope with it. These anti-bullying resources have been given to the school to use. The girls have decided that they would like to show their anti-bullying resources to the rest of the school during an assembly, which will be held on [date].

I would like, with your permission, to record the assembly so I can show in my report how the girls presented their anti-bullying resources to the rest of the school. There are three possible ways I could record the assembly:

1) video recording using a video camera

2) audio recording using a digital voice recorder and taking photographs with faces visible or hidden

3) audio recording only using a digital voice recorder

The recording I would make would be kept safe and secure and would only be viewed by me, my supervisors and examiners of my thesis. In my analysis of the assembly the location and name of school and your daughter's name will not be reported. Your daughter will be referred to in my findings by the fake name she chose at the beginning of the research.

[Head teacher] has given me permission to record the assembly with your approval. I will make sure only pupils from the anti-bullying research club for girls with parental consent will be recorded. Other children present in the assembly will not be recorded.

Please sign below if you are happy for the assembly to be recorded.

Signed ………………………………………………………………… (Parent/guardian)

Print name …………………………………………………………………

Date …………………………………

Signed ……………………………………………………………………………. (Child participant)

Print name…………………………………………………………………………..

Date …………………………………………….

Please tick which types of recording you would be happy for your daughter to be involved in. You can tick more than one.

☐ **Video recording using a video camera**

☐ **Audio recording using a digital voice recorder and photographs with faces visible**

☐ **Audio recording using a digital voice recorder with faces hidden**

☐ **Audio recording using a digital voice recorder with no photographs taken**

Please return to the school office by [date]. If you do not sign and return this form, I will presume that you do not want your daughter to be recorded.

Contact details - Researcher: Helen Hearn: ttxhrhe@nottingham.ac.uk; Supervisor: Professor Pat Thomson: patricia.thomson@nottingham.ac.uk; School of Education Research Ethics Coordinator: educationresearchethics@nottingham.ac.uk

Appendix 1.9 - Parental Consent Form - Focus Group

Your daughter is invited to take part in a focus group as part of a research of a research study on girls' bullying and coping strategies. She has been chosen as a possible participant as she is in the age I am interested in studying. Bullying is a social problem recognised by the media and anti-bullying charities that young people can face inside and outside of the school setting. By taking part in this study your daughter will be helping to raise awareness of bullying and will be contributing to change in her school, her local community and beyond.

In the focus group I will share the findings from my research I have conducted with primary school aged girls on their views on bullying. We will compare the types of bullying and ways coping with it by girls at primary and secondary school. I plan to audio record the focus group sessions using a digital voice recorder.

Children and young people under 18 years old require written consent from their parent or guardian to take part in research. Please read the participant information sheet which gives details of the research study before signing this consent form.

Project title: Examining girls' views on the impact of bullying and favoured coping strategies through producing an anti-bullying resource with tweenage and teenage co-researchers

Researcher's name: Helen Hearn

Supervisor's name: Professor Pat Thomson

- I have read the participant information sheet and I agree to my daughter taking part in this research. I understand that I can withdraw my consent at any time and my daughter can stop taking part in the study at any time.

- I understand what the research project is about and my daughter's role in it.

- I understand that the findings of the study including my daughter's responses may be published, but false names will be used so other people will not be able to identify my daughter's participation in the study. I understand that my daughter's personal results will remain confidential. I know that I can have a summary of the findings of the study.

- I understand that my daughter's responses from the group sessions will be stored safely and securely on the researcher's computer. I understand that my daughter's responses will only be used for this research project and only the researcher, research colleagues and supervisors will have access to this.

- I understand that I or my daughter may contact the researcher or supervisor if we have any questions or want to know more about the research study. I understand that I or my daughter can contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if we wish to make a complaint relating to my daughter's involvement in the research.

☐ Please tick if you or your daughter does not want the group sessions to be audio tape recorded

Signed ……………………………………………………………………… (Parent/guardian)

Print name …………………………………………………………… **Date** …………………………………

Contact details
Researcher: Helen Hearn: ttxhrhe@nottingham.ac.uk; Supervisor: Professor Pat Thomson: patricia.thomson@nottingham.ac.uk ; School of Education Research Ethics Coordinator: educationresearchethics@nottingham.ac.uk

Appendix 1.10 - Participant Consent Form - Focus Group

You have been invited to take part in a focus group for a research study on girls' bullying and coping strategies. You have been asked to take part as you are in the age range I am interested in studying. Bullying is a social problem recognised by the media and anti-bullying charities that young people can face inside and outside of the school setting. By taking part in this study you will be helping to raise awareness of bullying and will be contributing to change in your school, your local community and beyond.

Please read the participant information sheet which gives details of the research study before signing the consent form.

Project title: Examining girls' views on the impact of bullying and favoured coping strategies through producing an anti-bullying resource with tweenage and teenage co-researchers

Researcher's name: Helen Hearn

Supervisor's name: Professor Pat Thomson

- I have read or had the participant information sheet read to me and I agree to take part in this research. I understand that I am free to stop taking part in the study at any time.

- I understand what the research project is about and my part in it.

- I understand that the findings of the study may be published, but false names will be used so other people will not know I have taken part. I understand that my personal results will remain confidential. I know that I can have a summary of the findings of the study.

- I understand that my responses from the group sessions will be stored safely and securely on the researcher's computer. I understand these will only be used for this research project and only the researcher, research colleagues and supervisors will have access to my responses.

- I understand that I or my parent may contact the researcher or supervisor if we have any questions or want to know more about the research study. I understand that I or my parent can contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if we wish to make a complaint relating to my involvement in the research.

Please tick here if you or your parent does not want to have your interview audio recorded ☐

Signed …………………………………………………………………………… (Research participant)

Print name …………………………………………………………………… **Date** …………………………………

Contact details
Researcher: Helen Hearn: ttxhrhe@nottingham.ac.uk; Supervisor: Professor Pat Thomson: patricia.thomson@nottingham.ac.uk; School of Education Research Ethics Coordinator: educationresearchethics@nottingham.ac.uk

Appendix 2 - Participant Information Sheets

Appendix 2.1 - Participant Information Sheet - Research Advisers/Assistants

Aim of the research
The aim of this research is to listen to girls' views on bullying and what ways they feel are best for coping with bullying. Bullying is a social problem recognised by the media and anti-bullying charities that young people can face inside and outside of the school setting. By taking part in this study you are helping to raise awareness of bullying and are contributing to change in your school, your local community and beyond.

An anti-bullying resource which the school can use will be produced by the girls who volunteer to take part in this research.

What the research involves
In this study there will be five groups of girls, four tweenage groups for girls aged 7-11 years old from three primary schools and a teenage group of girls aged 13-16 years old from a secondary school. The group at [name of school] will consist of [number] members and me, a research student from the University of Nottingham. Together we will carry out a questionnaire and paired interviews on other female pupils to gather enough information to produce an anti-bullying resource.

A questionnaire will be administered to all the girls in the school. Together the group of girls and I will produce a questionnaire looking at what types of bullying girls can experience, how often girls experience or witness these types of bullying and how they would choose to cope with being bullied. The girls will be involved with wording the questions, the layout, piloting and carrying out the questionnaire.

Together we will carry out paired interviews with other female pupils to discuss the type of bullying girls can experience and what are the best ways to deal with being bullied. With the information collected from the questionnaire and the paired interviews the group will decide whether to produce a booklet or a website or Social Networking Site as an anti-bullying resource. I will conduct activities with the girls in the groups before and after producing the anti-bullying resource to listen to their experiences and views on the process.
The group will meet for 30-40 minutes at lunchtime school once a week over the autumn and spring academic terms.

The discussions in this session will be recorded using an audio tape recorder. If you or your parent(s) do not want these sessions to be recorded please tick the box on the consent form that says you do not wish to be recorded. The group members will write on a large piece of paper what they think we did and talked about in the session. This group is not designed for girls who have been bullied and I will not directly be asking members to share experiences of being bullied. The group is for girls who are against bullying and want to volunteer to help produce an anti-bullying resource to be used in their school.

Anonymity
Your real name or location will not be reported in my findings. I will use a different name when I quote any of your responses. You do not have to take part in this study and you may leave the group at anytime. If you decide during or after this study that you do not want any of your responses included in the research report, please contact the researcher and they will not be included.

Your data collected will be kept safe and secure. The only people who will have access to your data are me, my supervisors and examiners. If you have any questions about the research you can contact me, Helen Hearn at: ttxhrhe@nottingham.ac.uk or my supervisor, Professor Pat Thomson at Patricia.Thomson@nottingham.ac.uk.

Appendix 2.2 - Participant Information Sheet - Questionnaire

Aim of the research
The aim of this research is to listen to your views on bullying and what ways you feel are best for coping with bullying. Bullying is a social problem recognised by the media and anti-bullying charities that young people can face inside and outside of the school setting. By taking part in this study you are helping to raise awareness of bullying and are contributing to change in your school, your local community and beyond.

All the girls and boys in your school will have the opportunity to fill in a questionnaire. The results will be used by me and a group of girl volunteers from this school to produce an anti-bullying resource.
What the research involves.

You will be asked to fill in a questionnaire at the end of one of your lesson. This will take about 10 minutes to complete. This questionnaire will be on what are the different types of bullying children your age can experience, how often children in your school experience or witness these and how to cope with being bullied. At the end of each question there will be a box to tick or a number to circle to show your answer.

Anonymity
You will not be asked to fill in any personal details on the questionnaire apart from your gender and your age. Each questionnaire will have a number and you will be given a receipt with this number on. If you or your parent(s) decide during or after the study that you no longer want your responses use in the study, contact me quoting your questionnaire number. By telling me this number I will be able to find your questionnaire and will destroy it. Your real name or location will not be reported in my findings. You do not have to take part in this study.

Your data collected will be kept safe and secure. The only people who will have access to your data are me, my supervisors and examiners. If you have any questions about the research you can contact me, Helen Hearn at: ttxhrhe@nottingham.ac.uk or my supervisor, Professor Pat Thomson at Patricia.Thomson@nottingham.ac.uk.

Appendix 2.3 - Participant Information Sheet - Group Interviews

Aim of the research
The aim of this research is to listen to girls' views on bullying and what ways they feel are best for coping with bullying. Bullying is a social problem recognised by the media and anti-bullying charities that young people can face inside and outside of the school setting. By taking part in this study you are helping to raise awareness of bullying and are contributing to change in your school, your local community and beyond.

Girl volunteers from the Anti-bullying Research Club for Girls will be interviewing small groups of girls for our research. These girl volunteers have been working with me once a week at lunchtime since November 2011 to investigate the types of bullying girls at primary school can experience and what are the best ways to cope with bullying. The results from the interviews will be used by me and the girl volunteers from this school to produce an anti-bullying resource. You are being invited to take part in the interviews as you are in the age group we are interested in researching.

What the research involves
Together the girl volunteers and I will interview you and other girls aged 7-11 years old from your school. The interviews will be a discussion about the type of bullying girls can experience and what are the best ways to deal with being bullied. The interviews will take approximately 30-40 minutes, depending on the length of the responses given. The interviews will take place on 13th March and 20th March 2012 at 12.15pm. The interviews will be recorded using an audio tape recorder. If you or your parent(s) does not want these sessions to be recorded please tick the box on the consent form that says you do not wish to be recorded.

Anonymity
Your real name or location will not be reported in my findings. I will use a different name when I quote any of your responses. You do not have to take part in this study and you may leave the group at anytime. If you decide during or after this study that you do not want any of your responses included in the research report, please contact the researcher and they will not be included.

Your data collected will be kept safe and secure. The only people who will have access to your data are me, my supervisors and examiners. If you have any questions about the research you can contact me, Helen Hearn at: ttxhrhe@nottingham.ac.uk or my supervisor, Professor Pat Thomson at Patricia.Thomson@nottingham.ac.uk.

Appendix 2.4 - Participant Information Sheet - Focus Group

Aim of the research
The aim of this research is to listen to and compare primary school and secondary school aged girls' views on bullying and what ways they feel are best for coping with bullying. Bullying is a social problem recognised by the media and anti-bullying charities that young people can face inside and outside of the school setting. By taking part in this study you are helping to raise awareness of bullying and are contributing to change in your school, your local community and beyond.

What the research involves
This research has two stages and I am inviting you to take part in the second part.
In the first stage of my research I have been working with 7-11 years old girls in three primary schools to find out what types of bullying can happen at this age and what they think are the best ways to cope with it. We have done this together through making and giving out questionnaires to their schools and conducting interviews with female peers. We have looked at the findings and the girls chose anti-bullying resources to make for their schools to use. The second stage is to share the findings from the research with the primary schools with a group of teenage girls. I will discuss with you if similar or different types of bullying happen at your age and if you would choose similar ways to cope with bullying. I will also ask for your opinion on the anti-bullying resources created by the primary school aged girls.

I will hold two focus group sessions at Oakbrook School on the morning of Wednesday 4th July. You will only need to attend one session. Each focus group will consist of six girls aged 13-18 years old and me, a PhD research student from University of Nottingham. The focus group session will be 50 minutes long.

I am audio recording the focus group sessions using a small digital voice recorder in order to analyse the responses given by the group of teenage girls. I am the only person who will have access to these audio recordings. I will produce written transcripts of these audio recordings. After I have written the transcripts the audio recordings will be deleted. I will use the transcripts for my analysis. The only people who will view these transcripts are my two supervisors, and the examiners who assess my PhD thesis. I will use made up names when quoting focus group responses, so others will not be able to identify them in my research. If you or your parent(s) do not want what you say to be recorded please tick the box on the consent form that says you do not wish to be recorded. The normal procedure in the situation where a parent or child does not want to be audio recorded is that the child's responses will not be included in the transcript and only hand-written notes will be made of your responses
during the interview.

The focus group sessions are not designed for girls who have been bullied and I will not directly be asking you to share experiences of being bullied. The focus group is for girls who are against bullying and want to share their opinions on bullying and the best ways to cope with it.

Anonymity
Your real name or location will not be reported in my findings. I will use a different name when I quote any of your responses. You do not have to take part in this study and you may leave the focus group at any time. If you decide during or after this study that you do not want any of your responses included in the research report, please contact the researcher and they will not be included.

Your data collected will be kept safe and secure. The only people who will have access to your data are me, my supervisors and examiners. If you have any questions about the research you can contact me, Helen Hearn at: ttxhrhe@nottingham.ac.uk or my supervisor, Professor Pat Thomson at Patricia.Thomson@nottingham.ac.uk

Appendix 3 - Extracts from the schools Ofsted reports

Appendix 3.1 - Oakbrook

Ofsted
raising standards
improving lives

Oakbrook School

Inspection report

Information about the school

This is an above-average-sized secondary school that takes students from a wide geographical area. There is a very small junior section . . . The proportion of students known to be eligible for free school meals is well below average. The percentage of students with special educational needs and/or disabilities, including those with a statement of special educational needs, is also well below average. In addition, the proportion of students from minority ethnic backgrounds is well below average. The school has a well established specialism in the humanities and music.

> Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
> Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school? | 1

The school's capacity for sustained improvement | 1

| Age group | 7–18 |
| Inspection date(s) | 2011 |

Appendix 3.2 - Briston

Ofsted
raising standards
improving lives

Briston Church of England Primary (Voluntary Aided) School

Inspection report

Information about the school

This is an average-sized primary school that serves the village of Briston and many of the villages in the surrounding area. Almost all pupils are of White British heritage. The proportion of pupils eligible for free school meals is below average as are the proportions of pupils with special educational needs and/or disabilities or with statements of particular needs. Provision for the Early Years Foundation Stage is in two Reception classes. A before- and after-school club on site is managed by the school and was observed as part of the inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?	2
The school's capacity for sustained improvement	2

Age group	4–11
Inspection dates	2010
Inspection number	

Appendix 3.3 - Contor

Contor CofE Primary School

Ofsted

Inspection Report

Description of the school

This is a smaller than average sized school serving Contor and other local villages on the outskirts of   . It is a very popular and oversubscribed school. Pupils start school with a level of knowledge, skills and understanding which is above those of most pupils, though their skills in communication, language and literacy are less strong. The number of pupils entitled to claim free school meals is lower than in most schools. Most pupils are of White British heritage, their first language is English and many come from privileged backgrounds. The number of pupils with a learning difficulty is lower than in most schools and there are currently no pupils who have a statement of educational need. Attendance is above the national average.

Key for inspection grades
Grade 1   Outstanding
Grade 2   Good
Grade 3   Satisfactory
Grade 4   Inadequate

Overall effectiveness of the school
Grade: 1

Age group	Inspection date
4–11	2006

Appendix 3.4 - St Beth's

Ofsted
raising standards
improving lives

St Beth's CofE Primary School

Inspection report

Information about the school

This school is set in a rural village and is much smaller than most primary schools. 'The Village Rooms' form part of the school and are owned by the Parish Council. The proportion of pupils known to be eligible for free school meals is below the national average and all pupils are from White British backgrounds. The proportion of disabled pupils and those with special educational needs is below average. Children join the school's Early Years Foundation Stage provision at the age of three. However, the proportion of pupils who join the school at times other than the standard starting and leaving ages is higher than average. Before- and after-school clubs operate on the school site but are not managed by the governing body and are therefore subject to separate inspection.

The school meets the current government floor standard, which set the minimum expectations for pupils' attainment and progress.

The school has achieved the Healthy Schools Gold award and Eco-schools Silver status.

Almost all parents and carers responded to the inspection questionnaire.

> **Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**
> Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2

Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Age group	3–11	
Inspection date(s)		2012
Inspection number		

Appendix 4 - The pre-research activities

Appendix 4.1 - Pre-research activities in the anti-bullying research club for girls book

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Week 1

1) I chose to join the anti-bullying research club for girls because…
2) I think at the anti-bullying research club for girls we will…
3) Bullying is when…
4) Draw a picture of bullying
5) If I saw someone being bullied I would
6) Others who see a child being bullied should…
7) The best ways to cope with bullying are…
8) My school helps to stop bullying by…

Homework

1) Think of a made up name to be used in the research report. My made up name is…
2) Ask two friends what they think bullying is

Appendix 4.2 - the types of bullying used by the research advisers/assistants in the ranking activity

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1) Deliberately hitting someone
2) Deliberately kicking someone
3) Deliberately pushing someone
4) Damaged belongings
5) Calling someone nasty names
6) Teased about the way you look
7) Rumours being spread
8) Saying nasty things behind someone's back
9) Leaving someone out of a game
10) Deliberately not talking to your friends
11) Nasty message by text message or on the computer

Appendix 4.3 - The coping strategies used by the research advisers/assistants in the ranking activity

1) Tell teacher
2) Tell Mum or Dad
3) Tell friends
4) Tell older brother or sister
5) Tell grandparents
6) Tell auntie or uncle
7) Tell cousin
8) Stand up to bullies
9) Ignore bullies
10) Avoid bullies
11) Plan revenge
12) Tell no-one

Appendix 4.4 - The anti-bullying interventions used by the research advisers/assistants in the piloted rank order activity

1) Assembly about bullying
2) Posters on bullying
3) School having an anti-bullying policy
4) Teachers stopping bullying when they see it
5) Teachers making the classroom a friendly place to work
6) Pupils working in small groups
7) Improving the design of the playground
8) Teaching children who have been bullied to feel better about themselves
9) Asking children to become friends with children who have been bullied
10) Circle time
11) A group of pupils help the bully and victim sort out their problems

Appendix 5 - The Bullying Questionnaires

Appendix 5.1 - Briston's questionnaire

The Anti-bullying Research Club for Girls bullying questionnaire

What do I have to do?

We would like your help to understand the types of bullying girls and boys your age can experience and what you think are the best ways to cope with bullying.

Please answer the questions about bullying on the following pages. You can miss out any questions that you do not want to answer. You do not need to tell us your name, only if you are a boy or a girl and how old you are. The answers you give are private and nobody will know the answers are yours.

The questionnaire is being filled in by all the children in your school. The answers will be used to help your school stop bullying.

What is bullying?

Bullying is when a child or a group of children are mean and hurt others over and over again on purpose. This can be physical such as hitting or pushing. It can also be being deliberately mean in other ways such as name calling, saying nasty things about someone to their face, behind their back or on a computer or mobile phone or ignoring someone on purpose. Boys and girls can be bullies and they will bully children who are weaker than them.

Thank you for your time and help.

1) Which types of bullying have you experienced? (Tick all that apply)

Physical such as hitting, pushing or kicking ☐   Having belongings damaged ☐

Being called nasty names to my face ☐   Teased about the way I look ☐

Being sent nasty messages on
a mobile phone or computer ☐   Rumours spread about me ☐

Being ignored and left out by my friends ☐   Wrongly accused of being a bully ☐

Never been bullied ☐   Can't remember ☐

Other type of bullying (please write or draw your answer in the box below) ☐

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2) How often have you been bullied? (Tick 1 box)

Every day ☐   Once a week ☐

Once every 2 weeks ☐   Once a month ☐

Once a term ☐   Only once ☐

Never been bullied ☐   Can't remember ☐

Other (please write or draw your answer in the box below) ☐

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3) Who have you been bullied by? (Tick all that apply)

A boy ☐

A girl ☐

A group of boys ☐

A group of girls ☐

A group of girls and boys ☐

Never been bullied ☐

Can't remember ☐

4) What types of bullying have you seen happen to other children? (Tick all that apply)

Physical such as hitting, pushing or kicking ☐

Having belongings damaged ☐

Being called nasty names to their face ☐

Teased about the way they look ☐

Being sent nasty messages on
a mobile phone or computer ☐

Rumours spread about them ☐

Being ignored and left out by their friends ☐

Wrongly accused of being a bully ☐

Never seen other children being bullied ☐

Can't remember ☐

Other type of bullying (please write or draw your answer in the box below) ☐

5) Have you ever bullied a boy?

Yes ☐   No ☐

6) Have you ever bullied a girl?

Yes ☐   No ☐

7) How would you feel if a boy...	very happy	happy	ok	sad	very sad	don't know
(Tick 1 box for each)						
Hit you on purpose	☐	☐	☐	☐	☐	☐
Pushed you on purpose	☐	☐	☐	☐	☐	☐
Kicked you on purpose	☐	☐	☐	☐	☐	☐
Called you nasty names	☐	☐	☐	☐	☐	☐
Teased you about the way you look	☐	☐	☐	☐	☐	☐
Damaged your belongings	☐	☐	☐	☐	☐	☐
Sent you a nasty message on a mobile phone or a computer	☐	☐	☐	☐	☐	☐
Spread rumours about you	☐	☐	☐	☐	☐	☐
Ignored you and left you out of a game	☐	☐	☐	☐	☐	☐
Told others that you were bullying him	☐	☐	☐	☐	☐	☐

8) How would you feel if a girl...

	very happy	happy	ok	sad	very sad	don't know

(Tick one box for each)

	very happy	happy	ok	sad	very sad	don't know
Hit you on purpose	☐	☐	☐	☐	☐	☐
Pushed you on purpose	☐	☐	☐	☐	☐	☐
Kicked you on purpose	☐	☐	☐	☐	☐	☐
Called you nasty names	☐	☐	☐	☐	☐	☐
Teased you about the way you look	☐	☐	☐	☐	☐	☐
Damaged your belongings	☐	☐	☐	☐	☐	☐
Sent you a nasty message on a mobile phone or a computer	☐	☐	☐	☐	☐	☐
Spread rumours about you	☐	☐	☐	☐	☐	☐
Ignored you and left you out of a game	☐	☐	☐	☐	☐	☐
Told others that you were bullying her	☐	☐	☐	☐	☐	☐

9) What are the best ways to cope when bullied by boys? (Tick all that apply)

Ignore the bully	☐	Stand up to the bully	☐
Get upset	☐	Plan revenge	☐
Tell no-one	☐	Tell a teacher	☐
Tell a friend I can trust	☐	Tell my Mum or Dad	☐

Tell my older Brother or Sister ☐

Other (please write or draw your answer in the box below) ☐

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10) Why are these the best ways to cope when bullied by boys?

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11) What are the best ways to cope when bullied by girls? (Tick all that apply)

Ignore the bully	☐	Stand up to the bully	☐
Get upset	☐	Plan revenge	☐
Tell no-one	☐	Tell a teacher	☐
Tell a friend I can trust	☐	Tell Mum or Dad	☐
Tell older Brother or Sister	☐		

Other (please write or draw your answer in the box below) ☐

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12) Why are these the best ways to cope when bullied by girls? (Write answer in box below)

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13) What are the best ways for schools to stop bullying? (Tick all that apply)

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 ☐

14) Why are these the best ways for schools to stop bullying? (Write answer in the box below)

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15) Are you a boy or a girl? (please circle one)

Boy   Girl
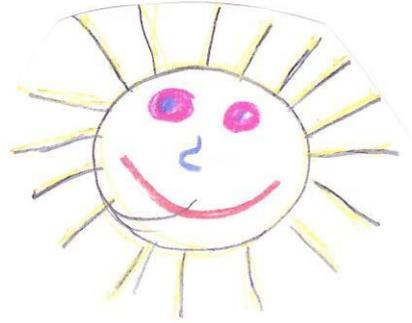
16) How old are you? (circle a number)

4   5   6   7   8   9   10   11   12

Thank you for filling in this questionnaire.

The University of
Nottingham

UNITED KINGDOM · CHINA · MALAYSIA

The Anti-bullying Research Club for Girls
bullying survey

What do I have to do?

We would like your help to understand the types of bullying girls and boys your age can experience and what you think are the best ways to cope with bullying.

Please answer the questions about bullying on the following pages. You can miss out any questions that you do not want to answer. You do not need to tell us your name, only if you are a boy or a girl and how old you are. The answers you give are private and nobody will know the answers are yours.

The survey is being filled in by all the children in your school. The answers will be used to help your school stop bullying.

What is bullying?

Bullying is when a child or a group of children are mean and hurt others over and over again on purpose. This can be physical such as hitting or pushing. It can also be being deliberately mean in other ways such as name calling, saying nasty things about someone to their face, behind their back or on a computer or mobile phone or ignoring someone on purpose. Boys and girls can be bullies and they will bully children who are weaker than them.

1) Which types of bullying have you experienced? (Tick all that apply)

Physical such as hitting,
pushing or kicking   ☐   Having belongings damaged   ☐

Being called nasty names to my face   ☐   Being teased about the way I look ☐

Being sent nasty messages on
a mobile phone or computer   ☐   Rumours spread about me   ☐

Being ignored and left out
by my friends   ☐   Wrongly accused of being a bully ☐

Never been bullied   ☐

Other type of bullying (please write or draw your answer in the box below)   ☐

| |
| |
| |

2) How often have you been bullied? (Tick 1 box)

Every day   ☐   Once a week   ☐   Once every 2 weeks ☐

Once a month   ☐   Once a term   ☐   Only once   ☐

Never been bullied ☐

Other (please write or draw your answer in the box below)   ☐

| |
| |
| |

3) Who have you been bullied by? (Tick all that apply)

A boy ☐   A girl ☐   A group of boys☐   A group of girls ☐

A group of boys and girls   ☐   Never been bullied ☐

4) What types of bullying have you seen happen to other children? (Tick all that apply)

Physical such as hitting, pushing or kicking	☐	Having belongings damaged	☐
Being called nasty names to their face	☐	Being teased about the way they look	☐
Being sent nasty messages on a mobile phone or computer	☐	Rumours spread about them	☐
Being ignored and left out by their friends	☐	Wrongly accused of being a bully	☐
Never seen other children being bullied	☐		

Other type of bullying (please write or draw your answer in the box below) ☐

5) Have you ever bullied a boy?

Yes ☐   No ☐

6) Have you ever bullied a girl?

Yes ☐   No ☐

7) How would you feel if a boy…

(Tick 1 box for each)

	very happy	happy	ok	sad	very sad	don't know
Hit you on purpose	☐	☐	☐	☐	☐	☐
Pushed you on purpose	☐	☐	☐	☐	☐	☐
Kicked you on purpose	☐	☐	☐	☐	☐	☐
Called you nasty names	☐	☐	☐	☐	☐	☐
Teased you about the way you look	☐	☐	☐	☐	☐	☐
Damaged your belongings	☐	☐	☐	☐	☐	☐
Sent you a nasty message on a mobile phone or a computer	☐	☐	☐	☐	☐	☐
Spread rumours about you	☐	☐	☐	☐	☐	☐
Ignored you and left you out of a game	☐	☐	☐	☐	☐	☐
Told others that you were bullying him	☐	☐	☐	☐	☐	☐

8) How would you feel if a girl...

(Tick one box for each)

	very happy	happy	ok	sad	very sad	don't know
Hit you on purpose	☐	☐	☐	☐	☐	☐
Pushed you on purpose	☐	☐	☐	☐	☐	☐
Kicked you on purpose	☐	☐	☐	☐	☐	☐
Called you nasty names	☐	☐	☐	☐	☐	☐
Teased you about the way you look	☐	☐	☐	☐	☐	☐
Damaged your belongings	☐	☐	☐	☐	☐	☐
Sent you a nasty message on a mobile phone or a computer	☐	☐	☐	☐	☐	☐
Spread rumours about you	☐	☐	☐	☐	☐	☐
Ignored you and left you out of a game	☐	☐	☐	☐	☐	☐
Told others that you were bullying her	☐	☐	☐	☐	☐	☐

9) What are the best ways to cope when bullied by boys? (Tick all that apply)

Ignore the bully	☐	Stand up to the bully	☐
Get upset	☐	Plan revenge	☐
Tell no-one	☐	Tell a teacher	☐
Tell a friend I can trust	☐	Tell Mum or Dad	☐
Tell older Brother or Sister	☐		

Other (please write or draw your answer in the box below)   ☐

10) Why are these the best ways to cope when bullied by boys?
(Please write or draw answer in the box below)

[ ]

11) What are the best ways to cope when bullied by girls? (Tick all that apply)

Ignore the bully	☐	Stand up to the bully	☐
Get upset	☐	Plan revenge	☐
Tell no-one	☐	Tell a teacher	☐
Tell a friend I can trust	☐	Tell Mum or Dad	☐
Tell older Brother or Sister	☐		

Other (please write or draw your answer in the box below)   ☐

[ ]

12) Why are these the best ways to cope when bullied by girls? (Write or draw answer in box below)

[ ]

13) What are the best ways for schools to stop bullying? (Tick all that apply)

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 □

14) Why are these the best ways for schools to stop bullying?
(Write or draw answer in the box below)

15) Are you a boy or a girl? (Tick 1 box)

A boy □   A girl □

16) How old are you? (circle a number)

4   5   6   7   8   9   10   11   12

Thank you for filling in this questionnaire.

Appendix 5.3 - St Beth's questionnaire

Are you happy!

The University of
Nottingham
UNITED KINGDOM · CHINA · MALAYSIA

The Anti-bullying Research Club for Girls
bullying questionnaire

Confused!

What do I have to do?

Not Safe

We would like your help to understand the types of bullying girls and boys your age can experience and what you think are the best ways to cope with bullying.

Please answer the questions about bullying on the following pages. You can miss out any questions that you do not want to answer. You do not need to tell us your name, only if you are a boy or a girl and how old you are. The answers you give are private and nobody will know the answers are yours.

What is bullying?

very upset

Bullying is when a child or a group of children are mean and hurt others over and over again on purpose. This can be physical such as hitting or pushing. It can also be being deliberately mean in other ways such as name calling, saying nasty things about someone to their face, behind their back or on a computer or mobile phone or ignoring someone on purpose. Boys and girls can be bullies and they will bully children who are weaker than them.

Need Help! *Need Help!*

We are here to HELP!

Bullying ♡ Bullying ♡ Bullying ♡ Bullying

Are you happy ♡ Do you have any friends

1) Which types of bullying have you experienced? (Tick all that apply)

Physical such as hitting, pushing or kicking	☐	Having belongings damaged	☐
Being called nasty names to my face	☐	Being teased about the way I look	☐
Being sent nasty messages on a mobile phone or computer	☐	Rumours spread about me	☐
Being ignored and left out by my friends	☐	Wrongly accused of being a bully	☐
Never been bullied	☐		

Other type of bullying (please write or draw your answer in the box below) ☐

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┌──────────────────────────────────────────────────────────┐
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└──────────────────────────────────────────────────────────┘
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2) How often have you been bullied? (Tick 1 box)

Every day	☐	Once a week	☐	Once every 2 weeks	☐
Once a month	☐	Once a term	☐	Only once	☐
Never been bullied	☐				

Other (please write or draw your answer in the box below) ☐

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└──────────────────────────────────────────────────────────┘
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3) Who have you been bullied by? (Tick all that apply)

A boy ☐   A girl ☐   A group of boys☐   A group of girls ☐

A group of boys and girls   ☐   Never been bullied ☐

4) What types of bullying have you seen happen to other children? (Tick all that apply)

Physical such as hitting,
pushing or kicking   ☐   Having belongings damaged   ☐

Being called nasty names
to their face   ☐   Being teased about the way they look   ☐

Being sent nasty messages on
a mobile phone or computer   ☐   Rumours spread about them   ☐

Being ignored and left out
by their friends   ☐   Wrongly accused of being a bully   ☐

Never seen other children
being bullied   ☐

Other type of bullying (please write or draw your answer in the box below)   ☐

5) Have you ever bullied a boy?

Yes ☐   No ☐

6) Have you ever bullied a girl?

Yes ☐   No ☐

7) How would you feel if a boy...

(Tick 1 box for each)

	very happy	happy	ok	sad	very sad	don't know
Hit you on purpose	☐	☐	☐	☐	☐	☐
Pushed you on purpose	☐	☐	☐	☐	☐	☐
Kicked you on purpose	☐	☐	☐	☐	☐	☐
Called you nasty names	☐	☐	☐	☐	☐	☐
Teased you about the way you look	☐	☐	☐	☐	☐	☐
Damaged your belongings	☐	☐	☐	☐	☐	☐
Sent you a nasty message on a mobile phone or a computer	☐	☐	☐	☐	☐	☐
Spread rumours about you	☐	☐	☐	☐	☐	☐
Ignored you and left you out of a game	☐	☐	☐	☐	☐	☐
Told others that you were bullying him	☐	☐	☐	☐	☐	☐

8) How would you feel if a girl...

(Tick one box for each)

	very happy	happy	ok	sad	very sad	don't know
Hit you on purpose	☐	☐	☐	☐	☐	☐
Pushed you on purpose	☐	☐	☐	☐	☐	☐
Kicked you on purpose	☐	☐	☐	☐	☐	☐
Called you nasty names	☐	☐	☐	☐	☐	☐
Teased you about the way you look	☐	☐	☐	☐	☐	☐
Damaged your belongings	☐	☐	☐	☐	☐	☐
Sent you a nasty message on a mobile phone or a computer	☐	☐	☐	☐	☐	☐
Spread rumours about you	☐	☐	☐	☐	☐	☐
Ignored you and left you out of a game	☐	☐	☐	☐	☐	☐
Told others that you were bullying her	☐	☐	☐	☐	☐	☐

9) What are the best ways to cope when bullied by boys? (Tick all that apply)

Ignore the bully	☐	Stand up to the bully	☐
Get upset	☐	Plan revenge	☐
Tell no-one	☐	Tell a teacher	☐
Tell a friend I can trust	☐	Tell Mum or Dad	☐
Tell older Brother or Sister	☐		

Other (please write or draw your answer in the box below) ☐

10) Why are these the best ways to cope when bullied by boys?
(Please write or draw answer in the box below)

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11) What are the best ways to cope when bullied by girls? (Tick all that apply)

Ignore the bully	☐	Stand up to the bully	☐
Get upset	☐	Plan revenge	☐
Tell no-one	☐	Tell a teacher	☐
Tell a friend I can trust	☐	Tell Mum or Dad	☐
Tell older Brother or Sister	☐		

Other (please write or draw your answer in the box below)   ☐

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12) Why are these the best ways to cope when bullied by girls? (Write or draw answer in box below)

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13) What are the best ways for schools to stop bullying? (Tick all that apply)

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 ☐

14) Why are these the best ways for schools to stop bullying?
(Write or draw answer in the box below)

**15) Are you a boy or a girl? (Tick 1 box)**

A boy ☐   A girl ☐

16) How old are you? (circle a number)

4   5   6   7   8   9   10   11   12

Thank you for filling in this questionnaire.

HAVING BELONGINGS DAMAGED

WRONGLY ACCUSED OF BEING A BULLY

STAND UP TO BULLY

Appendix 7 - Anti-bullying resources

Appendix 7.1 - Briston's posters

STOP BULLYING!!

You must stop bullying. Deep down the bullies know they are cowards. The best ways to cope with bullying is to tell a friend or a responsible adult. Never answer the bully back because you will just make the problem worse. You can get bullied for lots of different reasons. Some are because how you look, others are because of different hobbies they do and sometimes because they said something the bully does not like.
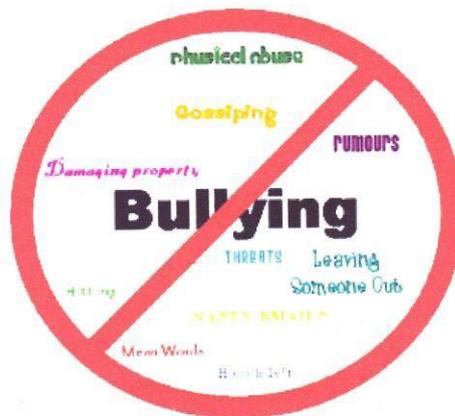
Image retrieved from: Quality Schools (2012) accessed 22/05/12 available at: http://single-session-schools.blogspot.co.uk/2012/03/bullying-as-serious-problem.html

STOP BULLYING

BULLYING STOPS HERE

DON'T LET ANYONE BULLY YOU
EVEN IF YOU WANT TO CRY
DON'T BECAUSE THAT'S WHAT
BULLIES WANT TO SEE.
BULLYING IS NOT A VERY NICE
THING WHEN YOU SEE
SOMEONE BULLYING SOMEONE
OR EVEN YOURSELF.
REMEMBER TO TELL A
TEACHER YOU HAVE TO BE
STRONG AND TELL AN ADULT
DON'T BE AFRAID.

STOP BULLYING NOW!

People bullying is not a pleasant experience.

People bully for different reasons maybe because they are jealous of them or they have had a situation with them in the past.

STOP BULLYING TODAY!

WHAT BULLYING IS!

Bullying can be such things as hitting cyber bullying physical bullying and much more!

CALLED NASTY NAMES

NO BULLYING ALLOWED

STOP Bullying NOW!

or the bullying will continue.

Best ways to cope with being bullied: Tell an adult, ignore the bully, stand up to the bully, Tell a friend you can trust. Dont get upset in front of the bully

Stop Bullying Today

Bullying is when others hurt people's feelings and are mean repeatedly.

Best ways to cope with bullying are:
- Tell an adult
- Ignore the bully
- Stand up to the bully
- Tell a trusted friend

Don't get upset in front of the bully or the bullying will carry on.
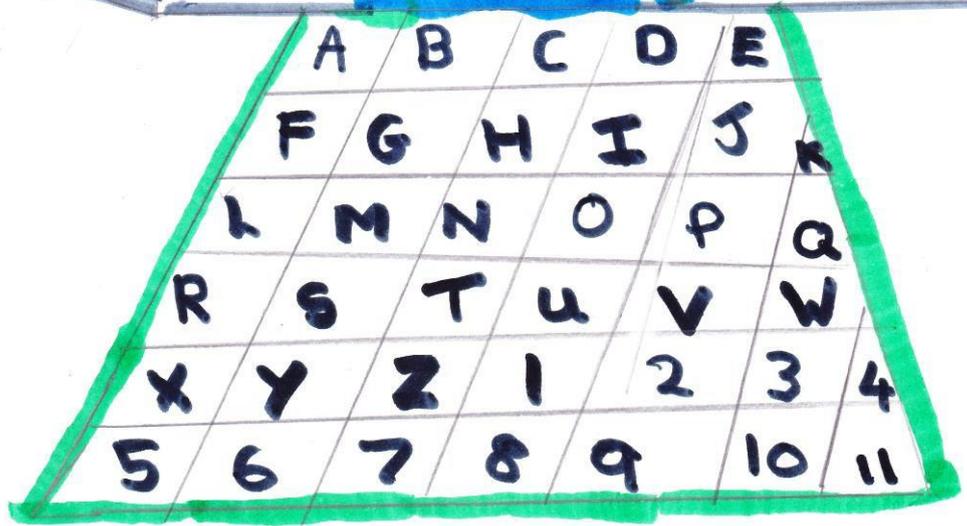
Appendix 7.2 - Younger group at Contor's board games

BULLYING IS BEING MEAN AND HURTING SOMEONE REPEATEDLY

A BRILLIANT BULLYING CHART BY THE LONG REACH GIRLS

FINISH

63	46	45	30	27	10	9
62		44	29		11	
	48	43		25		7
60	47		31	24	13	6
59		41	32		14	
58	51		33	22		4
	52	39		21	16	3
56		38	35		17	
55	54		36	19		1 START

Appendix 7.3 - Older group at Contor's webpage plans

Anti-Bullying

Know what to do when you get bullied

This is Contor School's girl anti-bullying club. Some of the girls in this school have got together to help Helen research girl bullying. The girls in this club are ages 7-11.

Always be nice because everyone is fighting a hard battle.

Click if like webpage.

The best ways to cope with bullying are to tell a teacher or an adult.

We will help you be happy today!

99 likes

Anti-Bullying!

Who are we?

We are a group of girls that research bullying. We meet every Thursday lunch time to discuss what bullying is and how to solve it.

What have we done?

We have learnt what to do when being bullied. In the group we've done a survey for the school and each girl is creating a z-fold for you.

What did we find out?

We found out how to stop bullying and who to tell if it's happening to us. Also we have learnt what type of bullying happens most to girls and who they're bullied by.

Here is a list of different types of bullying:

- Ignored and left out of games by friends
- Called nasty names
- Teased about the way they look
- Hurt on purpose
- Wrongly accused of being a bully
- Rumours spread about them
- Teased about the way they look
- Belongings damaged

Reasons why girls get bullied:

- Bully is jealous of them
- Girls are seen weaker than boys
- Bully does it as a joke
- Bully showing off
- Bully is standing up for herself
- To get revenge
- To take anger out
- Want to be friends with someone but can't be

How to stop bullying:

- Tell a responsible adult/teacher
- Ignore the bully
- Walk away
- Stand up to the bully
- Tell friends and siblings

Anti-bullying

Bullying techniques
1. walk away from the bully
2. don't plan revenge
3. ignore the bully
4. don't fight back
5. tell an adult

WHAT YOU DO

TELL A TRUSTED ADULT OR A FRIENND OR EVEN A TEACHER

Physical abuse

Gossiping

RUMOURS

Damaging property

Bullying

THREATS   Leaving Someone Out

Mean Words

LOSER

BULLIES
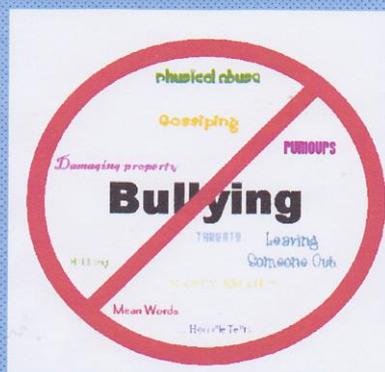
Anti-bullying club

This year we have done many things of the following:

.interviews
.Z folds
.design a webpage
.surveys

School At lunch time

I am a member of the anti-bullying research club for girls of 2012 called Crystal McCondes

We found out what bullying is, what types of bullying happens, what types of bullying do girls find most upsetting, what types of bullying do girls see happen to other children, reasons why girls get bullied and best ways to cope with bullying

School Juniors
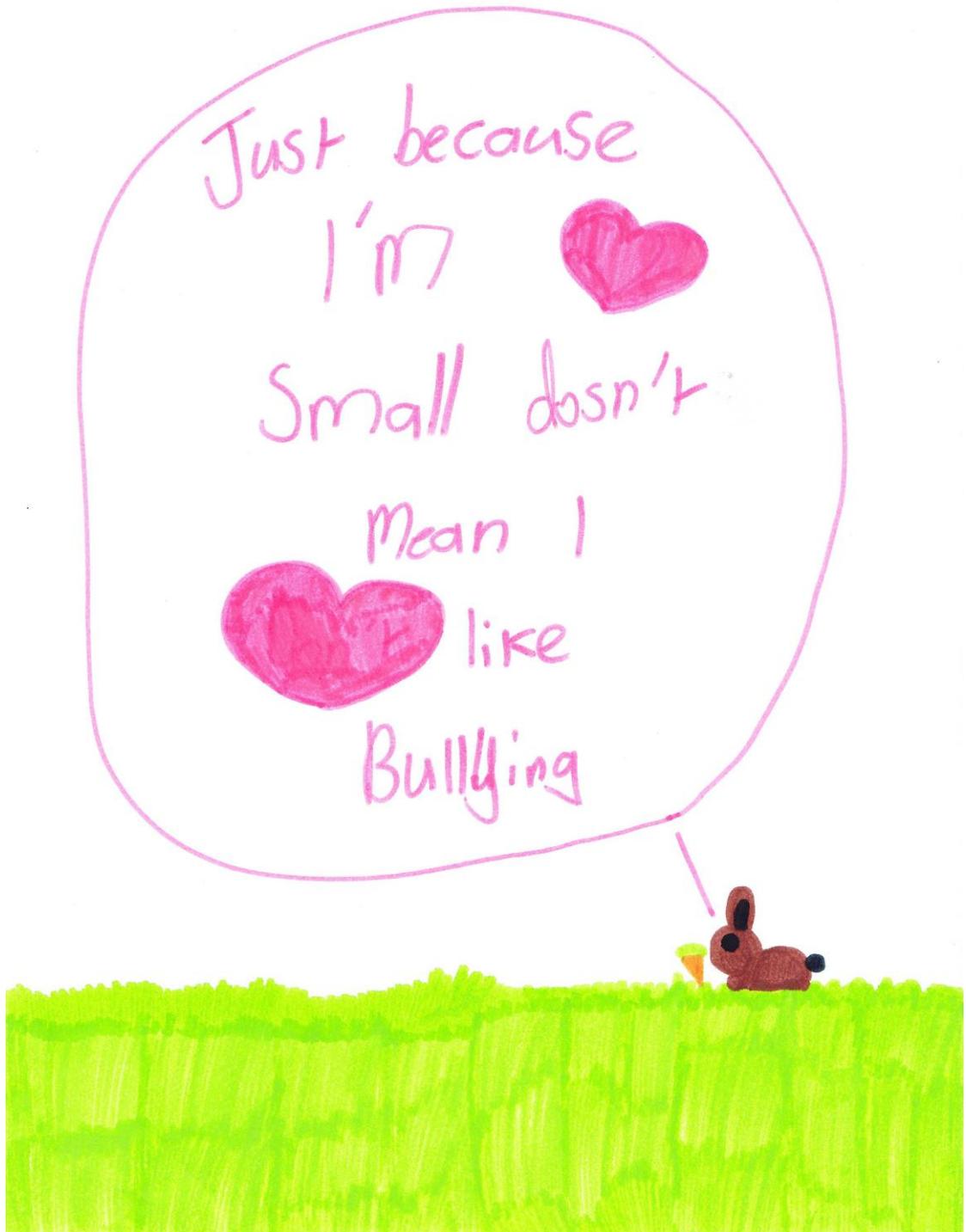
Do not bully.

Stomp the Bully

Mean

Stupid

Stop

Bulling

horrible

I hate you

ugly

:) :(

happy and   Sad

Say No to bullying!

your FAT!
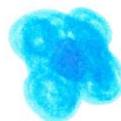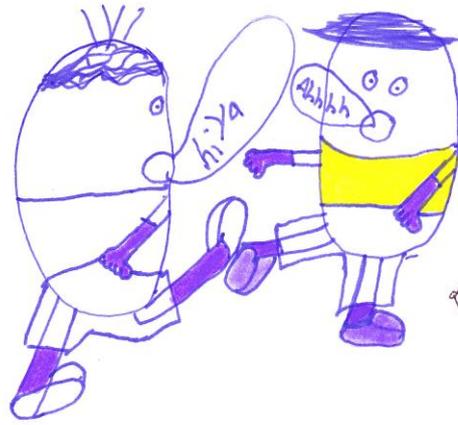
NO!

Bullying

Appendix 7.5 - Older group at Contor's Z-fold leaflets

ANTI - BULLYING

What types of bullying happen most to girls?
- Called nasty names
- Teased about the way they look
- Ignored and left out of a game by friends

Bullying is being mean and hurting someone repeatedly

TELL Someone you can trust!

Tell an adult!

If you are being bullied tell an adult:
- they will help sort out bullying
- you will feel better and stop being upset
- the bully will get told off

Ignore the Bully and walk away!

If you are being bullied ignore the bully and walk away:
- bully might get bored and stop
- you might get in trouble is you react to the bully

Stand up to the Bully!

If you are being bullied Stand up to the bully:
- this will show you will not be bullied
- you can ask the bully why they are doing it and they might stop

Reasons why girls get bullied:
1. Bully is jealous
2. Girls are seen weaker
3. Bully does it as a joke

Thank You for reading this!

‹‹Anti-Bullying››	**If YOUR UPSET Just Tell Someone**
What is bullying? Bullying is being mean and hurting someone repeatedly	**Stand up to the Bully!**
What types of bullying happen most to girls? • Called nasty names • Teased about the way they look • Ignored and left out as a game by friends	If you are being bullied Stand up to the bully: • This will show you will not be bullied • you can ask the bully why they are doing it and they might stop
Reasons why girls get bullied: 1. Bully is jealous 2. Girls are seen weaker 3. Bully does it as a joke	**Ignore the Bully and Walk away!**
Tell an adult!	Is you are being bullied ignore the bully and walk away: • bully might get bored and stop • you might get in trouble is you react to the bully
Is you are being bullied tell an adult: • they will help sort out bullying • you will feel better and stop being upset • the bully will get told off	**thank you ! ! ! ! !**

Appendix 7.6 - St Beth's Z-fold leaflet

R u being Bullied?	Being mean
What is bullying? Bullying is when others are mean to you on purpose and hurt your feelings repeatedly	Unfair to People
The worst thing to do is to show the bully you're scared.	Lying
Best ways to cope with bullying 1 Tell a teacher! 2 tell your mum or dad	Leaving People out
3 Tell older brother or sister. 4 Tell a friend you can trust.	Yelling at People
5 Stand up to the bully 6 Ignore the bully	!Stop Bullying!

Appendix 8 - Post-research review sheets

Appendix 8.1 - Review sheet 1: The research advisers/assistants favourite and least favourite activities

Put a tick next to the activities you enjoyed and a cross next to the ones you did not like.

Circle the one you liked the most and the one you didn't like the most.

1. Writing and drawing activities in books – why you chose to join the club, what bullying is and the best ways to cope with bullying.
2. Bullying myths game – saying yes, no or don't know to views about bullying.
3. Writing your own definition of bullying
4. Sticking activity – put in order the types of bullying which were the worst to experience.
5. Sticking activity – put in order the best ways to cope.
6. On a sheet ticked and circled the best ways for schools to stop bullying.
7. Look at examples of surveys and chose which you liked the best.
8. Deciding what our survey should look like.
9. Drawing pictures for our surveys.
10. Suggesting changes to make our survey better.
11. Filling in the survey.
12. Given sheet about how to be an interviewer
13. Writing interview questions
14. Being an interviewer
15. Being interviewed.
16. Sticking activity - Putting interview answers into groups.
17. Looking at examples of anti-bullying resources.
18. Deciding what our anti-bullying resource should be.
19. Looking at the results from survey and interviews.
20. Planning what our web page could look like
21. Drawing pictures for the web page
22. Working on the laptops to design what the web page could look like
23. Making the z-fold leaflet

Appendix 8.2 - Review sheet 2: The research advisers/assistants views on the different stages of the research

Questionnaires

Think about when we made the questionnaires about bullying

1. What did you enjoy the most about making the questionnaires and why?
2. What did you enjoy the least about making the questionnaires and why?

Interviews

Think about when we talked to other girls about bullying and looked at their answers.

1. What did you enjoy the most about doing the interviews and looking at answers given?
2. What did you enjoy the least about doing the interviews and looking at the answers given?

Making the anti-bullying resource

Think about when we made the anti-bullying resource.

1. What did you enjoy the most about making the anti-bullying resource?
2. What did you enjoy the least about making the anti-bullying resource?

Appendix 8.3 - Review sheet 3: What the research advisers/assistants learnt about bullying

Think about what you know now compared with what you did when you started the lunch club.

Tick the sentences below that you agree with.

I now know more about bullying.

I now know the types of bullying that happen to girls my age.

I now know more about the ways to cope with bullying.

I now know what the best ways to cope with bullying are.

I now know what the worst ways to cope with bullying are.

I feel more confident about how to cope with being bullied.

I feel more confident about what to do if I see someone else being bullied.

I now know what other girls think about bullying.

I now know what other girls think are the best ways to cope with bullying.

I now know what other girls think are the worst ways to cope with bullying.

I now know what a survey is.

I now know how to make a survey.

I now know what a closed question is.

I now know what an open question is.

I now know what an interview is.

I now know how to write interview questions.

I now know how to be an interviewer.

I now know how to put interview answers into groups.

I now know what an anti-bullying resource is.

Appendix 8.4 - Review sheet 4: The research advisers/assistants reflections on their expectations of the research

1. Have you enjoy our lunch club and why?
2. Has it been different to what you expected it to be like when we started? If it has been different, how has it been different?
3. Bullying is when …
4. List the different types of bullying you know
5. If I saw someone being bullied I would…
6. Others who see a child being bullied should…
7. What have you learnt about bullying?
8. The best ways to cope with being bullied are …
9. What have you learnt about how to cope with being bullied?
10. My school helps to stop bullying by…
11. What do you think of our finished anti-bullying resource?
12. How should they be used in your school?
13. How should they be shown to your school?
14. Think of a made up name for your school for me to use in my research report.

<u>**Appendix 9 - Focus group schedule**</u>

1) **Definition of bullying**

a) What do you think bullying is? How would you describe it?

2) **Types of bullying that girls can experience - used cards**

a) What types of bullying happens most to girls your age?

b) Do you think it is worse to be bullied at your age than to be bullied at primary school and why?

c) How often do you think girls your age get bullied?

3) **Witnessing bullying - use the same cards**

a) What types of bullying do girls your age see happening to other girls? How often do girls your age see it happen?

b) What types of bullying do girls your age see happening to other boys? How often do girls your age see it happen?

c) What would you do if you saw a pupil being bullied?

d) Would you react differently depending on the gender of the bully?

e) Would you react differently depending on the gender of the pupil being bullied?

4) **Most upsetting types of bullying - use same cards**

a) What types of bullying are most upsetting when bullied by a girl and why?

b) What types of bullying are most upsetting when bullied by a boy and why?

c) What types of bullying are most upsetting when bullied by a group of girls and why?

d) What types of bullying are most upsetting when bullied by a group of boys and why?

e) What types of bullying are most upsetting when bullied by a group of boys and girls and why?

5) **The gender of the bullies who bully girls - use cards**

a) Who are girls your age mostly bullied by and why? A girl on her own, a boy on his own, a group of girls, a group of boys, or a group of boys and girls.

b) Who would it be most upsetting to be bullied by and why? Would it be more upsetting to be bullied by a friend and why?

c) Do different gender bullies use different types of bullying? If yes what types do they use and why?

d) Do groups of bullies use different types of bullying than individual bullies? If yes what types do they use and why?

e) Why do you think some girls get bullied?

f) Why do you think some girls are bullies?

g) What age girls usually get bullied? Is the bully older, younger or same age as them?

6) Favoured ways of coping with bullying - use cards

a) What ways do girls your age cope with being bullied? Which are the best at coping with bullying and why?

b) What would be the best ways of coping if bullied by a girl on her own and why?

c) What would be the best ways of coping if bullied by a boy on his own and why?

d) What would be the best ways of coping if bullied by a group of girls and why?

e) What would be the best ways of coping if bullied by a group of boys and why?

f) What would be the best ways of coping if bullied by a group of girls and boys and why?

g) Would girls your age use different ways of coping for different types of bullying and why?

7) Best ways for schools to stop bullying - word cards

a) What are the best ways for secondary schools to help stop bullying and why?

b) What ways does your school stop bullying?

8) Anti-bullying resources made by primary school aged girls

a) Do you think the anti-bullying resources will help to stop bullying in primary schools and why? Do you think any will be more effective than others?

b) Would any of the anti-bullying resources help to stop bullying in secondary schools and why? What sorts of anti-bullying resources would be effective in secondary schools?

Appendix 10 - Tabulation of statistics on the questionnaire data

10.1 - sex differences in the types of bullying witnessed the most by pupils aged 7-11 years[26]

Type of bullying	Sex who witness the most	P value	Chi-square	Degrees of freedom	Effect size (Phi)
Belongings damaged	Boys	0.066	3.378	1	0.184
Physical	Girls	0.068	3.335	1	0.183
Name calling	Girls	0.075	3.175	1	0.178

10.2 - sex difference for 9-11 year old pupils that reported that they would feel sad if a girl spread rumours about them

Age (years)	P value	Chi-Square	Degrees of freedom	Effect size (Phi)
More 9-11 boys than girls	0.050	3.846	1	0.236

10.3 - sex difference for tweenage pupils that reported they would feel sad or very sad when socially excluded by a girl bully

Sex difference	P value	Chi-Square	Degrees of freedom	Effect size (Phi)
More girls than boys	0.004	8.291	1	0.263

10.4 - Both sexes of tweenage pupils reported they would find it upsetting being teased about their appearance by a bully of the opposite sex

Sex	Severity	P value	Chi-Square	Degrees of freedom	Effect size (Phi)
Girls	Very sad	0.022	5.276	1	0.210
Boys	Sad	0.047	3.929	1	0.181

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[26] Chi-Square test on sample of the 60 girls and 40 boys aged 7-11 years who reported they had witnessed bullying

10.5 - No significant sex differences for tweenage pupils that reported being bullied more than once

Age (years)	P value	Chi-square	Degrees of freedom	Effect size (Phi)
7-11	0.980	0.001	1	0.002
7-8	0.566	0.329	1	0.082
9-11	0.888	0.020	1	0.017

10.6 - No significant difference found between pupils bullied and the size of school they attended

Age (years)	P value	Chi-square	Degrees of freedom	Effect size (Phi)
Pupils aged 7-11	0.264	2.667	2	0.149
Pupils aged 9-11	0.269	2.628	2	0.192
Boys aged 7-11	0.480	1.470	2	0.170
Girls aged 7-11	0.614	0.977	2	0.121

10.7 - no significant age difference for tweenage pupils that reported they had been bullied more than once

Sex	P value	Mann Whitney U	Z score	Effect size (r)
Boys and girls	0.096	1469,500	1.665	0.152
Boys	0.117	221,000	1.569	0.220
Girls	0.277	485,000	1.087	0.133

Appendix 11 - The schools' Anti-Bullying Policies

Appendix 11.1 - Briston's Anti-Bullying Policy

Diocesan Board of Education

Briston
Primary School

Anti Bullying Policy

Achievement
Enjoyment
Purpose

November 2009

Anti-Bullying Policy

Rationale

Everyone at   Briston Primary School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This document outlines how we make this possible at
Briston Primary School.

Definitions of Bullying

The school has adopted the 2007 DCSF definition of bullying after consultation with all its stakeholders.

" Behaviour by an individual or group, **usually** repeated over time, that **intentionally** hurts another individual or group either physically or emotionally."

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?
- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, racist or homophobic bullying and when children with disabilities are involved.

Why are children and young people bullied?

Specific types of bullying include:
- Bullying related to race, religion or culture
- Bullying related to special educational needs, disabilities or gifted and talented provision
- Bullying related to appearance or health

- Bullying related to sexual orientation
- Bullying of young carer or looked after children or otherwise home related circumstances
- Sexist or sexual bullying

There is no hierarchy of bullying- all forms should be taken equally seriously and dealt with appropriately.

Where can bullying take place?

- Young people
- Young people and staff
- Between staff
- Individuals or groups

What does bullying look like?

Bullying can include:
- Name calling
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber bullying- inappropriate text messaging and emailing; sendin offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups

- Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become 'bystanders' or 'accessories'.

Reporting and Responding to Bullying

Prevention is better than cure so at Briston
Primary School we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum and our SEAL curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.   There is provision for school members to report incidents anonymously through classroom worry boxes and half termly bullying disclosures.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents (Behaviour log). The Class teacher of the victim will be responsible for this and will be required to give a copy of report and the action taken to the Head teacher/anti bullying coordinator. Older pupils may be

asked to write a report themselves. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Head teacher. The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of policy. If bullying includes racist abuse then it should be immediately reported to the Head teacher to be recorded in the **Racial Incident Book.**

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Victims who are worried about openly discussing an incident when the aggressors are present (eg taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying. Setting up a buddy system, or peer counseling possibly with pupils who already hold a position of responsibility, such as School Council members can also be beneficial.

Summary of strategies used to prevent bullying

These strategies may be used in isolation, as part of the curriculum and across the whole school for example:
- Involvement in SEAL including Anti Bulllying unit
- Groups work such as Silver Seal and 'Leading the Way'
- Involvement in Healthy Schools
- Anti Bullying fortnight in November
- PSHE/Citizenship curriculum
- Specific curriculum input on concerns such as Cyberbullying and Internet safety.
- School council
- Parent groups/extended schools
- Peer mentoring schemes
- Playground buddying
- Parent information events
- Staff training and development for all staff
- Counselling and/or mediation schemes

Parental Involvement
The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem.

The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer.

Links to other policies

Behaviour policy
Safeguarding policy
Acceptable Use policy – Cyber bullying and internet safety
Equal opportunities and racism policy
Gender Equality scheme
PSHE and Citizenship policy
Confidentiality policy

Evaluating the Policy

This policy will be reviewed and updated annually.

November 2009

Document referred to with reference to this policy:
Safe to Learn- Embedding anti-bullying work in schools DCSF
Safe to Learn – Cyber bullying DCSF
Safe to Learn- Homophobic bullying DCSF
Children's behaviour in School Vol1 – section 7
Nottinghamshire Healthy Schools Programme Toolkit – Section 3.
Bullying – A Charter for Action signed by the school.

Appendix 11.2 - Contor's Anti-Bullying Policy

CONTOR C.E. PRIMARY SCHOOL
Policy for Dealing with Bullying

Definition of Bullying

Bullying can be described as being *'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats, and extortion, through to physical intimidation, assault on persons and/or their property. It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents.'*

Staff, parents, and children at Contor School work together to create a happy, caring, and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Research has shown, repeatedly, that the extent of bullying in schools is greatly underestimated.

Bullying may be brought to the attention of any member of staff by the victim(s), their friend(s), their parent(s) or other interested people.

Aims of the School

♦ To provide a safe, caring environment for the whole school community, especially the children in our care.
♦ To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded, and acted upon.
♦ To reassure children that they will be listened to and will know that it is all right to tell.
♦ To heed concerns from parents and keep them informed of actions taken in response to a complaint.
♦ A full investigation will follow any report of bullying with detailed records kept of incidents, reports, and complaints.
♦ To take appropriate action, including exclusion if necessary in cases of severe bullying.
♦ To monitor incidents of bullying during the year, by   Head Teacher.

Dealing with Bullying

In dealing with bullying, staff at Contor School follow these fundamental guidelines.
♦ Never ignore suspected bullying.
♦ Not make premature assumptions.
♦ Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.

- ♦ Adopt a problem-solving approach that moves pupils forward from self-justification.
- ♦ Follow up proven cases to check bullying has not returned.
- ♦ Keep detailed records.

Strategies have been introduced at Contor to reduce bullying. These strategies cover raising awareness about bullying and the Anti-bullying Policy, increased understanding for victims and teaching pupils how to manage relationships in a constructive way.

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In response to a complaint of bullying, the discipline procedures of the school should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The procedures should be followed by the class teacher or, in more serious cases, the Head Teacher or a member of the Senior Management Team.

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable at the school and what effect it has on the victim and the rest of the children in the class/school. Apply sanctions (see under 8. below) relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
7. Hold separate discussions with parents of bully and victim.
8. Sanctions for the bully may include:
   - withdrawal from favoured activities, for example school visit.
   - loss of break times for a given period.
   - fixed period of exclusion from school.
9. Provide a Pastoral Support Programme for the victim with a mentor/named person monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
10. Ensure there are opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals.

In order to reduce incidents of bullying and recognise bullies, all staff watch for early signs of distress in pupils. We listen, believe, act.

Anti-bullying Monitors are also available as a child's contact point, if the child concerned feels they cannot tell an adult. These are the school's nominated Prefects (children in Class 6).

From time-to-time posters are placed on notice boards advertising how children can report bullying and dissuading children from bullying. The work of Childline is also discussed and supported.

Bullying off the School Premises

Contor School is not directly responsible for bullying off the school premises; however, if both the victim and the bully are from Contor action will be taken as if the incident has occurred within the school, and this includes informing parents.

Where possible, the school will support pupils who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps should be taken.
- Talk to the pupil(s) and parents involved from the other school.
- Talk to the Head Teacher of another school whose pupils are bullying off school premises.
- Talk to the Police and/or the local Neighbourhood Watch contact about problems in the catchment villages.
- Talk to the local transport company, if bullying is occurring on school buses.
- Talk to pupils about how to avoid or handle bullying situations.

Bullying Directed Towards Race, Gender or Disability

Contor School will not tolerate bullying against anyone because of his or her race, gender or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial Bullying/Harassment

Racial bullying will not be tolerated at Contor School and will be treated severely. If a child receives verbal abuse, physical threats, or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in the Race Equality Policy will be implemented.

A full investigation will be carried out, recording incidents in a separate incident book and on appropriate LA monitoring forms. Contor has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons and in Religious Education lessons.

Contor School guarantees confidentiality and support for those being bullied. Racial incidents are reported to the Governing Body and LEA as required.

Sexual Bullying at the Primary School

Sexual bullying at the primary school is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate

and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment).

The school's strategies to deal with sexual bullying include:
- ♦ recording incidents in a separate incident book.
- ♦ developing understanding of gender relations.
- ♦ exploring sexism and sexual bullying in PSHE lessons.
- ♦ using single-sex groups to discuss sensitive issues, if appropriate to do so.
- ♦ ensuring the school site is well supervised, especially in areas where children might be vulnerable
- ♦ implementing appropriate discipline procedures as appropriate.

Special Education Needs or Disabilities

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

Contor School makes sure the behaviour of staff does not trigger bullying unintentionally. They avoid undue attention towards SEN children compared with others, and avoid making comments based on pupils' appearance or perceived character.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help.

If the bullying is serious, the school undertakes a full investigation, including a full discussion with witnesses, recording incidents in the incident book and contacting parents. Discipline procedures are implemented.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

Written by Head Teacher, July 2008
Approved by Governing Body November 2008
Reviewed by Governing Body Autumn Term 2009
Reviewed, with **'Pupil Anti-Bullying Policy'**, in the Autumn Term 2011.

ST BETH'S C of E PRIMARY SCHOOL

Anti-Bullying Policy

At **ST BETH'S** C of E Primary School every child matters. Everyone is encouraged to achieve success and fulfil their potential in a safe, caring and Christian environment, so preparing them for their role in the wider world.

February 2012

Introduction

At St Beth's C of E Primary School we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff- though agenda items at staff meetings, consultation documents, surveys

- Governors - discussions at governors meetings.

- Parents/carers - parents will be encouraged to contribute by taking part in written consultations parent meetings, producing a shorter parents guide

- Children and young people - pupils contribute to the development of the policy through the school council, circle time discussions etc. The school council will develop a Student friendly version to be displayed ...., and/or go in planners

- Other partners (extended schools, visiting external providers in school and external providers off site (14-19 curriculum), representatives from the local community, police etc.-by?

This policy is available

- Online at

- In the school prospectus
- From the school office
- Child friendly versions are on display, in welcome packs for new pupils
- A shorter version is available for all parents.

Roles and responsibilities

The Head teacher – Has over all responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and acting as the Anti-bullying coordinator with general responsibility for handling the implementation of this policy.

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is: -

Definition of Bullying

'Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally'

Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (June 2011)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.

- There is a power imbalance that makes it hard for the victim to defend themselves.

- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:
- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:
- Hate crime related bullying of children with special educational needs or disabilities, homophobic bullying or related to race, religion or culture
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Where does bullying take place?

Bullying is not confined to the school premises. New advice for school leaders to help with this problem and its affects on children acknowledges the problem also persists outside school, in the local community, on the journey to and from school and may continue into Further Education.

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims

Bullying can take place between:
- young people
- young people and staff
- between staff
- individuals or groups

Reporting and responding to bullying

Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Children and young people in school including bystanders will follow the Bullying Charter
- Parents/carers will report to a member of staff or the Head Teacher
- All staff and visitors will report to the Head Teacher, or in the case of reports against the Head Teacher to the Chair of Governors,

Most reporting in the first instance would be verbal, although concerns could be written and handed in. Anyone reporting bullying incidents can do so in a confidential manner and pupils in particular can make use of the KS1 Worry Box or KS2 confidential concern books.
Everyone will be reminded through PSHE lessons; Circle time discussions; Collective Worship themes about reporting incidents and not "bottling them up".

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures:

- Interviewing all parties
- Informing parents
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up especially keeping in touch with the person who reported the situation, parents/carers. This will include having a clear complaints procedure for parents who are not satisfied with the schools actions
- A range of responses and support appropriate to the situation - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- Using the CAF process where appropriate to involve other agencies who may be able to support.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator.

A sample recording form is attached however schools may wish to consider using existing electronic monitoring where appropriate.

The information stored will be used to ensure individual's incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated annually.

A sample summary sheet is attached

Strategies for preventing bullying

As part of our on going commitment to the safety and welfare of our pupils we at St Beth's C of E Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

1. We will use the curriculum and other areas across the whole school including celebrating good behaviour and achievements. For example: -
- Involvement in SEAL including Anti-bullying unit.
- Involvement in the Healthy Schools Programme
- Anti-Bullying week annually in November.
- PSHE/Citizenship lessons and cross curriculum.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- School council
- Peer mentoring schemes and/or Playground Leaders

2. Reactive programmes for vulnerable groups or groups involved in bullying. For example: -
- Restorative Justice
- Counselling and/or Mediation schemes

3. Support for parents/carers
- Parent information events/information
- Parent groups if necessary

4. Support for all school staff
- Staff training and development for all staff including those involved in lunchtime and before and after school activities

Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions
Safeguarding Policy	Child protection
Internet Access Policy	Cyberbullying and e-safety

Equalities policy	Hate crime(homophobia, race and disability
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying

Reference documents and related policy documents

National

Ensuring Good Behaviour in Schools- A summary for Heads, Governing Bodies, Behaviour and Discipline in School- Guide for Head Teachers and School Staff July 2011
Preventing and tackling Bullying – Advice for School Leader, Staff and Governing Bodies

Local

Anti-bullying Policy (Revised 2011)
Anti-bullying Policy Development: Guidance for schools (2009)

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org
Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org
Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk
The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk
Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk
Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org
Childnet International - The UK's safer internet centre

References Documents and Related Policy/Guidance

National Documents

Safe to Learn- DCSF Guidelines
Embedding anti-bullying work in schools – DCSF-00656-2007
Homophobic bullying – DCSF – 00668-2007
Cyberbullying – DCSF – 00658-2007
Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

www.teachernet.gov.uk/publications

Cyberbullying - supporting school staff – www.teachernet.gov.uk/publications
Cyberbullying - A whole school community issue - www.teachernet.gov.uk/publications

ST BETH'S C of E Primary School

Anti-bullying Review Sheet

Autumn/Spring/Summer Term

Type of Incident

Extortion	
Isolation	
Physical	
Verbal	
Cyberbullying	
Damage of property	
Forced to do something	
Spreading rumours	
Other (specify)	

Profile of Young People

Year	Ex	G	E	Isol	Phys	Verbal	Cyber	Prop	Force	Rumour	Other

G=gender(M/F) E=Ethnicity code

Location

Classroom	
Playground/school grounds	
Corridor/toilets	
School bus	
Outside school - cyberbullying	
- other	

Motivation

Appearance	
Gender/Sexism	
Religion/Culture/ Race	
Homophobia	
Disability/SEN	
Home/Family circumstances	
Other	

Appendix 11.4 - Oakbrook's Anti-Bullying Policy

THE OAKBROOK SCHOOL

ANTI-BULLYING POLICY

School Lead:	Deputy Head (Pastoral)
Governor Lead:	Chair of FGP&P Committee

Last reviewed	March 2011
Approved *(subject to Equality Assessment)*	March 2011
Date of next review	March 2013

Equality Assessment carried out by:	Date:
Equality Assessment approved by:	Date:

CONTENTS

ANTI- BULLYING POLICY

INTRODUCTION

In line with the Every Child Matters agenda, everyone at Oakbrook School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community feel safe and be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos and reinforce the message that bullying is not tolerated in the school. Some bullying may also be a criminal offence.

Bullying affects everyone in a school, not just the bullies and victims. It also affects those other students who may witness violence and aggression and the distress of the victim. It may damage the atmosphere of a class and even the climate of a whole school. Students' emotional health and well being is affected by bullying. Everyone is expected to take steps to ensure that bullying does not happen and has the responsibility to deal with it if it does. All staff receive training as a part of their safeguarding training and induction in school and as a part of the e-safety training given in school.

This policy is accompanied by clear procedural guidelines for staff, students and parent/carers, written appropriately for each audience. These are given in Appendices A – C. This policy is reviewed every two years with the next review due in 2011-12. Students contribute to this policy by discussion in the School Council. The policy is shared with parent/carers and comments are sought through the school e-newsletter. The policy is shared with members of staff and their views are sought.

It is our aim to challenge attitudes about bullying behaviour, change the behaviour of those bullying others, increase understanding for bullied students and help build an anti-bullying ethos in the school. The curriculum, pastoral care system and school chaplaincy team are all used as vehicles to reinforce an anti-bullying ethos and help students to develop strategies to combat bullying-type behaviour.

Bullying will not be eradicated if the behaviour of the bullies is not modified. Efforts are made to identify why a student has bullied; support can then be offered to the bully and the victim to prevent reoccurrence. Sanctions will be imposed if these are considered the best way to change the behaviours.

Allegations of bullying are recorded on the form in Appendix E which Heads of House are responsible for completing. These records form the basis of a yearly report to governors on the extent of bullying in school and the responses to it. Success is monitored by assessing whether:

- incidences of bullying have been addressed and resolved
- students report that they feel able to report bullying
- students report that their concerns are acted upon

Records of alleged bullying and student voice activities in school will be used to report on this.

The Head has overall responsibility for this policy and its implementation. The Head has signed the "Bullying – Charter for Action" along with the Chair of Governors and a representative of the students. The Anti-bullying co-ordinator in our school is _____ (Deputy Head, Pastoral); the governor with responsibility for anti-bullying work is _____.

This policy should be read in conjunction with other policies in school which link to it including Behaviour, Safeguarding, Acceptable use and The Single Equality Scheme.

DEFINITIONS OF BULLYING

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. A key aspect of this is that this behavior occurs Several Times On Purpose (STOP).

Bullying can take many forms, but three main types are:

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting, making offensive remarks
- indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails or text messages on mobile phones

Name calling is the most common direct form. This may be because of individual characteristics, but students can be called unpleasant names because of their ethnic origin, nationality or colour, sexual orientation or some form of disability.

The school helps all members if its community to know the difference between bullying and simply "falling out".

PREVENTION OF BULLYING

As part of our commitment to the safety, welfare and emotional health of our students, we have developed a number of strategies to promote positive behaviour and discourage bullying behaviour. These include work in Y7 on the SEAL materials, work in PSHE and work during pastoral time. In addition, the school participates in anti-bullying week and makes opportunities to focus on students well being at other times of the year.

WHAT KINDS OF PEOPLE BULLY OTHERS?

Both boys and girls bully others. Adults sometimes bully each other and adults and children can bully each other.

Students who bully others can come from any kind of family, regardless of social class or cultural background.

THE ROLE OF THE BYSTANDER

Usually one student starts bullying a victim. There are often other students present. These may:

- help the bully by joining in
- help the bully by watching, laughing and shouting encouragement
- remain resolutely uninvolved
- help the victim directly, tell the bullies to stop, or fetch an adult

WHO IS AT RISK OF BEING BULLIED?

Any student can be bullied, and although none of these characteristics can excuse it, certain factors can make bullying more likely:

- lacking close friends in school
- being shy
- lacking confidence
- family background including being looked after or being a young carer
- being from a different racial or ethnic group to the majority
- being different in some obvious respect - such as stammering
- having Special Educational Needs or a disability
- behaving inappropriately, intruding or being a 'nuisance'
- possessing expensive accessories or not possessing them

BULLYING OF ADULTS IN SCHOOL

Adults can be bullied either by other adults or by students.

In the event of an allegation of bullying against another adult, the adult who feels they are being bullied should report this to his/her Line Manager. If the complaint is against his/her Line Manager then the complaint should be made to the Head of School. Any such complaint will be dealt with by reference to the grievance procedures in school. This should be read in conjunction with the Whistle Blowing Policy.

An adult who feels they are being bullied by students should report this to his/her Line Manager. Any such allegation will be investigated and dealt with through the range of sanctions used in school.

BULLYING BY RACE, GENDER, SEXUAL ORIENTATION OR DISABILITY

In racist bullying, an individual is targeted for representing a group, and attacking the individual sends a message to that group. Racist bullying is therefore likely to hurt not only the victim, but also others from the same group, and their families. In the 1999 MacPherson Report, racist bullying was defined as "Any incident which is perceived to be racist by the victim or any other person." Any such incidents are recorded under the procedures detailed in the school's Single Equality Schedule.
Incidents can include:

- verbal abuse by name calling, racist jokes and offensive mimicry – this can be by friends of the victim who tolerates the racism to 'fit in'.
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines into school
- inciting others to behave in a racist way
- racist graffiti or other written insults - even against food, music, dress or customs
- refusing to co-operate in work or in play

Sexual or sexist bullying impacts on both genders. In general, sexual or sexist bullying is characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendoes and propositions
- pornographic material, graffiti with sexual content
- in its most extreme form, sexual assault or rape

Sexual bullying can also be related to sexual orientation. Students do not necessarily have any particular sexuality or gender to experience such bullying. Just being different can be enough.

CYBER BULLYING

Cyber bullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying takes place between children, between adults and also across different age groups. Young people can target staff members or other adults through cyber bullying.

Cyber bullying is bullying through the use of communication technology like mobile phone text messages, e-mails or websites. This can take many forms, for example:

- sending threatening or abusive text messages or e-mails, personally or anonymously
- making insulting comments about someone on a website, social networking site (e.g. MySpace) or online diary (blog)

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- making or sharing derogatory or embarrassing videos of someone via mobile phone or e-mail (such as 'Happy Slapping' videos)

It should be noted that the use of ICT to bully could be against the law.

Abusive language or images, used to bully, harass or threaten another, whether spoken or written (through electronic means) may be libellous and may contravene the **Harassment Act 1997** or the **Telecommunications Act 1984** for example.

IDENTIFYING BULLYING

Most bullying is identified when it is directly reported. A range of mechanisms for reporting bullying exist in school to ensure that all victims feel able to report bullying.

Students are told that they must report any incidence of bullying to an adult within school, and that when another student tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

Students are actively encouraged to report any incidences of bullying in school, whether or not they are the victim. This can be done by speaking to any adult in school, particularly a student's tutor.

The email address   is also available to any victim of bullying, or anyone who is aware that someone else is being bullied.

In incidents of cyber bullying, all members of the school community are also advised on how to report bullying to CEOP and to the internet host or service provider.

Any adult in school who feels they are being bullied should report this to their line manager in school or to the Head or the Chairman of Governors if the allegation is against the Head. Any complaint against a member of staff will be dealt with by reference to the grievance procedures in school. This should be read in conjunction with the Whistle Blowing policy.

On occasion, victims of bullying do not feel able to report the bullying and so all members of the school should be vigilant for signs of bullying including:

- deterioration of work
- frequent absence from school
- desire to remain with adults
- isolation
- break up of known friendship groups
- problems with going to and from school
- complaints about possessions being stolen or damaged
- cuts and bruises
- often late for lessons and late for school
- giving improbable excuses

Victims may present a variety of symptoms to health professionals, including fits, faints, vomiting, limb pains, paralysis, hyperventilation, visual symptoms, headaches, stomach aches, bed wetting, sleeping difficulties and sadness. Being bullied may lead to depression or, in the most serious cases, attempted suicide.

A record is kept of all allegations of bullying. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying are reported to the Deputy Head (Pastoral). If bullying includes racist abuse then it is also recorded on a Racial Incident Reporting Form.

DEALING WITH BULLYING INCIDENTS

The following 5 **key principles** guide the school's response to bullying:

- never ignore suspected bullying
- don't make premature assumptions
- listen carefully to all accounts - several students saying the same does not necessarily mean they are telling the truth
- adopt a problem-solving approach which moves students on from justifying themselves
- follow-up repeatedly, checking bullying has not resumed

The following **key actions** when investigating an incident are followed by reference to the alleged bullying reporting form:

- take all bullying problems seriously
- keep the alleged victim fully informed of progress with the investigation and of the outcome
- investigate all incidents thoroughly
- ensure that bullies and victims are interviewed separately
- obtain witness information
- keep a written record of the incident, investigation and outcomes
- inform staff about the incident where a student is involved
- ensure that action is taken to prevent further incidents. Such action may include:
  - imposition of sanctions
  - obtaining an apology
  - informing parent/carers of both bully and bullied
  - providing appropriate training
  - providing mentor support for both victim and bully
  - providing advice to students and their parents/carers about how to avoid cyber bullying

Victims who are worried about openly discussing an incident when the aggressors are present are given an opportunity to talk privately.

PARENTAL/CARER INVOLVEMENT

The parents/carers of bullies and their victims are informed when appropriate and asked to support strategies proposed to tackle the problem.

Parents/carers are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parent/carers, will never help a problem to be solved, and will prolong the period a victim has to suffer.

Advice for parents/carers is included in Appendix C of this policy.

BULLYING OUTSIDE SCHOOL TIME

Bullying which starts in school can often spread to times beyond the school day. Bullying which has its cause outside school can spread into school. Cyber bullying, in particular, is more common outside school time when students may have access to ICT facilities with fewer safeguards and less direct supervision.

When bullying is alleged which has occurred outside school times, the school will pass these allegations on to parents/carers. Investigations will be carried out to try to determine the truth or otherwise of the allegations. The school recognizes the responsibility of parents/carers to monitor, supervise and control their children's behavior when they are at home.

If cyber bullying is alleged outside school times the school will:

- offer advice to the victim and to the victim's parents/carers, including Appendix D
  - advise the victim not to respond
  - advise the victim to preserve the evidence
- inform the parent/carers of the alleged perpetrator
  - advise parent/carers to consider restricting access to ICT facilities
  - request support in challenging the bullies
- inform providers of e-mail service or internet sites if appropriate
- withdraw access to school ICT networks if they have been used to bully
- forward evidence to CEOP if appropriate

SANCTIONS

Where students do not respond to preventive strategies to combat bullying, the school takes tougher action to deal with persistent and violent bullying. As part of the discipline policy there is a sufficient range of sanctions to deal with this type of bullying. Serious proven bullying results in exclusion.

Sanctions should be fairly and consistently applied and all members of the school community should be aware of the sanctions that will be applied. Sanctions may include:

- removal from the group (in class)
- withdrawal of break and lunchtime privileges
- withdrawal of school ICT access
- detention
- withholding participation in any school trip or sports events that are not an essential part of the curriculum
- exclusion from lessons
- fixed period exclusion
- where serious violence is involved, the Head can permanently exclude a student

Each case of alleged bullying is treated individually. The Head of House of the alleged victim investigates and comes to a judgment about whether or not bullying is occurring. The severity of a situation, the past experiences of victims and bullies and the persistence of the behavior are all considered. As a general rule, the first approach is to make clear to the perpetrator that the behavior is unacceptable and that a failure to stop will result in sanctions of increasing severity being imposed.

CONCLUSION

We believe that one case of bullying is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we will call on outside resources to support our action. This policy is seen as an integral part of our Behavior and Discipline Policy.

APPENDIX A – GUIDANCE FOR STAFF

All members of staff should be aware of and follow the school's anti-bullying policy. When an allegation of bullying is made or if a member of staff witnesses behaviour which they perceive as bullying, an "Alleged Bullying Checklist" form should be started.

The member of staff should:

- Write notes on any statements taken, whether from the alleged victim, the alleged perpetrator or any witnesses. All statements should be dated – when was the statement taken, when was the alleged incident? All students should be clearly identified including name, year and tutor group

- Remember that statements are ideally written by the students themselves. Where a member of staff writes the statement down following a conversation with a student this should be read back to them before being signed to ensure that it is accurate

- Remind students that statements should focus on what an individual knows to be true, what they witnessed, rather than on what they have heard from someone else

- Interview alleged perpetrators and victims separately. If bringing students together is a part of the solution decided on by the HoH this should be done afterwards

- Listen carefully to all accounts – several students saying the same does not necessarily mean they are telling the truth

- Pass the Alleged Bullying Checklist together with all notes made to the HoH of the alleged victim

Advice is also given in the Staff Diary.

APPENDIX B - GUIDANCE FOR STUDENTS – GIVEN IN STUDENT ORGANISERS

Bullying – Part Of Our Code Of Conduct

Bullying is unpleasant acts carried out Several Times On Purpose. (STOP)

Children, parent/carers and staff should be able to live without fear in an environment where all feel valued and safe, in which no one causes us distress.

This Code of Conduct has been drawn up to let everyone in the school know how we feel about bullying.

- We will respect others, regardless of gender, race, religion, age, culture, disabilities, sexual orientation, background or outward appearance
- We will be kind to others and will make new members of the School community feel welcome and treat them as we would like to be treated
- We will respect each other's property
- We will respect each other's opinions

This is part of our Code of Conduct
*When we do not follow these simple
guidelines we may be guilty of bullying*

- If we are concerned about bullying we should talk to someone we trust. We should talk to an adult if we are concerned about bullying. We will be listened to and action taken immediately.
- We will be honest and open about any incident of bullying we have witnessed.
- We all have a responsibility to follow these guidelines. By doing so we will make this School a happier and more caring community.

Sanctions will be imposed on those who bully. These may include:

- removal from the group (in class)
- withdrawal of break and lunchtime privileges
- withdrawal of school ICT access
- detention
- withholding participation in any school trip or sports events that are not an essential part of the curriculum
- exclusion from lessons
- fixed period exclusion
- where serious violence is involved, the Head can permanently exclude a student

APPENDIX C - GUIDANCE FOR PARENTS/CARERS

Everyone at Oakbrook School has the right to feel welcome, secure and happy. Bullying affects the emotional health and well being of individuals, it prevents individuals from feeling safe and achieving their maximum potential. Bullying is not tolerated in this school and everyone has a responsibility to ensure that bullying is reported and dealt with.

Bullying is deliberately hurtful behaviour that is repeated over a period of time (Several Times On Purpose, STOP). It can take many forms and it can be difficult to know the difference between bullying and simply "falling out". Bullying can take place in person or at distance (Cyber bullying).

Bullying motivated by prejudice such as race, gender, sexual orientation or disability is of particular concern and all staff are clear on the requirements for the reporting of such instances and appropriate responses.

Bullying can be reported in a variety of well publicised ways in school and appropriate records are kept of all allegations of bullying. Such allegations are investigated thoroughly and appropriate action is taken.

If parents/carers are aware of bullying which involves their son or daughter they should report this to the school. In the first instance this contact should be with their son or daughter's tutor.

Parents/carers should also encourage their son or daughter to speak to somebody in school. This could be any trusted adult. Students and parent/carers may use the email address to report allegations of bullying.

Parents/carers should record all allegations in writing so that these can be passed to school as soon as possible. Allegations should be as detailed as possible including the names of any students involved or present as witnesses and with clarity about what has been alleged to have happened and when.

Parents/carers will be aware from the anti-bullying policy that the HoH of the alleged victim will be involved.

Parents/carers should be aware that:

- Not all incidents where students fall out are bullying. In school we use the acronym Several Times On Purpose. (STOP)

- The school will always act in response to allegations of bullying. However, often these situations are extremely complex and will not be resolved immediately.

APPENDIX D - HOW TECHNOLOGY IS USED TO BULLY

Technology	Benefits	Example of misuse
Mobile Phone	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence.	Sending nasty calls or text messages, including threats, intimidation, harassment. Taking and sharing humiliating images. Videoing other people being harassed and sending these to other phones or internet sites.
Instant Messaging	Text or voice chatting live with friends online. A quick and effective way of keeping in touch even while working on other things.	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contacts list.
Chat Rooms and Message Boards	Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person.	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.
Email	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.	Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's account, e.g. to forward personal emails or delete emails.
Webcam	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing.	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.
Social Network Sites	Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating and uploading content.	Posting nasty comments, humiliating images / video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
Video Hosting Sites	Accessing useful educational, entertaining and original creative video content and uploading your own.	Posting embarrassing, humiliating film of someone.
Virtual Learning Environments	School site, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.

	boards, chat and IM.	
Gaming Sites	Live text or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area. Virtual worlds let users design their own avatars – a figure that represents them in the virtual world.	Name-calling, making abusive / derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters. Forwarding unwanted messages to other devices in the immediate vicinity.

Contacting Service Providers

Mobile phones:

All UK mobile phone operators have nuisance call centres set up and / or procedures in place to deal with such instances. They may be able to change the number of the person being bullied. Mobile operators cannot bar a particular number from contacting a phone, but some phone handsets do have this capacity. Action can be taken against the bully's phone account (e.g. blocking their account) only with police involvement.

Contacts:

O2: ncb@o2.com or 08705214000.

Vodafone: 191 from a Vodafone phone or 08700700191 for Pay Monthly customers and 08700776655 for Pay as you Go.

3: Call 333 from a 3 phone or 08707330333.

Orange: Call 450 on an Orange phone or 07973100450 for Pay as you Go, or 150 or 07973100150 for Pay Monthly.

T-Mobile: Call 150 on a T-Mobile phone or 08454125000.

Social networking sites

(e.g., MySpace, Bebo, Facebook):

It is good practice for social network providers to make reporting incidents of cyber bullying easy, and thus have clear, accessible and prominent reporting features. Many of these reporting features will be within the profiles themselves, so they are 'handy' for the user. If social networking sites do receive reports about cyber bullying, they will investigate and can remove content that is illegal or breaks their terms and conditions in other ways. They can delete the accounts of those who have broken the rules.

Contacts of some social network providers:

Bebo: Reports can be made by clicking on a 'Report Abuse' link located below the user's profile photo (top left-hand corner of screen) on every Bebo profile page. Bebo users can also report specific media content (i.e. photos, videos, widgets) to the Bebo customer services team by clicking on a 'Report Abuse' link located below the content they wish to report.

MySpace: Reports can be made by clicking on the 'Contact MySpace' link at the bottom of every MySpace page and selecting the 'Report Abuse' option. Alternatively, click on the 'Report Abuse' link located at the bottom of each user profile page and other user generated pages. Inappropriate images can be reported by clicking on the image and selecting the 'Report this Image' option. **Facebook:** Reports can

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be made by clicking on the 'Report' link located on pages throughout the site, or by email to abuse@facebook.com.

Video-hosting sites:

It is possible to get content taken down from video-hosting sites, though the content will need to be illegal or have broken the terms of service of the site in other ways. On YouTube, perhaps the most well-known of such sites, it is possible to report content to the site provider as inappropriate. In order to do this, you will need to create an account (this is free) and log in, and then you will have the option to 'flag content as inappropriate'. The option to flag the content is under the video content itself. YouTube provides information on what is considered inappropriate in its terms of service. See www.youtube.com/t/terms.
Instant Messenger (e.g., Windows Live Messenger or MSN Messenger):

It is good practice for Instant Messenger (IM) providers to have visible and easy-to-access reporting features on their service. Instant Messenger providers can investigate and shut down any accounts that have been misused and clearly break their terms of service. The best evidence for the service provider is archived or recorded conversations and most IM providers allow the user to record all messages.

Contacts of some IM providers:

MSN: When in Windows Live Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse'. **Yahoo!:** When in Yahoo! Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse'.

Chat rooms, individual website owners / forums, message board hosts:

It is good practice for chat providers to have a clear and prominent reporting mechanism to enable the user to contact the service provider. Users that abuse the service can have their account deleted. Some services may be moderated, and the moderators will warn users posting abusive comments or take down content that breaks their terms of use.

APPENDIX E – ALLEGED BULLYING REPORT FORMS

Alleged Bullying Checklist

Section A (To be completed by the person reporting the alleged bullying and passed to HoH of the alleged victim in all alleged cases of bullying. Attach any statements and record any actions taken.)

Name of the alleged victim: _____

Name of the alleged perpetrator(s): _____

Name of the member of staff reporting the allegation: _____

Section B (To be completed by HoH and stored in the bullying file – incidents which have a racist element will also be recorded in the racist incident file)

Items which must be attached to this form (or recorded overleaf):

Statement from alleged victim ❑
Statement from alleged perpetrator(s) ❑
Conclusion reached by HoH ❑
Response made by HoH (including sanctions where appropriate)
   To alleged victim ❑
   To alleged perpetrator ❑

Items which may be attached to this form:

Statement from any witnesses ❑
Printed evidence of cyberbullying ❑
Response made by HoH
   To alleged victim's parents/carers ❑
   To alleged perpetrator's parents/carers ❑
   To staff ❑

The above investigation has been completed and a duplicate copy of this form and statements placed on the file of both the alleged victim and the alleged perpetrator(s).

   Signed (HoH)_____ (Deputy Head)_____

Section C (to be completed when bullying has occurred or issues may be ongoing):

Follow up which has been completed and attached:

Enquiries about ongoing problems for victim ❑   Review Date: _____
Enquiries about further issues for perpetrator(s) ❑   Review complete and attached ❑
Further contact with parents/carers ❑

Follow up with students suggests that the problem is now resolved.

   Signed (HoH)_____ (Deputy Head)_____

Guidance

All statements should be dated – when was the statement taken, when was the alleged incident?

All students should be clearly identified including name, year and tutor group.

Bullies and victims should be interviewed separately. If bringing students together is a part of the solution decided on by the HoH this should be done afterwards.

Listen carefully to all accounts – several students saying the same does not necessarily mean they are telling the truth

Response

Bullying is a problem to be solved. We should adopt a problem-solving approach which moves students on from justifying themselves. Sanctions may be an important part of this solution and may provide support to victims and witnesses. HoH should record advice and support given to victims, perpetrators and parents/carers as well as sanctions imposed.

Appendix 12 - The findings from the research tools

12.1 - The research instruments used and the age similarities and differences found when exploring the girls views on definition, prevalence and severity of bullying

Aspect of bullying	Instrument used	Age similarities	Age differences
Definition	- Pre-research activity - Interviews - Lunch club transcript - post-research activity - Focus Group	- Repetition - Intentionality	Tweenage: - Power imbalance Teenage: - Rumours started unintentional
Age most prevalent	- Questionnaire - Lunch club transcript - Anti-bullying resources	Secondary school age	Tweenage: - Any age at primary Teenage: - Year 9
Prevalence witnessed	- Questionnaire - Focus Group - Anti-bullying resources	Relational most prevalent but not exclusive	Tweenage: - Social exclusion Teenage: - Rumours
Prevalence experienced	- Questionnaire - Interviews - Lunch club transcript - Anti-bullying resources - Focus Group	Relational most prevalent but not exclusive	Tweenage: - Social exclusion Teenage: - Rumours
Multiple roles in rumours	- Questionnaire - Focus Group	Fluidity of roles	Tweenage: - Roles of victim and bystander Teenage: - Roles of victim, bystander and bully
Severity	- Pre-research activity - Questionnaires - Interviews - Lunch club transcript - Anti-bullying resources - Focus Group	- Relational - Teased about appearance	Tweenage: - Belongings damaged - Racial and sexual Teenage: - Rumours - Sexual only
Frequency	- Questionnaire - Focus Group - Anti-bullying resources	Very frequently	Tweenage: - Very frequently or occasionally Teenage: - Very frequently only
Bullied by whom	- Questionnaire - Interviews - Focus Group - Anti-bullying resources	Same sex bullying most prevalent but not exclusive	Tweenage: - Individual and groups of girls Teenage: - Groups of girls only

12.2 - The research instruments used and the age similarities and differences found when exploring the girls views on reasons behind bullying

Aspect of bullying	Instrument used	Age similarities	Age differences
Reasons girls are bullied	- Interviews - Focus Group - Anti-bullying resources	Deviating from the norm by appearance	Tweenage: - Being a new pupil - Personality - Few friends - Speaking differently Teenage: - Different by association - Work focused - Their reactions - Where they live
Reasons girls bully	- Interviews - Focus Group - Anti-bullying resources	Bully/victim and pure bully characteristics	Tweenage: - Mostly bully/victim Teenage: - Equal bully/victim and pure bully
Reasons bullying is upsetting	- Interviews - Focus Group	Victim's perspective	Tweenage: - Individual hurt Teenage: - Social

12.3 - The research instruments used and the age similarities and differences found when exploring the girls views on witnessing and coping with bullying

Aspect of bullying	Instruments used	Age similarities	Age differences
Response to witnessing bullying	- Pre-research activity - Lunch club transcript - Post-research activity - Anti-bullying resources - Focus Group	Want to help victim	Tweenage: - Help victim indirectly or directly Teenage: - In practice are passive bystanders
Seeking social support	- Pre-research activity - Questionnaire - Interviews - Lunch club transcript - Post-research activity - Anti-bullying resources - Focus Group	Favour seeking social support	Tweenage: - Favour adults Teenage: - Favour older siblings or friends
Teachers resolving bullying	- Pre-research activity - Questionnaire - Interviews - Lunch club transcript - Post-research activity - Anti-bullying resources - Focus Group	None	Tweenage: - Effective Teenage: - Ineffective as teachers overreact and do not fulfil girls care needs
Reasons for confiding in others	- Questionnaires - Interviews - Anti-bullying resources - Focus Group	Support and advice they give the victim	Tweenage: - Confidentiality Teenage: - Will listen
Coping alone	- Pre-research activity - Questionnaire - Interviews - Lunch club transcript - Post-research activity - Anti-bullying resources - Focus Group	- Telling no-one is worst coping strategy - Favour ignoring the bully	Tweenage: - Favour standing up to bully Teenage: - Do not favour standing up to bully
Reasons for coping without support	- Questionnaires - Interviews - Anti-bullying resources - Focus group	Stops bullying	Tweenage: - Avoid trouble - Avoid getting upset - Shows strength Teenage: - Victim will feel better

12.4 - The research instruments used and the age similarities and differences found when exploring the girls views on anti-bullying interventions

Aspects of bullying	Instruments used	Age similarities	Age differences
Favoured interventions	- Pre-research activity - Questionnaires - Lunch club transcript - Focus group - ABRs	Mixed-views on peer-led interventions	Tweenage: - Favour teacher-led interventions - Experience influence views on assemblies, posters and circle time Teenage: - More critical of interventions
Reasons for favoured interventions	- Pre-research activity - Questionnaires - Lunch club transcript - Focus Group - ABRs	Raises awareness	Tweenage: - Stops bullying - Effect on the school, bully and victim Teenage: - Little effect on pupils
Suggestions for interventions	- Interviews - Lunch club transcript - Focus Group	- Reflects and expands on their schools interventions - Improve peer support - Use visual images and interactive elements	Tweenage: - Playground patrol Teenage: - Support for the bully - Encourage honesty - Teacher's role to help resolve bullying

Appendix 13 - The girls' wants and engagement and the researcher's and the schools' decisions at each stage of the research

13.1 - The girls' wants and engagement and the researcher's and the school's decisions at the start of the research

Research activity	Girls' wants	Girls' engagement	Researcher's decisions	Schools' wants
Research aims/design	-	-	Developed research aims and design	-
Recruitment	-	-	Chose former secondary school and feeder primary schools	Only able to offer time during lunch hour
Planning of lunch club sessions	-	-	- Rigid, with set time for activities - Planned to offer snacks and drinks	Offered sessions of 30-40 minutes
Running of lunch club sessions	Social space to discuss bullying	Discussions about bullying with each other and the voice recorder while working on activities set	More flexible, giving time for socialising and completing activities	- Sugar-free drinks only at Briston and Contor - Fruit only – at St Beth's - Flexible location - Prioritised other school activities
Pre-research activity	- No homework - Wanting to work with friends - Disliked the graffiti sheet for recording what happened in each session	- Made suggestions for types of bullying and coping strategies - Worked a different paces due to mixed ages and abilities	- Range of activities Girls chose who they could work with - Ceased homework tasks and graffiti sheet	-

13.2 - The girls' wants and engagement and the researcher's and the schools' decisions when designing and administering the questionnaire

Research activity	Girls' wants	Girls' engagement	Researcher's decisions	Schools' decisions
Example questionnaires	To fill them in	Confused that I was asking them for their opinion	Broke the task down to ask views on aspects of questionnaire design	-
Designing the questionnaire	- Participate in designing the research tool - Favour specific features, for example, tick boxes and pictures	Express their views on the draft questionnaires they liked	- Provided different drafts of questionnaires for girls to comment on - Gave time for girls to write questions and illustrate the questionnaire	Wanted questionnaire administered to both sexes
Reviewing pilot questionnaire	Interest in individual ownership and identifying participants	Discussed how pilot questionnaire could be improved	- remind the girls of anonymity - only overruled girls changes if it affected other girls individual ownership	-
Analysis of questionnaire data	-	-	Made decision to not include girls in analysis based on their reactions to previous tasks	-
Questionnaire findings	Interest in moving on to next stage of research	Mixed reaction to listening to the results	Only spent one session sharing the results	

13.3 - The girls' wants and engagement and the researcher's and the schools' decisions when preparing and conducting the interviews

Research activity	Girls' wants	Girls' engagement	Researcher's decisions	Schools' decision
Preparation for interview	Curious about what would happen in the interviews	Mixed reactions to listening to interviewing tips but engaged when asking questions	Gave time for girls to ask questions before instructing girls on how to interview	-
Recruiting interviewers	Some wanted multiple roles	Discussion of some girls wanting to be interviewees	Space for the girls to participate in their chosen roles	-
Producing interview schedule	Participate in developing the interview schedule	Worked in groups to write and vote on the interview questions used	Include the most popular question plus additional ones to address the research questions	-
Cue cards	Pictures to be used and to have individual ownership	Drew pictures	- Provided templates - chose final set to give each group ownership	-
Interviews	To take part in an interview	Interviewers took control, engaging with their female peers	Took step back in a moderator role	Interviews held at lunchtime
Thematic analysis	Interest in looking at responses	Mixed response to analysis	Presented analysis in age-appropriate task	-
Shared the findings	Keen to move on to making the resources	Mixed response to listening to the findings	Share findings and tried to engage by using questions	-

13.4 - The girls' wants and engagement and the researcher's and the schools decisions when designing the anti-bullying resources

Research activity	Girls' wants	Girls' engagement	Researcher's decisions	Schools' decisions
Designing the resources	- Resources that would help stop bullying - Improve existing resources used	- Pooled ideas as a group - Enjoyed creativity -Difficulty including findings	- Scaffolding - Gave girls' free choice	Overruled girls' idea at Contor to make website for ethical reasons
Production of final resources	- Individual and group ownership	- Excitement in seeing finished resources	- Make of as high quality as possible	-

13.5 - The girls' wants and engagement and the researcher's and the schools' decisions at the end of the research

Research activity	Girls' wants	Girls' engagement	Researcher's decisions	Schools' decisions
Post-research activities	Dislike of activities involving a lot of reading and writing	Took time completing activities while chatting to friends	Used activities that included closed and open questions	-
Presenting resources to the schools	Present resources in assembly	- Contor: reluctant to answer questions in and adult-led assembly - Briston: enthusiastic to produce own assembly	- Gave time for preparation - Video recorded assembly with informed consent	- When and how girls' were involved in the assembly - approved video recording