

**An investigation into cyberbullying, its forms,
awareness and impact, and the relationship
between age and gender in cyberbullying**

A Report to the Anti-Bullying Alliance by

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Executive Summary

- Cyberbullying describes forms of bullying using electronic devices such as mobile phones and email.
- Cyberbullying is becoming more prevalent, with the increased use of technology.
- We investigated the nature and extent of cyberbullying among school pupils in the London area.

Method:

- A questionnaire was returned by 92 students aged between 11-16 years, from 14 different London schools, in June/July 2005. It comprised multiple-choice questions, with some qualitative sections, and took 20-25 minutes to complete.
- The questionnaire looked at the incidence of cyberbullying in school, and outside of school, distinguishing between seven types of cyberbullying; Text message bullying; Picture/Video Clip bullying (via mobile phone cameras); Phone call bullying; Email bullying; Chat-room bullying; Bullying through instant messaging; and Bullying via websites.
- It assessed awareness of the different forms of cyberbullying.
- It assessed the perceived impact of the different forms of cyberbullying in relation to more usual or traditional forms of bullying.
- Age and gender differences were examined.

Results

Incidence of cyberbullying:

- 20 students, or 22%, had been victims of cyberbullying at least once, and 5, or 6.6%, had experienced being cyberbullied more frequently, over the last couple of months.

- Phone call, text messages and email were the most common forms of cyberbullying both inside and outside of school, while chat room bullying was the least common.
- Prevalence rates of cyberbullying were greater outside of school than inside.

Age and gender:

- There were no significant differences related simply to age.
- Girls were significantly more likely to be cyberbullied, especially by text messages and phone calls, than boys.
- A significant interaction between age and gender was found in relation to the effects of email bullying, and the use of instant messaging, which showed contrasting opinions between boys of different age groups.

Awareness of cyberbullying occurring:

- Student's responses differed concerning awareness of each subtype of cyberbullying occurring in school or among their friends.
- Students were most aware of bullying by picture/video clips (46% knew of this taking place), followed by phone calls (37%) and text messaging (29%). The other methods were slightly less well known, in particular chat room bullying, which just 12% were aware of happening.

Perceived impact of cyberbullying:

- Picture/video clip and Phone call were perceived to have more impact on the victim than traditional forms of bullying.
- Website and Text message bullying were rated as being about equal in impact to traditional bullying
- Chat room, Instant messaging and Email bullying bullying were believed to have less of an impact than traditional forms of bullying.

The nature of cyberbullying, and who is told:

- Most cyberbullying is reported as coming from one or a few students, in the same class or year group.
- Most cyberbullying lasts only a week or so, but some lasts much longer, especially phone call bullying.
- A substantial minority (around one-third) of victims have told nobody about it.

Views on school banning mobile phones or private internet use:

- Most pupils thought that banning mobile phones would result in pupils using them secretly
- Most pupils thought that restricting private internet use in school could not prevent such forms of cyberbullying outside school.

Comparison with other studies:

- The findings from this survey are in line with previously reported findings from studies by the NCH, which found that between 20 and 25% of school students had ever been cyberbullied (compared to 22% in this study).
- Rates of text message and chatroom bullying were similar, although a greater percentage reported bullying by email in our survey.
- These findings are all higher than reported rates of cyberbullying in studies by Oliver and Candappa (2003) and Balding (2004), although both of these studies focused on only one year group.

Implications for further work:

- Future research should make use of the seven subtypes of cyberbullying, all of which have been found to occur in school, even though sometimes to a limited extent.

- A greater sample size would allow for a more thorough exploration, which would include more year groups to compare across the entire age range and allow a more profound examination of age differences or the lack of them.
- The gender difference found in cyber victimisation is interesting and strongly merits further study on a larger sample.
- It proved useful to compare how often cyberbullying was experienced inside and outside of school, and given the prevalence outside school, further exploration of where and when this happens would be worthwhile.
- Work on the perception of impact of cyberbullying could usefully be related to the content of mass media publicity about cyberbullying, as well as to the actual nature of the bullying, and technological advances such as 'bluetooth'.
- A longitudinal approach, measuring responses over two or more time periods, would allow researchers to assess changing attitudes towards cyberbullying, and any increases in its use among schoolchildren.

Introduction

'Bullying' is often defined as being an aggressive, intentional act or behaviour that is carried out by a group or an individual repeatedly and over time against a victim who can not easily defend him or herself (Whitney & Smith, 1993, Olweus, 1999).

Bullying is a form of abuse that is based on an imbalance of power; it can be defined as a systematic abuse of power (Smith & Sharp, 1994; Rigby, 2002).

Using these definitions for bullying, we can extend them to define cyberbullying. Cyberbullying therefore can be defined as an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who can not easily defend him or herself. Cyberbullying is a form of bullying which has in recent years become more apparent, as the use of electronic devices such as computers and mobile phones by young people has increased. Cyberbullying can take many forms, and for this study we subdivided the concept of 'cyberbullying' into 7 sub-categories:

- Text message bullying
- Picture/Video Clip bullying (via mobile phone cameras)
- Phone call bullying (via mobile phone)
- Email bullying
- Chat-room bullying
- Bullying through instant messaging
- Bullying via websites.

These sub-categories were chosen because ‘cyberbullying’ is a very broad term, and the sub-categories would help to get a better understanding of the range of cyberbullying and which forms were most prevalent.

Previous research on cyberbullying

Cyberbullying is a fairly recent concept, and the research exploring it is still in its initial phases. The relatively few studies that have been carried out are mostly confined to examining just one aspect of cyberbullying (for example text messaging), or are carried out in conjunction with other research.

NCH (formerly known as the National Children’s Home) have produced two surveys on cyberbullying. The first study, from 2002, focuses mainly on text message bullying. NCH conducted a national survey and the main findings were that one quarter of 11 to 19 year olds in the U.K. had been threatened or bullied via their mobile phone or personal computer, and that 16% had received bullying or threatening text messages. Of those who had reported being bullied by text messages, 29% had not told anyone that they had been bullied. There is an unspecified sample size for this study.

NCH followed up this initial study with a more detailed survey, “Putting U in the picture-Mobile phone bullying survey 2005”. This was a survey of 770 young people aged 11-19, conducted in March/April 2005. It found that 20% of young people had been bullied or threatened by some sort of digital bullying, and that 14% had been bullied or threatened through text messages, 5% through chat-rooms and 4% through email. Text message bullying was thus the most prevalent form of cyberbullying.

10% of youngsters reported being photographed by a mobile phone camera and feeling threatened, and of these, 17% reported they felt that the image had been sent to someone else. Also, 11% claimed to have sent a bullying or threatening message to someone else. The other main findings were that 26% of those bullied said it was a stranger bullying them, and 28% of those bullied told no one about the bullying.

Oliver and Candappa (2003) also had some data on cyberbullying in a study focused on various bullying related issues. The report briefly mentions text message bullying in relation to Year 8 students (ages 12-13). 4% of students surveyed in year 8 revealed they had received nasty text messages, and 2% of students from year 8 revealed that they had received nasty email messages. There was an unspecified time frame for this study, and indeed for all those reviewed so far.

Another study, which briefly features statistics related to cyberbullying, was completed for the SHEU (Schools Health Education Unit) (Balding, 2004). A health related questionnaire was completed by 40,439 young people between the ages of 10 and 15. The questionnaire focused on several aspects of young people's lives, including a question related to cyberbullying, "Have any of the following happened to you in the last month?" completed by students in year 6 (ages 10-11). Of these, only 1% of both boys and girls indicated they had been bullied through their mobile phone, whereas 21% said they had been teased and 22% had been called nasty names.

A survey compiled by the NSPCC and 'Sugar' Magazine in 2005, conducted through 'Sugar' magazine, looked at cyberbullying in relation to girls. This report was based on replies from 992 teenage girls across 11 regions in the U.K., and the average age of

respondents was 15. Text messaging was a frequent form of bullying, with 13% of respondents saying they had sent nasty text messages and emails, and nearly half had received nasty or threatening text messages or emails. However, it is important to bear in mind that these results are not a representative sample of the population, as only readers of 'Sugar' magazine who chose to respond to this survey replied, and so they are a selected sub-group of the population.

Outside the U.K., an article in www.theinquirer.net, an Australian news website, provides brief statistics on cyberbullying, taken from a study by the Queensland University of Technology. The statistics given are that 13% of students have already experienced cyberbullying by year 8, and that 25% of students knew somebody who had experienced cyberbullying. This article also reports that more than half the students asked thought that the phenomenon was on the rise. There is an unspecified time frame or sample size for this study, and the method of collecting data is not known from the article provided.

An American website I-Safe reports research on cyberbullying, from a survey of 1,500 students from grades 4-8 (ages 9-13 years old). The main findings (cited from www.mmu.k12.vt.us) were that 42% of children claimed to have been bullied whilst online, that 35% had been threatened online, and that 21% had received threatening e-mails or other messages. 53% of students surveyed admitted being mean or hurtful online and 58% had said nothing to their parents if they had been threatened online. Again how respondents were recruited is not specified.

It is worth mentioning here that there are no significant gender differences reported in any of this previous research, in relation to cyberbullying.

The fact that there is still little research on cyberbullying and electronic forms of bullying was confirmed when searching for journals using Internet sites such as Psych Info, and getting no matches. The key words “cyberbullying”, “text message bullying”, “sms bullying”, “cellular phone bullying”, “chat room bullying”, “internet bullying”, “instant messaging bullying” and “electronic bullying” found very few relevant results when searching through journal websites such as Psych Info.

When searching the term “cyberbullying” or “text message bullying” etc on the internet (e.g. Google), several help and information websites appear indicating that the awareness of a new type of bullying - namely cyberbullying, is increasing. Several of these websites offer advice on how to deal with this form of bullying (tell a teacher etc), and a main theme that appears is that cyberbullying is a form of bullying which follows the victim home, and where the bully can remain unidentifiable and invisible to the victim. Some of this information is attached as Appendix B to this Report.

Aims of this study

One aim of this study was to have a more general understanding of cyberbullying and its prevalence in the age group 11-16 years. Cyberbullying is a fairly new concept, and research into cyberbullying is still in its initial phases; this study aimed to increase the understanding of the concept of cyberbullying. Text message bullying and email bullying are the aspects that have been mainly looked into by previous

research, and this study aimed to include aspects such as chat room bullying, and bullying by phone calls, which fall into the category of cyberbullying. Another aim was to look at whether there were any gender or age differences, or any significant age/gender interactions, in the prevalence of cyberbullying. No significant gender differences, or gender and age interactions, had been reported in previous research into cyberbullying, and it is not clear if these were looked for or not. We also aimed to examine awareness generally of different forms of cyberbullying; and the perceived impact on the victim compared to more usual or traditional forms of bullying.

Methodology

Questionnaire and Study Design

A questionnaire was devised by the research team at Goldsmiths College, University of London, partly following the structure of Olweus' Bully/victim questionnaire (1996). Following small-scale piloting, the final version had 88 multiple-choice questions, which covered 7 sub-categories of cyberbullying (Text message bullying, mobile phone call bullying, picture/video-clip bullying, email bullying, chat-room bullying, bullying through instant messaging, bullying through websites) and included some other general questions. The questionnaire also had some qualitative items, where participants could comment on a certain question, and give a more detailed answer. The questionnaire itself took 20-25 minutes to complete. The time-frame for this study was given as the 'past couple of months', so responses only reflect incidents in that term, between Easter and giving the questionnaires in late June or early July. A copy of the questionnaire is attached as Appendix A.

To obtain participants, a list of mixed gender high schools in various London LEA's was made, and schools were called and told about the study and asked whether they would like to participate. Several schools were called until enough participants were recruited for the study. In total 20 schools agreed to participate, and each school named a teacher responsible for the administering of the questionnaire. Eight questionnaires were then mailed out to each of the 20 schools, and the schools were asked to distribute 1 questionnaire to a boy and a girl from each year. The schools were asked to pick their participants randomly. The questionnaires were mailed out in late June, when most schools had year 11's on study leave, due to the GCSE examinations, and so years 7-10 were asked to complete the questionnaire.

The questionnaires were mailed with a cover letter attached to each questionnaire, and also with a letter addressed to the teacher in charge of administering the questionnaires with specific instructions (including what to tell the participants, and to seal the envelope with the completed questionnaires in front of the participants to acknowledge anonymity). A pre-paid envelope addressed to Goldsmiths College, for the schools to send back the completed questionnaires without having to pay postal charges, was enclosed. Participating schools were given contact numbers to contact the research assistants in case of any problems/concerns, and if any concerns were aired then the schools could ask a researcher to go to the school and administer the questionnaires, although in fact every school administered the questionnaires without further help.

Procedure

The pupils were handed the questionnaire, and the supervisor read out instructions. The questionnaire included a page explaining cyberbullying, and some of the aims of the study. Pupils were told that participation in the study was optional, and that if they did not want to complete the questionnaire they did not have to. They were also given an information sheet (at the back of the questionnaire), for them to take home, that provided contact numbers and websites if they needed advice or help. Pupils were also told that their questionnaires would be anonymous and that the school would remain anonymous in the report of the research.

Out of the 20 schools that agreed to participate, 14 schools sent back completed questionnaires. Some schools did not manage to send back a complete set of 8 questionnaires, and the total number of completed questionnaires was 94 (with 2 rejected due to incomplete responses).

Participants

92 participants from 14 different schools returned questionnaires. Table 1 shows the breakdown of completed questionnaires, by age (younger = 11-13 years; older = 14-16 years) and gender. For a few questions, N is less than 92.

Table 1. Age and gender participant totals.

		Gender		Total
		Boy	Girl	
Age	Younger	19	24	43
	Older	24	25	49
Total		43	49	92

Results

Descriptive analysis of cyberbullying and its seven categories

We first compared rates of being *bullied* overall (in any way), and being *cyberbullied*.

Table 2 gives the responses to the first two questions of the survey, which assessed how many students had been bullied or cyberbullied at school in the past couple of months (from a total of 92 and 90 respondents, respectively).

Table 2. Numbers (and percentages) of students that had been either bullied (total N = 92) or cyberbullied (total N = 90) in school, in the last 2 months.

	Have you been bullied in school in the last 2 months?	Have you been cyberbullied in school in the last 2 months?
Haven't been bullied	50 (54.3%)	70 (77.8%)
Once or twice	29 (31.5%)	14 (15.6%)
Two or three times a month	1 (1.1%)	1 (1.1%)
Once a week	6 (6.5%)	3 (3.3%)
Several times a week	6 (6.5%)	2 (2.2%)

Being bullied was not infrequent in this sample, with 46% reporting it at least once over the last two months, and 14% at least two or three times a month or more often.

These figures were lower when examining the prevalence of cyberbullying. 22% of students had been cyberbullied on at least one occasion, while 6.6% had suffered repeated victimisation. Although the figures for being cyberbullied are less than half of the overall figures for being bullied in any way, it shows that cyberbullying is present, and is already being used intensively in the victimization of some students.

Table 3 presents a more detailed description, by examining the prevalence of each subtype of cyberbullying, inside and outside of school. It also reports the number of students who are aware of each form of cyberbullying taking place. The final column presents an impact factor, through which we are able to gauge the effect that this kind of bullying has on its victim, compared to more 'traditional' methods. The impact factor has been calculated by assigning values to the severity respondents believed each form of cyberbullying has on the victim compared to traditional bullying (less harmful = -1; the same = 0; more harmful = +1). Thus a more positive score means that the impact of this form of cyberbullying is seen as high, a negative score as low.

The first two data columns of Table 3 show that *phone call*, *text message* and *email* bullying are the most common forms of cyberbullying, both inside and outside of school. *Picture/video clip*, *instant messaging* and *website* bullying were reported to a lesser degree; and with *chat room* bullying, only one pupil reported suffering this at school. Within school, almost 15% of pupils had been bullied through text messages and phone calls at least once, while 3% were victimized in these ways or by email bullying more than once or twice. All three of these more common forms of cyberbullying have higher prevalence rates outside of the school. One quarter of the sample (23 participants) had been victimized by phone calls outside of school at least once, and 10 on a more regular basis. Although chat room bullying was the least likely method to occur in school, its use outside of school was equal to several other cyberbullying subtypes.

Table 3. Numbers (and percentages) for questions regarding the seven subtypes of cyberbullying. Any = once or twice; Repeat = more than once or twice.

	How often have you been bullied in school? (Any victims, Repeat Victims)	How often have you been bullied outside school? (Any victims, Repeat Victims)	How often have you bullied others in school? (Any offenders, Repeat Offenders)	How often have you bullied others outside school? (Any offenders, Repeat Offenders)	Number of pupils aware of this type of cyberbullying taking place.	Impact factor (see text).
Phone Call Bullying	13 (14.3%) 3 (3.3%)	23 (25.0%) 10 (10.9%)	3 (3.3%) 1 (1.1%)	7 (7.6%) 1 (1.1%)	34 (37.0%)	15
Text message bullying	13 (14.3%) 3 (3.3%)	16 (17.6%) 3 (3.3%)	2 (2.3%) 0	3 (3.4%) 1 (1.1%)	27 (29.3%)	-3
Email Bullying	5 (5.5%) 3 (3.3%)	10 (10.9%) 4 (4.4%)	2 (2.2%) 2 (2.2%)	3 (3.3%) 1 (1.1%)	22 (24.4%)	-16
Picture/Video Clip phone bullying	6 (6.5%) 0	6 (6.5%) 0	2 (2.2%) 0	3 (3.3%) 0	42 (45.7%)	27
Instant Messaging Bullying	5 (5.5%) 1 (1.1%)	5 (5.5%) 3 (3.3%)	3 (3.3%) 0	4 (4.4%) 1 (1.1%)	23 (25.3%)	-18
Website Bullying	5 (5.5%) 0	5 (5.5%) 1 (1.1%)	2 (2.2%) 0	2 (2.2%) 0	17 (19.1%)	1
Chat room bullying	1 (1.1%) 0	5 (5.5%) 0	0 0	2 (2.2%) 0	11 (12.1%)	-23

The next two columns of Table 3 show the findings for pupils who admitted to bullying others by cyberbullying. *Phone calls* are again the most common method, followed closely by all the other forms, which show little difference in terms of how often they are used to bully. Again, these forms of cyberbullying are more commonly used outside of school, especially chat room bullying which no one reported using to victimize others within school.

Awareness of different forms of cyberbullying occurring

The fifth data column of Table 3 presents results for awareness. When asked which forms of cyberbullying they were aware of taking place (in school or among their friends), most students (46%) knew of bullying via *pictures or video clips* on mobile phones, while slightly fewer (37%) knew of *phone call* bullying. These figures were less for the other subtypes, ranging from 29% for text message bullying to 19% for website bullying; the least known method of cyberbullying was via chat rooms, with just 12% aware of this happening.

The impact of various forms of cyberbullying

The final data column of Table 3 provides an impact factor for each form of cyberbullying. This provides an insight into the effect that each form of cyberbullying is perceived generally to have upon its victim. *Picture/video clip* bullying has the highest impact factor (27) indicating that a large number of pupils believe the effect this has on its victim is worse than that from usual forms of bullying. *Phone call* bullying also scores highly on this scale. *Text message* and *website* bullying have relatively neutral scores, respondents feeling that the effect they have is similar to that of traditional bullying. Bullying by *email*, *chat rooms* and *instant messaging* all have

negative impact factors: students perceive these forms of bullying as less effective, or less harmful upon their victims.

Qualitative Analysis

A later section of the questionnaire asked participants to describe any other forms of cyberbullying that had not been covered so far. 15 participants (17%) gave additional methods of cyberbullying, of which the most commonly stated form was “*Happy slap*” (although ‘happy slap’ is a form of bullying which involves picture/video clips on a mobile phone and so could come under that category already in the questionnaire). Other forms of cyberbullying included “*voicemail bullying*” (where nasty messages are left on the mobile answer phone service), bullying via “*free SMS websites*” (websites where free SMS text messages can be sent), “*prank calls*” (bullying via phone calls, where a ‘joke’ is played on the person who is called) and “*bluetooth bullying*” (bluetooth is a way to send messages and files via mobile phones to everyone in a certain vicinity).

Analysis of Age and Gender effects

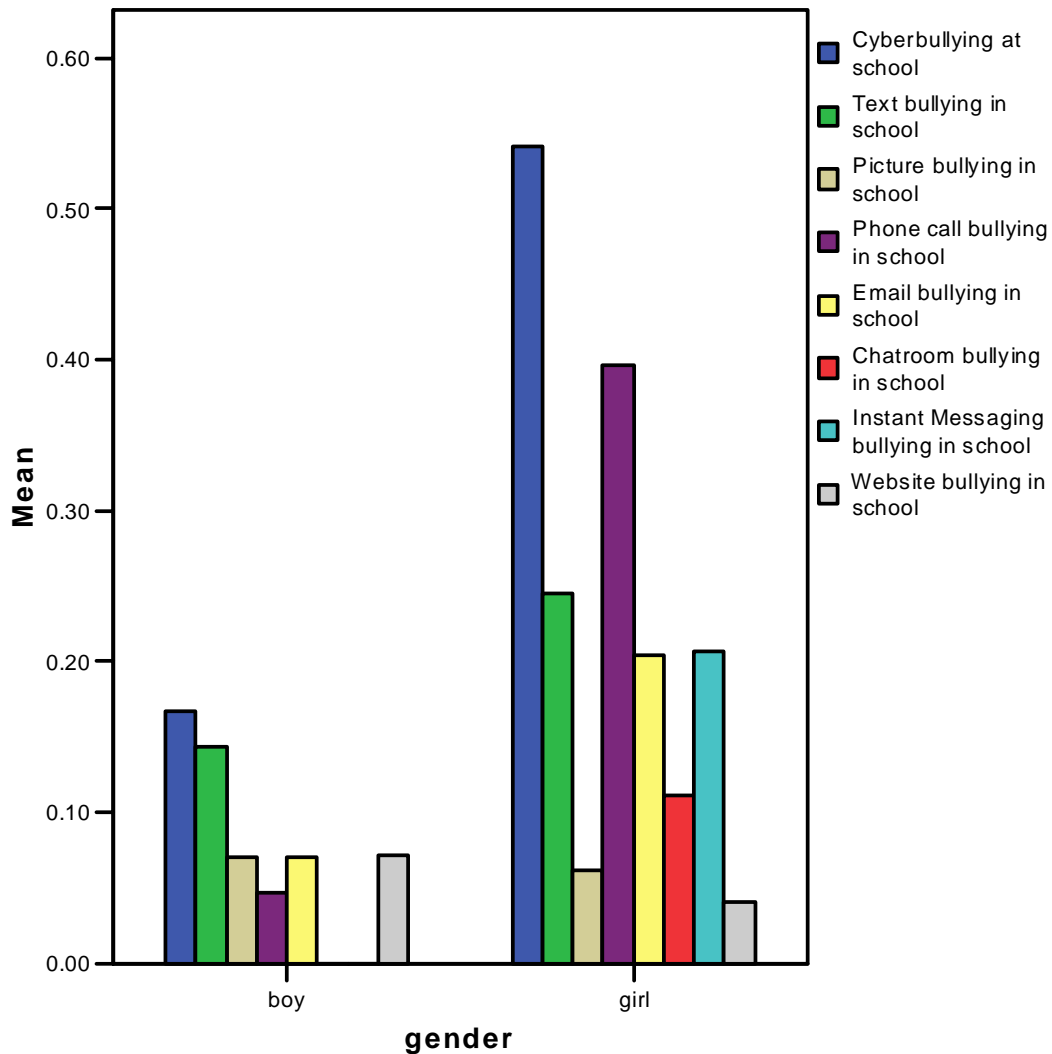
To examine the effects of age or gender on participant responses, two-way univariate ANOVAS were performed. The analyses use the scores collected from questions which asked students to state how often they had been bullied in each way. Scores were ranked from 0 to 4, 0 meaning the child had not been bullied at all, through to 4 where the child had been bullied several times a week. The key findings that were statistically significant are presented below in Table 4. The results did not reveal any significant effects concerning age, however five questions showed gender differences. The significance level and mean scores for each group are presented.

Table 4. Two-way univariate ANOVA's, significant results (NS=not significant)

Questions	Age	Gender	Age/Gender Interaction
Have you been bullied in school?	NS	F = 4.87, p = 0.030 (Girls = 1.04, Boys = 0.51)	NS
Have you been cyberbullied in school?	NS	F = 4.53, p = 0.036 (Girls = 0.54, Boys = 0.17)	NS
How often have you been bullied via phone calls in school?	NS	F = 5.68, p = 0.019 (Girls = 0.40, Boys = 0.05)	NS
How often have you been bullied via phone calls outside of school?	NS	F = 11.55, p = 0.01 (Girls = 0.88, Boys = 0.12)	NS
How often have you been bullied via text messages outside of school?	NS	F = 6.13, p = 0.015 (Girls = 0.35, Boys = 0.07)	NS

Girls were more likely to be both bullied and cyberbullied in school than boys. Gender differences were separately statistically significant for phone call bullying, both inside and outside of school; and for text message bullying outside of school. In all cases girls reported a greater degree of victimization than boys.

Figure 1 illustrates this gender difference by comparing the mean scores for each type of cyberbullying across gender. It provides visual confirmation that girls were more involved in most forms of being cyberbullied than boys. Girls score higher, not just on overall cyberbullying, but in many of its subcategories, including phone call, text message and email bullying. No boys reported being bullied in chat rooms or by instant messaging. The only subcategories in which boys score higher (but not statistically significantly) than girls are picture/video clip and website bullying. Among boys, text messaging is the most common form of cyberbullying, while for girls, bullying by phone appears to be the most frequently used method. Therefore both genders show varying degrees of involvement in cyberbullying, and some of the subcategories appear to be more suited towards one gender than to another.



After assessing any age or gender effects, further analysis was conducted to explore for any interactions between these variables. Two questions showed significant results, and are presented in Table 5, along with the mean scores for each group of participants. The first of these concerned the question ‘Do you think the effects of email bullying are better or worse than that of traditional bullying?’. It appears that young boys believe the effects of email bullying to be worse than girls of the same age. However, this difference disappears in the older age group.

The second finding was that older boys are more likely to bully others by instant messaging than younger boys. As before, girls responses to the question remained fairly consistent across age groups. Younger boys were the least likely to bully others by instant messaging.

Table 5. Significant findings for age-gender interactions: mean scores and significance levels.

		Younger	Older	Significance
Are the effects of email bullying better or worse than traditional bullying?	Boys	1.14	0.56	F = 4.115 p = 0.047
	Girls	0.60	0.79	
Have you bullied others through instant messaging outside of school?	Boys	0.47	0.92	F = 4.344 p = 0.040
	Girls	0.67	0.60	

Who does the cyberbullying?

Three questions asked about who had done any cyberbullying – which class they were from, whether boys or girls, and how many students were involved. These were asked for each of the seven types of cyberbullying, but were of course only answered by the relatively small numbers of pupils who had experienced each type. The data in Tables 6, 7 and 8 are therefore shown by number of students responding.

Table 6 indicates that most of the cyberbullying is done by students in the same class, or (most often) in a different class but the same year group. It was never reported by students from a lower grade. A number of those cyberbullying were not in the school (the questions did not discriminate bullying inside or outside school); and sometimes the identity of cyberbullies was not known – especially for phone call bullying.

Table 6: In which class(es) is the student or students who bully you by [type of bullying]? Numbers of pupils responding in each category.

	Phone Call	Text Message	Email	Picture/ video clip	Instant messaging	Website	Chatroom
In my class	3	3	4	3	1	2	1
Different class same year	7	7	2	5	2	-	-
Higher grade	2	1	-	1	1	-	-
Lower grade	-	-	-	-	-	-	-
Different grades	1	-	-	-	1	-	-
Not in my school	2	4	3	3	3	2	1
I do not know	8	1	3	2	1	1	1

Table 7 indicates that both boys and girls are reported as doing the cyberbullying – but, generally more girls than boys.

Table 7: Have you been bullied by [type of bullying] by boys or girls? Numbers of pupils responding in each category.

	Phone Call	Text Message	Email	Picture/ video clip	Instant messaging	Website	Chatroom
Mainly by one girl	6	3	2	-	3	1	-
By several girls	4	4	2	1	1	1	-
Mainly by one boy	4	4	2	5	1	1	-
By several boys	2	1	-	1	1	-	-
By both boys and girls	2	2	-	-	1	1	-
I do not know	5	1	6	2	1	1	2

Table 8 indicates that the cyberbullying is generally done by one student, or a small group of 2 or 3 students; although sometimes this is not known.

Table 8: By how many students have you usually been bullied by [type of bullying]? Numbers of pupils responding in each category.

	Phone Call	Text Message	Email	Picture/ video clip	Instant messaging	Website	Chatroom
Mainly by 1 student	7	6	5	7	2	2	-
By a group of 2-3 students	7	7	1	-	2	1	-
By a group of 4-9 Students	4	2	1	2	2	-	1
By more than 9 students	-	-	-	-	-	-	-
By several different groups	-	-	-	-	1	-	-
I do not know	4	-	4	-	2	2	2

Duration of cyberbullying, and seeking help

Two questions asked about how long any cyberbullying had lasted; and whether they had told anyone about it (and who they had told). These were asked for each of the seven types of cyberbullying, but were of course only answered by the relatively small numbers of pupils who had experienced each type. The data in Tables 9 and 10 are therefore shown by number of students responding.

Table 9: How long has the bullying by [type of bullying] lasted? Numbers of pupils responding in each category.

	Phone Call	Text Message	Email	Picture/ video clip	Instant messaging	Website	Chatroom
It lasted one or 2 weeks	8	9	6	7	5	3	1
It lasted about a month	4	4	2	1	2	-	-
It lasted about six months	1	-	1	-	2	-	-
It lasted about a year	3	-	1	-	1	1	-
Gone on for several years	4	1	1	1	-	-	-

Table 9 indicates that predominantly the cyberbullying had just lasted one or two weeks. However for a few students it had lasted longer, and especially for phone call bullying where 7 students reported it as happening for a year or longer.

Table 10 indicates that parents, and friends, are told about cyberbullying much more often than teachers or other adults in school (of course, some of this cyberbullying is happening outside school). A substantial number of students however have told nobody, and this is true of all the types of cyberbullying.

Table 10: Have you told anyone (that you have been bullied by [type of bullying])? Numbers of pupils responding in each category.

	Phone Call	Text Message	Email	Picture/ video clip	Instant messaging	Website	Chatroom
Your class teacher	1	2	1	1	-	1	-
Another adult at school	2	3	1	-	-	-	-
Your parents/ guardians	7	2	1	-	1	-	-
Your friends	5	1	4	3	3	3	-
Somebody else	-	1	-	-	-	-	-
Nobody	7	5	5	5	4	2	3

Would banning mobile phones or private internet use in school, help to avoid cyberbullying?

This question was asked (in the appropriate form, see Appendix A) for each of the seven types of cyberbullying, but was of course only answered by the relatively small numbers of pupils who had experienced each type. All students could respond to this question (not just victims), so the data in Table 11 are therefore shown in percentages.

Table 11: Do you think that banning mobile phones/ private internet use in school would help to avoid bullying through [type of bullying]? Percentages of pupils responding in each category.

	Phone Call	Text Message	Email	Picture/ video clip	Instant messaging	Website	Chatroom
Yes	14	21	23	22	21	22	24
No, students will use the internet whilst the teacher is not looking	29	44	14	39	9	10	8
No, they will just use the internet after school	43	22	46	24	51	49	46
No, both of above	15	14	18	15	20	18	23

Table 11 shows that only a minority of pupils think that banning mobile phones or private internet use in school would prevent the bullying. Over half think that even if mobile phones were banned, they could still be used secretly to send nasty text messages or video clips. So far as internet based bullying is concerned (email, instant messaging, website, chatroom) over half believe it will just happen after school.

Discussion

Rates of bullying and cyberbullying

A sizeable proportion of the students, 46%, reported that they had been bullied in some way at least once over the past two months and of these, 14% suffered from bullying on a more regular basis. These figures are comparable to previous general survey figures on large populations (e.g. Whitney & Smith, 1993). Rates of cyberbullying were, not surprisingly, less: 22% had been cyberbullied at least once or

twice, and 6.6% were subjected to repeated attacks of cyberbullying; for 5 students this victimisation took place at least once a week or more often. Although cyberbullying is not as common as the traditional methods of victimisation, it is already a significant issue in schools.

Bullying by *phone calls* proved to be the most frequent form of cyberbullying experienced; 14% suffered from this at school at least once, and 3% frequently; but this rose to 25% outside school, at least once, and 11% frequently. *Text messages* were next most frequent, followed by *email* bullying, both more frequent outside of school. The other forms of cyberbullying showed lower rates of occurrence both inside and outside of school, although *chat room* bullying was infrequent, and neither it nor *picture/video clip* bullying had been experienced repeatedly in this sample. In relation to admitting to bullying others, *phone call* bullying was again the most frequent, with 3% using it inside school, and 8% outside school. The least used method of bullying was again through *chat rooms*, and only outside school.

Awareness of cyberbullying occurring

Awareness of forms of cyberbullying shows a different profile to that of reported experience. The form of cyberbullying most well known to students was through *picture or video clips*, with 46% aware of this taking place. This was followed by *phone call* and *text message* bullying, which 37% and 29% of students had heard of respectively. *Chat room* bullying was the least recognised form of cyberbullying, with just 12% aware of this type of victimisation taking place.

This raises an interesting distinction between different methods of cyberbullying. Phone call and text message bullying were the most used forms of victimisation according to the respondents, yet the method of cyberbullying most students knew of was via picture or video clips. A possible explanation for this is the heightened media coverage concerning bullying through video clips or pictures on mobile phones, more generally referred to as 'happy-slapping'. 15 respondents reported 'happy-slap' as an additional method of cyberbullying, yet very few students reported bullying others or being bullied via this medium. It may be that the related media coverage has heightened awareness of video clip bullying, which is why students are more conscious of this form of cyberbullying than others, which, although more prevalent, have received less press coverage.

Perceived impact of cyberbullying

The impact factor in Table 3 gives an indication as to how serious students perceive the effects of cyberbullying to be, compared to traditional forms. The responses show a variety of opinion regarding each of the seven subtypes. *Picture/video clip* and *Phone call* bullying scored highly on the impact factor, with the majority of respondents believing these forms of cyberbullying are more harmful to the individual. *Website* and *Text messaging* and scored fairly neutral values, indicating that respondents felt the effect these forms have is similar to that of usual forms of bullying. At the opposite end of the scale, *Chat room* bullying, *Instant messaging* and *email* bullying all scored negative values; respondents felt these methods of cyberbullying were less damaging to the victim.

The reason for this discrimination is unclear given the current data. Online applications can give the child the opportunity to block offensive messages, which may explain why bullying through chat room, instant messaging or email was perceived to be less damaging. Phone calls on the other hand, allow the bully to accost the victim outside of school hours, which may indicate why it is considered more harmful than traditional bullying, which is mostly centred around physical contact. The limited amount of data prevents a more thorough examination of this issue, but future research should aim to investigate why students perceive some forms of cyberbullying to be more hurtful to the victim than others, and how this compares to the harm caused by traditional bullying methods.

Gender differences

Comparing the pupil's responses between genders revealed some interesting findings. Girls were significantly more likely to be both bullied and cyberbullied at school than boys. Furthermore, girls were more exposed to bullying by text messages and phone calls, the two methods of cyberbullying found to be the most prevalent among schoolchildren. Traditionally, girls show similar or lower rates of being bullied than boys (e.g. Whitney & Smith, 1993). Previous research into cyberbullying has found no significant differences between genders, so the findings uncovered here may purely be attributable to the sample used. However, as Figure 1 shows, we found girls involvement in being cyberbullied to be consistently higher than boys, with girls reporting greater victimisation through all cyberbullying methods with the exception of website and picture/video clip bullying. This gender difference is also borne out by the data in Table 7, where more girls are thought to be involved in doing the cyberbullying, than boys. Future research needs to re-examine this gender

discrepancy, to discover if these results are attributable purely to the sample, or are a wider reflection of gender roles in cyberbullying.

Age differences

We also explored for differences between responses according to age. No significant differences were found between the 11-13 and 14-16 age groups. In general there is usually some decline in self-reports of being bullied, with age (Smith, Madsen & Moody, 1998). That there is no decline here may reflect increasing ownership and use of mobile phones and email with the older age group. As Table 6 shows, most cyberbullying is within the year group, by pupils of about the same age. Studying a wider age range of pupils would be desirable for looking in more detail at age trends in cyberbullying and at which age it starts being a significant problem.

Examining for any interactions between age and gender, two significant results were found. Younger boys perceived the effects of email bullying to be more severe than older boys, or than girls in either age group. Also, older boys were significantly more likely to bully others through instant messaging than younger boys, while among girls, there is again little fluctuation. This indicates that boys from different age groups may have varying perceptions towards cyberbullying. Bullying research commonly encounters problems concerning boys of different age groups, and this study is no exception. However, the fact that only two questions showed this discrepancy means the findings are not consistent throughout the whole study, and only gives an indication of a more generalised interaction between gender and age groups, which future research may be able to substantiate with a larger sample.

The nature of cyberbullying, and who is told

Tables 8, 9 and 10 show that most reported cyberbullying comes from one, or 2-3, other students, and much of it lasts one or two weeks. Our data does not allow us to say how or why the cyberbullying stopped, but while much is short-term, some can last a lot longer – especially, it seems, phone call bullying, where one-third of victims said it had lasted about a year or even longer. Many victims had not told anyone about it - varying from about one-third to one-half, for different forms of cyberbullying. These figures are however similar to general survey figures for traditional forms of bullying (e.g. Whitney & Smith, 1993).

Pupil's views on banning mobile phones or private internet use

This was viewed positively by only about one-fifth of pupils (Table 11). It seemed to be generally felt that pupils who wanted to cyberbully would continue to use mobile phones secretly, for text messaging and picture/video clips, even if not for actually calling (which might be a bit more obvious). Regarding internet use, the scepticism was more that it would be used outside school, so these figures are not in themselves an argument against school action in this respect.

Comparisons with previous research

Previous studies have mainly focused on the prevalence of a certain type of cyberbullying. This study differentiated between cyberbullying inside and outside of school, and also included more sub-categories of cyberbullying than most previous studies. Table 12 shows the comparisons that are possible between the incidence rates found in the current study, and the NCH studies from 2002 and 2005.

Table 12. Comparisons of rates of being cyberbullied, between the current study and previous NCH studies.

	This study: Inside school	This study: Outside school	NCH 2002 (11-19 yr olds)	NCH 2005 (11-19 yr olds)
Experienced cyberbullying	22.2 %	NA	25%	20%
Bullied by text	14.3 %	17.6 %	16%	14%
Bullied via chatrooms	1.1 %	5.5 %	NA	5%
Bullied via email	5.5 %	10.9 %	NA	4%

In the current study, the difference between bullying inside of school and outside of school is distinguished (this is not the case in the NCH studies). Cyberbullying was more prevalent outside of school, this might be because it is easier to use communications devices outside of school than inside. The results between the studies are similar (more so with the inside school results for email bullying, and the outside of school results for chat room bullying). The similarities between these figures, and the relatively large percentages, support each other and add weight to the statement that cyberbullying is becoming a common form of bullying.

The figures for text message bullying however are higher than the results published in Oliver and Candappa's (2003) report, where 4% of year 8's had received nasty text messages, and 2% nasty email messages; and from the SHEU report (Balding, 2004), where 1% of year 6's were reported to have received nasty text messages. In the case of the SHEU report, the low figure may possibly be due to the younger age of their respondents.

Regarding telling anyone about cyberbullying, the previous NCH surveys found rates of not telling of 29% and 28% respectively. Our figures are higher than this; though given the relatively small number of victims (only 20 overall in the sample), this comparison can only be made tentatively.

Implications for future studies

There were some problems encountered in the data collection process. One was the administering of the questionnaires, which were sent out by post, with instructions. The recruitment of participants was left to the teachers administering the questionnaire. The teachers were instructed to select one boy and one girl from each year, and to pick a random sample. There is a possibility that the teachers may not have followed these instructions precisely, and instead chosen a selective sample. Some students may have volunteered rather than be chosen to represent a class average (although participation is always voluntary), and so participant recruitment might not have been as randomised as desired.

The length of the questionnaire could also be considered an issue. The questionnaire had 88 multiple-choice questions, plus several qualitative items and was estimated to take 20 to 25 minutes to complete. There is a possibility that the attention span of the participants waned through the course of the questionnaire; although most questionnaires were completed satisfactorily. Due to the fact that there is little previous research into cyberbullying, it was felt useful to produce a comprehensive questionnaire to understand different aspects of cyberbullying.

The questionnaire was distributed at a time when almost all schools had their year 11 (ages 15-16) students away on study leave for their G.C.S.E examinations. Therefore the questionnaire did not represent as wide a range of ages as it could have, if it were administered at a different time.

Finally, not all schools approached, returned questionnaires (even though they had previously agreed to participate). The sample size of $n=92$ is not large. However the sample does come from 14 schools, so results are more representative than if just one or two schools had provided larger samples.

Some suggestions for future research:

- Survey a larger number of participants and schools, preferably with whole classes or year groups participating. A greater sample size would allow for a more thorough exploration.
- Do the survey at a time of year when all year groups are at school (when no year groups are away for study leave etc); including more year groups to compare across the entire age range would allow a more profound examination of age differences or the lack of them.
- The gender difference found in cyber victimisation is interesting and strongly merits further study on a larger sample.
- Examine the method of administering the questionnaires, and consider having research assistants administer the questionnaires themselves, rather than teachers.

- The length of the questionnaire could be reduced. Future studies could look at more specific areas of cyberbullying, following on from areas highlighted from this study.
- Work on the perception of impact of cyberbullying could usefully be related to the content of mass media publicity about cyberbullying, as well as to the actual nature of the bullying, and technological advances such as 'bluetooth'.
- Measure the effects of cyberbullying over different time periods, for example this same questionnaire could be administered in a year or two, to see whether the rates of cyberbullying are dramatically changing.

Conclusion

Cyberbullying seems to be a type of bullying which is becoming increasingly prevalent, as the use of technology increases by young people. Previous studies have mainly focused on the prevalence of cyberbullying generally, or of a sub-category (e.g. text message bullying). This study differentiated between cyberbullying occurring inside and outside of school, and also included more sub-categories of cyberbullying than most previous studies. It found that cyberbullying was reported more outside of school than inside, and that 'Phone Call Bullying', 'Text Message Bullying' and 'Email Bullying' were the most prevalent forms.

The findings from this study correlated with previous findings, from the NCH studies (2002, 2005), and also looked into several types of bullying (such as instant messaging, and website bullying) which had previously not examined. This study also found a significant difference by gender, for certain questions, and that girls are generally more exposed to cyberbullying than boys. No significant findings between

age groups were found. Most cyberbullying was done by one or a few students, usually from the same year group. It often just lasted a week or so, but sometimes much longer. A substantial minority of victims had told nobody about it.

This study broadened our understanding of cyberbullying, by looking at some aspects not looked at before. Suggestions for further research are made, and for a better understanding of cyberbullying to be obtained.

The nature and increasing extent of cyberbullying obviously raise issues about how to deal with it, and whether existing anti-bullying strategies are effective in this context. A thorough examination of this is outside the scope of this Report, but Appendix B does list some current websites with information and advice on this topic.

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Appendix A: Cyberbullying Questionnaire

Cyberbullying

Our names are _____ and we are researchers at Goldsmiths College which is part of the University of London.

We are interested in how children and adolescents get on with each other in and out of school.

You do not have to answer this questionnaire, but we would be grateful if you did. Anything that you write will be treated as most confidential. You do not have to put your names on the questionnaire.

Your teachers, the head teacher and your classmates will not be shown your answers. No one in the school will know what you write, so please answer truthfully.

Please only turn over each page when you are told to do so.

School: _____

Date: _____

Class/Year: _____

Your age: _____

	<p>Please state your ethnic origin.</p>	<p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Black Caribbean</p> <p><input type="checkbox"/> Black African</p> <p><input type="checkbox"/> Black other</p> <p><input type="checkbox"/> Indian</p> <p><input type="checkbox"/> Pakistani</p> <p><input type="checkbox"/> Bangladeshi</p> <p><input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Mixed Race</p> <p><input type="checkbox"/> Other</p> <p>In this case, please specify: _____</p> <p>_____</p>
	<p>Are you a boy or a girl?</p>	<p><input type="checkbox"/> girl</p> <p><input type="checkbox"/> boy</p>

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

Before we start with questions about bullying, we will first define or explain the word bullying. We say a student is being bullied when another student, or several other students

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

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

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

Today we would like to look at a special kind of bullying: Cyberbullying.

This includes bullying

- **through text messaging**
- **through pictures/photos or video clips**
- **through phone calls (nasty, silent etc.)**
- **through email**
- **in Chat rooms,**
- **through Instant Messaging**
- **through Websites**

Bullying can happen through text messages/pictures/clips/email/messages etc sent to you, but also when text messages/pictures/clips/email/messages etc are sent to others, about you.

1.	First of all, have you been bullied at school in the past couple of months (any kind of bullying, including cyber-bullying)?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
2.	Now, just thinking about cyber-bullying, how often have you been cyber-bullied at school in the past couple of months?	<input type="checkbox"/> I haven't been cyber-bullied at school in the past couple of months <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week

Text message bullying

(receiving abusive text messages (SMS) on your mobile phone)

3.	How often have you been bullied through text messages in the past couple of months in school?	<input type="checkbox"/> I haven't been bullied through texts in the past couple of months in school <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
4.	How often have you been bullied through text messages in the past couple of months outside of school?	<input type="checkbox"/> I haven't been bullied through texts in the past couple of months outside of school <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____

5.	Have you bullied others through text messages in the past couple of months in school?	<input type="checkbox"/> I haven't bullied through texts in the past couple of months <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
6.	Have you bullied others through text messages in the past couple of months outside of school?	<input type="checkbox"/> I haven't bullied through texts in the past couple of months <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
7.	Have you heard of bullying taking place through text messages in your school or circle of friends in the past couple of months?	<input type="checkbox"/> Yes: _____ _____ _____ _____ _____ _____ <input type="checkbox"/> No
8.	Do you think text message bullying compared to "normal, traditional, conventional" bullying...	<input type="checkbox"/> has less of an effect on the victim <input type="checkbox"/> has the same effect on the victim <input type="checkbox"/> has more of an effect on the victim <input type="checkbox"/> don't know Reasons: _____ _____ _____

9.	In which classes is the student or students who bully/bullies you through texts?	<input type="checkbox"/> I haven't been bullied through texts in the past couple of months <input type="checkbox"/> In my class <input type="checkbox"/> In a different class but same grade/year <input type="checkbox"/> In a higher grade <input type="checkbox"/> In a lower grade <input type="checkbox"/> In different grades <input type="checkbox"/> Not in my school <input type="checkbox"/> I do not know who sends me those messages
10.	Have you been bullied through texts by boys or girls?	<input type="checkbox"/> I haven't been bullied through texts in the past couple of months <input type="checkbox"/> Mainly by 1 girl <input type="checkbox"/> By several girls <input type="checkbox"/> Mainly by one boy <input type="checkbox"/> By several boys <input type="checkbox"/> By both boys and girls <input type="checkbox"/> I do not know who sends me those messages
11.	By how many students have you usually been bullied through texts?	<input type="checkbox"/> I haven't been bullied through texts in the past couple of months <input type="checkbox"/> Mainly by 1 student <input type="checkbox"/> By a group of 2-3 students <input type="checkbox"/> By a group of 4-9 Students <input type="checkbox"/> By a group of more than 9 students <input type="checkbox"/> By several different students or groups of students <input type="checkbox"/> I do not know who sends me those messages
12.	How long has the bullying through texts lasted?	<input type="checkbox"/> I haven't been bullied through texts in the past couple of months <input type="checkbox"/> It lasted one or 2 weeks <input type="checkbox"/> It lasted about a month <input type="checkbox"/> It has lasted about six months <input type="checkbox"/> It has lasted about a year <input type="checkbox"/> It has gone on for several years

13.	Have you told anyone (that you have been bullied through texts)?	<input type="checkbox"/> I haven't been bullied through texts in the past couple of months <input type="checkbox"/> Your class teacher <input type="checkbox"/> Another adult at school <input type="checkbox"/> Your parents/guardians <input type="checkbox"/> Your friends <input type="checkbox"/> Somebody else _____ <input type="checkbox"/> I have told nobody
14.	Do you think that banning mobile phones in school would help to avoid text message bullying?	<input type="checkbox"/> Yes <input type="checkbox"/> No, students will use their mobile phones secretly <input type="checkbox"/> No, they will just text after school What would you suggest to stop text message bullying? _____ _____ _____

Bullying through mobile phone pictures and/or video-clips

(nasty pictures/photos or video-clips, **sent to you**, or nasty pictures/photos or video-clips **sent to others about you**)

15.	How often have you been bullied through pictures or video-clips in the past couple of months in school?	<input type="checkbox"/> I haven't been bullied through pictures or video-clips in the past couple of months in school <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
16.	How often have you been bullied through pictures or video-clips in the past couple of months outside of school?	<input type="checkbox"/> I haven't been bullied through pictures or video-clips in the past couple of months outside of school <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____

17.	What kind of bullying through pictures or video-clips has happened to you in the past couple of months?	<input type="checkbox"/> Nasty/offensive pictures/video-clips have been sent to me <input type="checkbox"/> Nasty/mean Pictures/video-clips about me have been sent to others <input type="checkbox"/> Other: _____ <input type="checkbox"/> Content: (Describe): _____ _____ _____
18.	Have you bullied others through pictures or video-clips in the past couple of months in school?	<input type="checkbox"/> I haven't bullied through pictures or video-clips in the past couple of months <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
19.	Have you bullied others through pictures or video-clips in the past couple of months outside of school?	<input type="checkbox"/> I haven't bullied through pictures or video-clips in the past couple of months <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
20.	Have you heard of bullying taking place through pictures or video-clips in your school or circle of friends in the past couple of months?	<input type="checkbox"/> Yes: _____ _____ _____ <input type="checkbox"/> No
21.	Do you think picture or video-clip bullying compared to "normal, traditional, conventional" bullying...	<input type="checkbox"/> has less of an effect on the victim <input type="checkbox"/> has the same effect on the victim <input type="checkbox"/> has more of an effect on the victim <input type="checkbox"/> don't know Reasons: _____ _____ _____

22.	In which classes is the student or students who bully/bullies you through pictures or video-clips?	<input type="checkbox"/> I haven't been bullied through pictures or video-clips in the past couple of months <input type="checkbox"/> In my class <input type="checkbox"/> In a different class but same grade/year <input type="checkbox"/> In a higher grade <input type="checkbox"/> In a lower grade <input type="checkbox"/> In different grades <input type="checkbox"/> Not in my school <input type="checkbox"/> I do not know who sends those pictures/video-clips
23.	Have you been bullied through pictures or video-clips by boys or girls?	<input type="checkbox"/> I haven't been bullied through pictures or video-clips in the past couple of months <input type="checkbox"/> Mainly by 1 girl <input type="checkbox"/> By several girls <input type="checkbox"/> Mainly by one boy <input type="checkbox"/> By several boys <input type="checkbox"/> By both boys and girls <input type="checkbox"/> I do not know who sends those pictures/video-clips
24.	By how many students have you usually been bullied through pictures or video-clips?	<input type="checkbox"/> I haven't been bullied through pictures or video-clips in the past couple of months <input type="checkbox"/> Mainly by 1 student <input type="checkbox"/> By a group of 2-3 students <input type="checkbox"/> By a group of 4-9 Students <input type="checkbox"/> By a group of more than 9 students <input type="checkbox"/> By several different students or groups of students <input type="checkbox"/> I do not know who sends those pictures/video-clips
25.	How long has the bullying through pictures or video-clips lasted?	<input type="checkbox"/> I haven't been bullied through pictures or video-clips in the past couple of months <input type="checkbox"/> It lasted one or 2 weeks <input type="checkbox"/> It lasted about a month <input type="checkbox"/> It has lasted about six months <input type="checkbox"/> It has lasted about a year <input type="checkbox"/> It has gone on for several years

26.	Have you told anyone (that you have been bullied through pictures or video-clips)?	<input type="checkbox"/> I haven't been bullied through pictures or video-clips in the past couple of months <input type="checkbox"/> Your class teacher <input type="checkbox"/> Another adult at school <input type="checkbox"/> Your parents/guardians <input type="checkbox"/> Your friends <input type="checkbox"/> Somebody else _____ <input type="checkbox"/> I have told nobody
27.	Do you think that banning mobile phones in school would help to avoid picture or video-clip bullying?	<input type="checkbox"/> Yes <input type="checkbox"/> No, students will use their mobile phones secretly <input type="checkbox"/> No, they will just send pictures or video-clips after school What would you suggest to stop picture or video-clip bullying? _____ _____ _____

Bullying through phone-calls

(receiving nasty/upsetting or silent calls on your mobile phone)

28.	How often have you been bullied through phone calls in the past couple of months in school?	<input type="checkbox"/> I haven't been bullied through phone calls in the past couple of months in school <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
29.	How often have you been bullied through phone calls in the past couple of months outside of school?	<input type="checkbox"/> I haven't been bullied through phone calls in the past couple of months outside of school <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____

30.	Have you bullied others through phone calls in the past couple of months in school?	<input type="checkbox"/> I haven't bullied through phone calls in the past couple of months <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
31.	Have you bullied others through phone calls in the past couple of months outside of school?	<input type="checkbox"/> I haven't bullied through phone calls in the past couple of months <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
32.	Have you heard of bullying taking place through phone calls in your school or circle of friends in the past couple of months?	<input type="checkbox"/> Yes: _____ _____ _____ _____ _____ _____ _____ <input type="checkbox"/> No
33.	Do you think bullying through phone calls, compared to "normal, traditional, conventional" bullying...	<input type="checkbox"/> has less of an effect on the victim <input type="checkbox"/> has the same effect on the victim <input type="checkbox"/> has more of an effect on the victim <input type="checkbox"/> don't know Reasons: _____ _____ _____ _____

34.	In which classes is the student or students who bully/bullies you through phone calls?	<input type="checkbox"/> I haven't been bullied through phone calls in the past couple of months <input type="checkbox"/> In my class <input type="checkbox"/> In a different class but same grade/year <input type="checkbox"/> In a higher grade <input type="checkbox"/> In a lower grade <input type="checkbox"/> In different grades <input type="checkbox"/> Not in my school <input type="checkbox"/> I do not know who calls me
35.	Have you been bullied through phone calls by boys or girls?	<input type="checkbox"/> I haven't been bullied through phone calls in the past couple of months <input type="checkbox"/> Mainly by 1 girl <input type="checkbox"/> By several girls <input type="checkbox"/> Mainly by one boy <input type="checkbox"/> By several boys <input type="checkbox"/> By both boys and girls <input type="checkbox"/> I do not know who calls me
36.	By how many students have you usually been bullied through phone calls?	<input type="checkbox"/> I haven't been bullied through phone calls in the past couple of months <input type="checkbox"/> Mainly by 1 student <input type="checkbox"/> By a group of 2-3 students <input type="checkbox"/> By a group of 4-9 Students <input type="checkbox"/> By a group of more than 9 students <input type="checkbox"/> By several different students or groups of students <input type="checkbox"/> I do not know who calls me
37.	How long has the bullying through phone calls lasted?	<input type="checkbox"/> I haven't been bullied through phone calls in the past couple of months <input type="checkbox"/> It lasted one or 2 weeks <input type="checkbox"/> It lasted about a month <input type="checkbox"/> It has lasted about six months <input type="checkbox"/> It has lasted about a year <input type="checkbox"/> It has gone on for several years

38.	Have you told anyone (that you have been bullied through phone calls)?	<input type="checkbox"/> I haven't been bullied through phone calls in the past couple of months <input type="checkbox"/> Your class teacher <input type="checkbox"/> Another adult at school <input type="checkbox"/> Your parents/guardians <input type="checkbox"/> Your friends <input type="checkbox"/> Somebody else _____ <input type="checkbox"/> I have told nobody
39.	Do you think that banning mobile phones in school would help to avoid bullying through phone calls?	<input type="checkbox"/> Yes <input type="checkbox"/> No, students will use their mobile phones secretly <input type="checkbox"/> No, they will just call after school What would you suggest to stop bullying through phone calls? _____ _____ _____

Email bullying

(receiving abusive emails to your email account)

40.	How often have you been bullied through email in the past couple of months in school?	<input type="checkbox"/> I haven't been bullied through emails in the past couple of months in school <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
41.	How often have you been bullied through email in the past couple of months outside of school?	<input type="checkbox"/> I haven't been bullied through emails in the past couple of months outside of school <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____

42.	Have you bullied others through email in the past couple of months in school?	<input type="checkbox"/> I haven't bullied through emails in the past couple of months <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
43.	Have you bullied others through email in the past couple of months outside of school?	<input type="checkbox"/> I haven't bullied through emails in the past couple of months <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
44.	Have you heard of bullying taking place through email in your school or circle of friends in the past couple of months?	<input type="checkbox"/> Yes: _____ _____ _____ <input type="checkbox"/> No
45.	Do you think email bullying compared to "normal, traditional, conventional" bullying...	<input type="checkbox"/> has less of an effect on the victim <input type="checkbox"/> has the same effect on the victim <input type="checkbox"/> has more of an effect on the victim <input type="checkbox"/> don't know Reasons: _____ _____
46.	In which classes is the student or students who bully/bullies you through emails?	<input type="checkbox"/> I haven't been bullied through emails in the past couple of months <input type="checkbox"/> In my class <input type="checkbox"/> In a different class but same grade/year? <input type="checkbox"/> In a higher grade <input type="checkbox"/> In a lower grade <input type="checkbox"/> In different grades <input type="checkbox"/> Not in my school <input type="checkbox"/> I do not know who sends me those emails

47.	Have you been bullied through email by boys or girls?	<input type="checkbox"/> I haven't been bullied through emails in the past couple of months <input type="checkbox"/> Mainly by 1 girl <input type="checkbox"/> By several girls <input type="checkbox"/> Mainly by one boy <input type="checkbox"/> By several boys <input type="checkbox"/> By both boys and girls <input type="checkbox"/> I do not know who sends me those emails
48.	By how many students have you usually been bullied through emails?	<input type="checkbox"/> I haven't been bullied through emails in the past couple of months <input type="checkbox"/> Mainly by 1 student <input type="checkbox"/> By a group of 2-3 students <input type="checkbox"/> By a group of 4-9 Students <input type="checkbox"/> By a group of more than 9 students <input type="checkbox"/> By several different students or groups of students <input type="checkbox"/> I do not know who sends me those emails
49.	How long has the bullying by email lasted?	<input type="checkbox"/> I haven't been bullied through emails texts in the past couple of months <input type="checkbox"/> It lasted one or 2 weeks <input type="checkbox"/> It lasted about a month <input type="checkbox"/> It has lasted about six months <input type="checkbox"/> It has lasted about a year <input type="checkbox"/> It has gone on for several years
50.	Have you told anyone (that you have been bullied through emails)?	<input type="checkbox"/> I haven't been bullied through emails in the past couple of months <input type="checkbox"/> Your class teacher <input type="checkbox"/> Another adult at school <input type="checkbox"/> Your parents/guardians <input type="checkbox"/> Your friends <input type="checkbox"/> Somebody else _____ <input type="checkbox"/> I have told nobody

51.	Do you think that banning private internet use in school would help to avoid email bullying?	<input type="checkbox"/> Yes <input type="checkbox"/> No, students will use the internet to bully whilst teachers are not watching <input type="checkbox"/> No, they will just email after school What would you suggest to stop bullying through email? _____ _____ _____
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Chat-room bullying

(being bullied in chat room through abusive messages)

52.	How often have you been bullied in chat-rooms in the past couple of months in school?	<input type="checkbox"/> I do not use chat rooms <input type="checkbox"/> I haven't been bullied in chat-rooms in the past couple of months in school <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
53.	How often have you been bullied in chat-rooms in the past couple of months outside of school?	<input type="checkbox"/> I do not use chat rooms <input type="checkbox"/> I haven't been bullied in chat-rooms in the past couple of months outside of school <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
54.	Have you bullied others in chat-rooms in the past couple of months in school?	<input type="checkbox"/> I do not use chat rooms <input type="checkbox"/> I haven't bullied in chat-rooms in the past couple of months <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____

55.	Have you bullied others in chat-rooms in the past couple of months outside of school?	<input type="checkbox"/> I do not use chat rooms <input type="checkbox"/> I haven't bullied in chat-rooms in the past couple of months <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
56.	Have you heard of bullying taking place in chat-rooms in your school or circle of friends in the past couple of months?	<input type="checkbox"/> Yes: _____ _____ _____ <input type="checkbox"/> No
57.	Do you think bullying in chat-rooms compared to "normal, traditional, conventional" bullying...	<input type="checkbox"/> has less of an effect on the victim <input type="checkbox"/> has the same effect on the victim <input type="checkbox"/> has more of an effect on the victim <input type="checkbox"/> don't know Reasons: _____ _____ _____
58.	In which classes is the student or students who bully you in chat-rooms?	<input type="checkbox"/> I do not use chat rooms <input type="checkbox"/> I haven't been bullied in chat-rooms in the past couple of months <input type="checkbox"/> In my class <input type="checkbox"/> In a different class but same grade/year? <input type="checkbox"/> In a higher grade <input type="checkbox"/> In a lower grade <input type="checkbox"/> In different grades <input type="checkbox"/> Not in my school <input type="checkbox"/> I do not know who sends me those messages

59.	Have you been bullied in chat-rooms by boys or girls?	<input type="checkbox"/> I do not use chat rooms <input type="checkbox"/> I haven't been bullied in chat-rooms in the past couple of months <input type="checkbox"/> Mainly by 1 girl <input type="checkbox"/> By several girls <input type="checkbox"/> Mainly by one boy <input type="checkbox"/> By several boys <input type="checkbox"/> By both boys and girls <input type="checkbox"/> I do not know who sends me those messages
60.	By how many students have you usually been bullied in chat-rooms?	<input type="checkbox"/> I do not use chat rooms <input type="checkbox"/> I haven't been bullied in chat-rooms in the past couple of months <input type="checkbox"/> Mainly by 1 student <input type="checkbox"/> By a group of 2-3 students <input type="checkbox"/> By a group of 4-9 Students <input type="checkbox"/> By a group of more than 9 students <input type="checkbox"/> By several different students or groups of students <input type="checkbox"/> I do not know who sends me those messages
61.	How long has the bullying in chat-rooms lasted?	<input type="checkbox"/> I do not use chat rooms <input type="checkbox"/> I haven't been bullied in chat-rooms in the past couple of months <input type="checkbox"/> It lasted one or 2 weeks <input type="checkbox"/> It lasted about a month <input type="checkbox"/> It has lasted about six months <input type="checkbox"/> It has lasted about a year <input type="checkbox"/> It has gone on for several years
62.	Have you told anyone (that you have been bullied in chat-rooms)?	<input type="checkbox"/> I do not use chat rooms <input type="checkbox"/> I haven't been bullied in chat rooms in the past couple of months <input type="checkbox"/> Your class teacher <input type="checkbox"/> Another adult at school <input type="checkbox"/> Your parents/guardians <input type="checkbox"/> Your friends <input type="checkbox"/> Somebody else _____ <input type="checkbox"/> I have told nobody

63.	Do you think that banning private internet use in school would help to avoid bullying through chat-rooms?	<input type="checkbox"/> Yes <input type="checkbox"/> No, students will use the internet whilst the teacher is not looking <input type="checkbox"/> No, they will just use the internet after school <input type="checkbox"/> What would you suggest to stop bullying through chat-rooms? <hr/> <hr/> <hr/>
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Instant messaging bullying

(bullying through messages on MSN Messenger, Yahoo messenger, ICQ or similar messaging services)

64.	How often have you been bullied through instant messaging in the past couple of months in school?	<input type="checkbox"/> I do not use instant messaging <input type="checkbox"/> I haven't been bullied through instant messaging in the past couple of months in school <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ <hr/>
65.	How often have you been bullied through instant messaging in the past couple of months outside of school?	<input type="checkbox"/> I do not use instant messaging <input type="checkbox"/> I haven't been bullied through instant messaging in the past couple of months outside of school <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ <hr/>
66.	Have you bullied others through instant messaging in the past couple of months in school?	<input type="checkbox"/> I do not use instant messaging <input type="checkbox"/> I haven't bullied through instant messaging in the past couple of months <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week

		<input type="checkbox"/> Other: _____ _____
67.	Have you bullied others through instant messaging in the past couple of months outside of school?	<input type="checkbox"/> I do not use instant messaging <input type="checkbox"/> I haven't bullied through instant messaging in the past couple of months <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
68.	Have you heard of bullying taking place through instant messaging in your school or circle of friends in the past couple of months?	<input type="checkbox"/> Yes: _____ _____ _____ <input type="checkbox"/> No
69.	Do you think bullying through instant messaging compared to "normal, traditional, conventional" bullying...	<input type="checkbox"/> has less of an effect on the victim <input type="checkbox"/> has the same effect on the victim <input type="checkbox"/> has more of an effect on the victim <input type="checkbox"/> don't know Reasons: _____ _____ _____
70.	In which classes is the student or students who bully/bullies you through instant messaging?	<input type="checkbox"/> I do not use instant messaging <input type="checkbox"/> I haven't been bullied through instant messaging in the past couple of months <input type="checkbox"/> In my class <input type="checkbox"/> In a different class but same grade/year? <input type="checkbox"/> In a higher grade <input type="checkbox"/> In a lower grade <input type="checkbox"/> In different grades <input type="checkbox"/> Not in my school <input type="checkbox"/> I do not know who sends me those messages

71.	Have you been bullied through instant messaging by boys or girls?	<input type="checkbox"/> I do not use instant messaging <input type="checkbox"/> I haven't been bullied through instant messaging in the past couple of months <input type="checkbox"/> Mainly by 1 girl <input type="checkbox"/> By several girls <input type="checkbox"/> Mainly by one boy <input type="checkbox"/> By several boys <input type="checkbox"/> By both boys and girls <input type="checkbox"/> I do not know who sends me those messages
72.	By how many students have you usually been bullied through instant messaging?	<input type="checkbox"/> I do not use instant messaging <input type="checkbox"/> I haven't been bullied through instant messaging in the past couple of months <input type="checkbox"/> Mainly by 1 student <input type="checkbox"/> By a group of 2-3 students <input type="checkbox"/> By a group of 4-9 Students <input type="checkbox"/> By a group of more than 9 students <input type="checkbox"/> By several different students or groups of students <input type="checkbox"/> I do not know who sends me those messages
73.	How long has the bullying through instant messaging lasted?	<input type="checkbox"/> I do not use instant messaging <input type="checkbox"/> I haven't been bullied through instant messaging in the past couple of months <input type="checkbox"/> It lasted one or 2 weeks <input type="checkbox"/> It lasted about a month <input type="checkbox"/> It has lasted about six months <input type="checkbox"/> It has lasted about a year <input type="checkbox"/> It has gone on for several years

74.	Have you told anyone (that you have been bullied through instant messaging)?	<input type="checkbox"/> I do not use instant messaging <input type="checkbox"/> I haven't been bullied through instant messaging in the past couple of months <input type="checkbox"/> Your class teacher <input type="checkbox"/> Another adult at school <input type="checkbox"/> Your parents/guardians <input type="checkbox"/> Your friends <input type="checkbox"/> Somebody else _____ <input type="checkbox"/> I have told nobody
75.	Do you think that banning instant messaging use in school would help to avoid instant messaging bullying?	<input type="checkbox"/> Yes <input type="checkbox"/> No, students will use instant messaging whilst the teacher is not looking <input type="checkbox"/> No, they will just use the instant messaging after school <p>What would you suggest to stop bullying through instant messaging?</p> <p>_____</p> <p>_____</p> <p>_____</p>

Website bullying (for example setting up a negative website about someone, revealing personal details etc)

76.	How often have you been bullied through websites (in the past couple of months) in school?	<input type="checkbox"/> I haven't been bullied through websites in the past couple of months in school <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
77.	How often have you been bullied through websites in the past couple of months outside of school?	<input type="checkbox"/> I haven't been bullied through websites in the past couple of months outside of school <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____

78.	Have you bullied others through websites in the past couple of months in school?	<input type="checkbox"/> I haven't bullied through websites in the past couple of months <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
79.	Have you bullied others through websites in the past couple of months outside of school?	<input type="checkbox"/> I haven't bullied through websites in the past couple of months <input type="checkbox"/> It has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week <input type="checkbox"/> Other: _____ _____
80.	Have you heard of bullying taking place through websites in your school or circle of friends in the past couple of months?	<input type="checkbox"/> Yes: _____ _____ _____ <input type="checkbox"/> No
81.	Do you think bullying through websites compared to "normal, traditional, conventional" bullying...	<input type="checkbox"/> has less of an effect on the victim <input type="checkbox"/> has the same effect on the victim <input type="checkbox"/> has more of an effect on the victim <input type="checkbox"/> don't know <input type="checkbox"/> Reasons: _____ _____ _____
82.	In which classes is the student or students who bully you through websites?	<input type="checkbox"/> I haven't been bullied through websites in the past couple of months <input type="checkbox"/> In my class <input type="checkbox"/> In a different class but same grade/year? <input type="checkbox"/> In a higher grade <input type="checkbox"/> In a lower grade <input type="checkbox"/> In different grades <input type="checkbox"/> Not in my school

		<input type="checkbox"/> I do not know who set up the website
83.	Have you been bullied through websites by boys or girls?	<input type="checkbox"/> I haven't been bullied through websites in the past couple of months <input type="checkbox"/> Mainly by 1 girl <input type="checkbox"/> By several girls <input type="checkbox"/> Mainly by one boy <input type="checkbox"/> By several boys <input type="checkbox"/> By both boys and girls <input type="checkbox"/> I do not know who set up the website
84.	By how many students have you usually been bullied through websites?	<input type="checkbox"/> I haven't been bullied through websites in the past couple of months <input type="checkbox"/> Mainly by 1 student <input type="checkbox"/> By a group of 2-3 students <input type="checkbox"/> By a group of 4-9 Students <input type="checkbox"/> By a group of more than 9 students <input type="checkbox"/> By several different students or groups of students <input type="checkbox"/> I do not know who set up the website
85.	How long has the bullying through websites lasted?	<input type="checkbox"/> I haven't been bullied through websites in the past couple of months <input type="checkbox"/> It lasted one or 2 weeks <input type="checkbox"/> It lasted about a month <input type="checkbox"/> It has lasted about six months <input type="checkbox"/> It has lasted about a year <input type="checkbox"/> It has gone on for several years
86.	Have you told you (that you have been bullied through websites)?	<input type="checkbox"/> I haven't been bullied through websites in the past couple of months <input type="checkbox"/> Your class teacher <input type="checkbox"/> Another adult at school <input type="checkbox"/> Your parents/guardians <input type="checkbox"/> Your friends <input type="checkbox"/> Somebody else _____ <input type="checkbox"/> I have told nobody

PLEASE KEEP THIS

If you have a problem with bullying or anything else mentioned in the questionnaire that you have just completed then you can talk to your teacher or Head Teacher who will be able to help.

If you do not feel comfortable talking to someone in school you could talk to your parents, and they can come with you to talk to a teacher about the problem.

You can also ring Childline, the number is 0800 1111. The call is free so you can ring from a phone box, or if you ring from home and don't feel comfortable telling your family then the call will not show up on the telephone bill.

If you have access to the Internet you could look at a website such as www.bbc.co.uk/education/bully, www.childline.org.uk or www.kidscape.org.uk for advice and information.

It is important to remember that bullying happens to lots of people, and you are not the only one that this happens to. There are people in your school and in organisations like Childline who can listen to you and help you.

APPENDIX B: Some websites and sources of advice on cyberbullying

[compiled by Unit for School and Family Studies, Goldsmiths College; also using material from Vanessa Cooper at ABA, Rita Adair, ABA Eastern Region Coordinator; and Kidscape].

WEBSITES

Websites change rapidly and are proliferating as regards cyberbullying. The list below may be helpful but a Google search is also likely to reveal new sites.

Advice Websites and General Information Websites:

<http://www.bullyonline.org/related/mobile.htm> briefly states the increasing use of text messaging as a form of bullying, and then offers comprehensive guidance on how to deal with text message bullying.

www.dfes.gov.uk/bullying/pupilindex.shtml offers advice on how to deal with text message bullying, offering guidance, what steps to take and what information to remember about these incidents.

http://www.besafeonline.org/English/bullying_online.htm offers advice on text message bullying and all other types of cyber bullying (email, msn messenger, bullying on the internet) and general advice on how to deal with bullying.

<http://safety.ngfl.gov.uk/schools/document.php3?D=d65> similar to besafeonline's website offering advice on all types of cyber bullying, but also with strategies of prevention, dealing with the problem, on developing school policies, and with links to anti-bullying organisations and advice networks.

<http://www.kidscape.org.uk/childrenteens/cyberbullying.shtml> gives advice on how to deal with text message bullying and other forms of cyber bullying including video messaging, chat rooms/instant messaging, email and web bullying.

<http://www.bbc.co.uk/schools/bullying/mobile.shtml> explains what constitutes bullying by mobile phone (including text and anonymous phone calls) and gives advice on how to deal with this form of bullying.

http://www.media-awareness.ca/english/resources/special_initiatives/wa_resources/wa_shared/backgrounders/challenge_cyber_bullying.cfm discusses cyber bullying and the relation of cyber-bullying to Canadian law; and action that can be taken by parents, schools and children to combat cyber-bullying.

http://wiredsafety.org/gb/law/spam/uk_cyberbullying.html briefly states increasing use of SMS and Cyber bullying, and offers some advice and help lines.

<http://www.theinquirer.net/?article=19135> brief report on cyber-bullying, including comments by a Queensland University of Technology (Australia) researcher, stating that cyber-bullying reaches a large peer audience and allows no direct method for the victim to retaliate.

<http://www.aboutkidshealth.ca/ofhc/news/Other/3879.asp> offers information about what is cyber-bullying and cyber-bullying in relation to the law.

www.thinkuknow.co.uk for information about staying safe on the Internet, links to the NSPCC/Childline/childnet/NCH websites and games to download and play.

www.chatdanger.com gives advice for young people and parents on using Internet Chat rooms safely.

www.kidsmart.org.uk offers an Internet safety guide for young people

www.bullying.co.uk provides information and advice for parents and children about bullying generally, suggests strategies for dealing with it and provides an e-mail enquiry service.

SOME EMERGING THEMES ABOUT CYBERBULLYING

No place to hide

‘You can’t run or hide from cyber-bullying’. A main theme occurring in much of the literature, especially on the advice websites, is that Cyber-bullying and Text message bullying are not like the traditional form of bullying, where once the victim gets home they are away from the bully until the next day. Cyber-bullying is a form of bullying that the victim cannot escape as they are constantly being sent messages to their mobile etc, and so therefore they cannot escape the bully and bullying.

Different effects?

‘Cyber-bullying worse than Traditional bullying?’

<http://www.thisislondon.com/news/articles/14150257?source=Evening%20Standard>

This article and others suggest that the psychological harm caused by cyber bullying may be more harmful than the generally physical nature of traditional forms of bullying. Self-harming by the victim has been reported due to text message and cyber-bullying, and in the worst cases reports of suicides.

Breadth of audience

Cyber-bullying can reach particularly large audiences in a peer group compared with the normally small groups that traditional bullying reaches. For example when nasty comments are posted on the web, the audience that may see these comments is potentially large.

Invisibility of those doing the bullying

Cyber-bullying is not a face-to-face experience, and provides the bully with an aspect of ‘invisibility’ and at times anonymity. This has been shown by the creation of online pseudonyms by bullies themselves, where they act completely different online compared to as they would in real life. However it is important to remember that electronic bullying is always traceable.

SOME ADVICE REGARDING CYBERBULLYING

General advice culled from websites

For victims of cyberbullying:

Do not reply to the bully, and in many cases this will eventually lead the bully to stop. Do not ignore what is happening, and to contact an adult about the problem. Tell a teacher or parent about any bullying, or call an advice line.

For parents:

Be aware of uses of the Internet, mobile phones and the possibility of cyber-bullying and text message bullying. Encourage their children to talk to them if anything is happening, and if so to take appropriate measures (contact the school, or mobile network, ISP etc).

[The Australian Government has a useful 'Parent's Guide to Internet Safety', see www.netalert.net.au]

For schools:

Amend existing bullying policies to include text message and cyber-bullying, and ensure these forms of bullying are addressed in anti-bullying materials and interventions.

[The Australian Government has a useful booklet and CD 'CyberQuoll Internet Safety Education for Primary school Students', see www.netalert.net.au]

Sanctions against those doing cyberbullying:

ISPs (Internet Service Providers) have Acceptable User Policies (AUPs) that dictate how their Internet service may be used by customers, and if this agreement is broken then the ISP can cancel the Internet connection. The AUPs could be extended to include cyber-bullying under their policies.

Some legal provisions in Britain could be used to combat text message or cyber-bullying: the Protection from Harassment Act; and the Malicious Communications Act 1988/ Section 43 of Telecommunications act 1984.

SPECIFIC ADVICE FOR DIFFERENT FORMS OF CYBERBULLYING

Text/Video Messaging (taken from www.kidscape.org)

- Don't reply to text messaging or video messaging that is obscene or abusive. Your mobile service provider e.g. Orange, T-Mobile, Vodaphone etc should have a number that you can ring to report abusive messaging. Try their website for details.
- If you get your service from BT and receive an abusive call and would like advice, call Freefone 0800 666 700. A recorded message will tell you what to do if you need more help. You can also call free on 150 for personal advice and information about how BT can help you tackle the problem. If the problem continues then contact your nearest BT bureau on 0900 661 441 during office hours. The bureau deals exclusively with malicious and nuisance calls. BT may suggest tracing future calls or changing your telephone number. Almost all calls can now be traced.
- Be careful who you give phone numbers to and don't leave your mobile lying around when you are not there.
- If you receive messages that upset or frighten you, make a record of the times and dates you received them, and report them to the police.
- If you keep getting abusive calls consider changing your mobile phone.

E-mail (kidscape.org)

- If you receive a nasty or abusive email (known as being flamed) don't reply. If it's from someone you think you know, like someone at school, they'll want some kind of reaction. Don't give them the satisfaction of replying and they'll probably stop.
- If they don't stop you need to find out where the email is coming from. Using an email client like Outlook or Outlook Express, clicking the right mouse button over an email will reveal lots of details about where and who the email came from. You can then get your parents to contact the school or the service

provider of the sender of the email. The service provider can be contacted by writing abuse@ whatever the ISP host is, i.e. abuse@hotmail.com.

- The email can also come from people you don't know. Under no circumstances should you reply to these types of email, even if they have a Click here and stop receiving this email link – this will just confirm your email address as a real one.
- You can delete the emails but if the situation becomes serious print them off so that if you need to take action you have evidence.

Web (www.kidscape.org)

- If the cyberbullying is on a school or community website, do as you would do if the bullying was face to face – tell someone like your parents or teachers.
- If it's on a site that you don't know about, you will have to do a bit of research to find out who hosts the website. There is a good article on Bullying Online (see website details below) about general online safety, with a section on how to get more details on possible owners of the website.

Chatrooms or Instant Messaging (IM)

Staying Smart (taken from www.kidsmart.org.uk)

- **Safe** – Staying safe always involves being careful and not giving out your name, address, mobile phone number, school name or password to people online.
- **Meeting** someone you have contacted in cyberspace can be dangerous. Only do it with your parents/carers permission and then when they can be present.
- **Accepting** e-mails or opening files from people you don't know or trust can get you into trouble. They may contain viruses or nasty messages.
- Remember someone online may be lying and not be who he or she say they are. Stick to public areas in chat rooms. If you feel uncomfortable get out.
- Tell your parents/carers if something makes you feel worried or uncomfortable.
- **Remember** someone online may not be who they say they are. Stick to public areas in chat rooms. If you feel uncomfortable get out.
- Always think about what you write – it is very easy for people to get the wrong idea about what you write or how you write it.
- **Tell** your parents/carers if something makes you feel worried or uncomfortable.
- **Reliable** – someone online may be lying about whom they say they are and information you find on the Internet may not be reliable.

Notes from the Anti-Bullying Alliance

Text Someone www.textsomeone.com www.truancyall.com

Text Someone has been developed by a company called Truancy Call who provide schools with a service to call parents on the first day of a pupil's absence. Text Someone is a system that enables pupils to report any problem they are having or other information such as thefts or anti-social behaviour, directly and confidentially

by text, voice or email to a number which the school can publicise. The message would be automatically forwarded to an appropriate person in the school via a secure link. It is being piloted in a school in Leicester in Anti-Bullying Week.

Childnet International

Childnet International's mission is to work in partnership with others around the world to help make the Internet a great and safe place for children. Mary-Louise Morris from Childnet International spoke about what they call cyberbullying at the Kidscape conference earlier in November. She referred to a research paper by Professor Sonia Livingstone from LSE called UK Children Go Online (partly sponsored by NCH) which looked at how children use technology www.children-go-online.net. According to this research, 33% of children say they have received nasty messages online. She also referred to an American website www.cyberbully.org which describes how the effects of text bullying can be even more hurtful than other bullying because it seems more intimate, there's no escape and hurtful material can be disseminated so widely so quickly. From the point of view of the child who is bullying, cyber bullying offers anonymity which leads to disinhibition (more likely to say something you would not say face to face). Childnet International's Kidsmart Project have produced a leaflet for children about Internet Safety which includes reference to phone/text bullying. On their website you can also download a report from a conference in Tokyo about children and technology which includes a paper from John Carr, Associate Director for Children and Technology at NCH

NCH

NCH have a project/campaign called ITOK on their website which provides advice to children and young people about mobile phone bullying.

Fones4Schools campaign www.fones4schools.co.uk

This campaign works with schools to collect old mobile phones and redeem them for cash donations to the school and prizes for the children. As part of this they send out up to 200,000 action packs to students and would like to work with ABA to use these packs to promote an anti-bullying initiative focusing on text messaging.

Vidicom

A UK company that specialises in the development and support of various SMS (text messaging) platforms and wishes to help in the campaigning against bullying. They have developed a service where people who are in distress for various reasons can send a text message and receive a reply rather than having to talk to someone on the phone. It is not clear who or where the reply would come from.

Magility

Although the perception is that nothing can be done apart from changing one's number or getting the Network operators involved, Magility has devised blocking software downloadable directly onto victims' phones that gives them (the victims) control over content entering their phones.