Open Agenda

Southwark Council

Education, Children's Services and Leisure Scrutiny Sub-Committee

Monday 25 February 2013
7.00 pm
160 Tooley Street, London SE1 2QH

Supplemental Agenda

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Contact

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Date: 19 February 2013

Education, Children's Services and Leisure Scrutiny Sub-Committee

MINUTES of the OPEN section of the Education, Children's Services and Leisure Scrutiny Sub-Committee held on Wednesday 16 January 2013 at 7.00 pm at Ground Floor Meeting Room G02A - 160 Tooley Street, London SE1 2QH

PRESENT:	Councillor David Hubber (Chair)
	Councillor The Right Revd Emmanuel Oyewole
	Councillor Rowenna Davis
	Councillor Rosie Shimell
	Councillor Cleo Soanes
	Colin Elliott
	Lynn Charlton
	Councillor Poddy Clark
OFFICER AND COMMUNITY SUPPORT:	Merril Haeusler, Deputy Director of Children's Services – Education
	Kerry Crichlow, Deputy Director of Strategy and Commissioning
	Sam Fowler, Schools for the Future Project Director
	Julie Timbrell, Scrutiny Project Manager
	Sue Sanders, Schools OUT
	Elena Noel, Empowering People for Excellence

1. APOLOGIES

1.1 Apologies for absence were received from Councillors Sunil Chopra and Paul Kyriacou. Leticia Ojeda, parent governor representatives, also sent apologies.

2. NOTIFICATION OF ANY ITEMS OF BUSINESS WHICH THE CHAIR DEEMS URGENT

2.1 There were none.

3. DISCLOSURE OF INTERESTS AND DISPENSATIONS

3.1 There were no disclosures of interests or dispensations.

4. MINUTES

4.1 The minutes of the meeting held on 26 November 2012 were agreed as an accurate record.

5. REVIEW ON BULLYING - SCHOOL AND COUNCIL POLICY IN SUPPORTING VULNERABLE CHILDREN AND REDUCING ABUSIVE AND POOR PEER RELATIONS.

5.1 The chair invited Sue Sanders from Schools OUT to present. She explained that she had lived in Southwark for 27 years and has been part of Southwark's anti homophobic alliance forum for several years.

5.2 Sue Sanders showed a presentation (attached to the minutes), which explained the work of Schools OUT. She outlined their strategy; a key component of this is to increase the visibility of the Lesbian, Gay, Bisexual & Transgender(LGBT) community. She explained that there is now a public duty to promote the inclusion of the LGBT community and Schools Out have been setting out what schools can do to meet this duty. Sue signposted members to resources that are available on the following websites: www.schools-out.org.uk and www.the-classroom.org.uk. She explained that schools often desperately want training on tackling bullying.

5.3 Sue said that complaints are a gift to schools. She reported that often schools assume that all parents are heterosexual and she encouraged schools to ask parents about their sexual orientation and the prevalence of LGBT bullying on forms and in surveys – and to explain why and how the information collected will be used. She explained that support for young LGBT people is vital and social networks can help this. She emphasised that fostering good relationships is very important , and commented that while there is a legislative framework to support the inclusion of LGBT people the culture is lagging; this can be seen in the hate crime statistics. She noted that the visibility of different ethnicities is high, disability is still low, but LGBT people are hardly seen at all.

5.4 Sue reported that the assumption is very much of hetro-normality, whereby people are assumed to be white, heterosexual, able bodied, Christian & male. She explained that when teaching she explains the medical model of disability (that disabled people need to be cured) and the alternative social model (whereby society makes reasonable adaptations to include people with different impairments). She said this model was embraced by teaching leaders. She also explained that the Stephan Lawrence report, which identified 'Institutional Racism', was very important and that this is a concept that can be used for other groups who are disadvantaged and discriminated against. Sue reported that the binary notion of gender is still prevalent.

5.5 Sue said that the solutions are: Language, Law, Role Models and Culture. The classroom website has 32 lesson plans that can be used across different subjects. She reported OFSTED are very much pushing this work and a school would not obtain tops marks without demonstrating good practice.

5.6   She drew the committee's attention to a triangular diagram on the presentation which demonstrated the different levels of discrimination, from name calling, through avoidance and acting on prejudice, up to genocide. She reported that lots of schools have this on their walls and children really like this.

5.7   LGBT history month takes place in February, with a launch in Tate Modern. Sue reported that this initiative received support from the council. The Diversity calendar is an important resource for schools.

5.8   Sue ended her presentation by pointing to the resources available to Southwark schools, such as the Schools OUT website and local expert Shaun Dellenty, who is a Southwark school deputy head and founder of 'Inclusion For All'.She reported that Southwark historian Stephen Bourne has also written a booklet on LGBT history, which needs some extra money to be completed. The chair thanked Sue for her presentation and invited questions.

5.9   A member asked about the prevalence of LGBT bullying in Southwark and Sue responded that had not been able to get a survey done by Southwark to ascertain this. She reported that other boroughs have support groups for young people, but Southwark does not.

5.10   Sue was asked about the high level of homophobic abuse, 74%, that teachers have reported and asked how this usually manifests. Sue explained that this is mainly verbal abuse, and if this is not tackled it will lead to higher levels of exclusion, or possibly violence. A member asked Sue if a young person in a debate said that they were opposed to gay marriage, would that be perceived as homophobic. She responded that no; she would class that as a belief, however, if there was a comment that drew parallels between same sex marriage and sexual relations between humans and animals , then this would be abuse.

5.11   A member asked her about the issue of the choice of changing room used by transgender young people and Sue said that the best solution is to allow people to change where they want to change.

5.12   Sue was asked about the best networks that exist for young people and she mentioned Greenwich Metro and a network in Manchester that organises trips, arts activities and which creates a supportive space where young people are able to come out in a safely. She pointed out that if Southwark were to start such a network it would be used by young people from other boroughs, just as Southwark young people go to different parts of London, often because they feel safer outside of their immediate locality. A member asked if children can access information about these networks online at schools and Sue reported that often this was difficult as the software stopped access to the websites that used terms such as 'lesbian'.

5.13   A member asked about her work in Southwark and she said while she has contributed locally to a booklet and producing a conference, she hardly ever goes to Southwark schools. She reported that she works nationally and feels a little like a prophet who is not welcome in her own country! She added that   local teacher and founder of 'Inclusion For All', Shaun Dellenty, may be working more locally.

5.14 The chair then invited Elena Noel from Empowering People for Excellence. She explained that her focus is on cohesion and community engagement and she has worked predominantly with young people and families where there is a risk of exclusion. She reported that she often works on identity and has been called in to schools to do training on racist bullying. She explained that her background is as a conflict practitioner, focussing particularly on hate crime.

5.15 Elena explained that Southwark schools often have a large number of black children, but often a predominantly white staff who often feel unable to tackle racist bullying. She reported that she most often works with older pupils. Elena reported that around 6 years ago cyber bullying emerged as a worrying trend and that recipients can be terrorised through threats, often sent anonymously.

5.16 She spoke about the high status that gang members often have in schools and referred to a boy on an attempted murder charge who was still in school and put on a pedestal by other children. On another occasion she was aware of a 16 year old who was supplying ecstasy and cocaine. She explained that these children are often referred to as 'generals' and are often not the disruptive children, but they can be deadly. She reported frequently teachers were not aware of the children with gang affiliations.

5.17 Elena reported that she has been asking schools if they have a gang prevention strategy. These used to be uncommon , but are now being developed by schools. She added that schools will report that children are being hassled for money. She added that gangs will often recruit younger children and some act within wider criminal networks. Gangs will often use vulnerable girls and exploit them, for example by encouraging the selling of sexual favours. She explained that sometimes schools will not be aware of the extent of the problem, or will not want to label the problem. She said one issue is that often the teachers are not local, and so do not have sufficient local understanding and in any way many will leave the area soon.

5.18 She explained that as part of her programme she will go and talk with young people about their behaviour. Often the girls engaged in sexual activity will be as young as eleven or twelve and peer pressure can be an issue. Drugs are also an issue with pupils acting as drug couriers. She said that schools should be questioning absences and seeking to understand the reasons. She advised that young people should be involved in developing the anti bullying / anti gang policy and that it is important that the policy is enacted. She added that work to prevent gangs needs complementary work on developing good safeguarding policy and practice. She noted that formally Goose Green had a poor quality response to bullying; however the situation has now improved.

5.19 Elena explained that when she works in schools she will often ask to meet the parents, who are often not aware of their children's involvement, the extent, or of the gravity of the situation .

5.20 The chair invited members the ask questions and the head teacher representative asked how widespread gang/ bullying activity is and what is her evidence base.

Elena said that children she have spoken with report that it is widespread and common. She said that of the around 200 students she had spoken too many of them indicated that they were not reporting incidents because of the fear of consequences and the level of control exhibited by disruptive elements. She explained that she got disclosures because of the way she worked with he young people; however, often there is not the space or time for young people to open up. Elena was asked if she had spoken with school heads and she responded that this is what she is doing now. A member commented that she recognised some of the children's behaviour in Elena's report, but not that of the teachers or head teachers.

5.21　A member referred to cyber bullying and a news-story about a video of young people having sex going viral. She asked how prevalent this was and Elena responded that cyber-bullying can be fast moving and unfamiliar to adults; young people often employ a variety of social media channels and use text slang.

5.22　A member referred to her day job teaching and said she recognised many of the scenarios and asked about engagement with parents. Elena commented that many of the parents left school early and are often uncomfortable visiting schools. She recommended encouraging parents to visit in the good times. Elena was asked what was the best way to engage with parents who are unwilling and she responded that parents are often frightened and agitated and a visit to their homes can help.

5.23　A member asked what recommendations she would have about tackling gangs and Elena commented that sometimes serious offending can be a better term. She said that one of her key recommendations would be to encourage professionals to come together to share information. She also advocated training with people who are credible and knowledgeable. She cautioned that some people offering training are still caught up in their social / criminal networks. Elena said that looking out for trading activity can be a sign. She also said it is important to look out for more vulnerable young people, and young women who may be affiliated, and do follow up work.

5.24　A member mentioned the parental engagement review that the committee undertook and the striking evidence that it is parents, and often fathers, whose positive role most influences their children's educational performance and behaviour. He asked Elena how many children at risk had a positive male role model and she responded that very few did. She explained that often fathers were not around and often mums did not have the time. She added that social issues were very prevalent and increasing with austerity. The member commented that he grew up in Peckham and there were gangs, but there were also fathers and parents that we were scared of.

5.25　Elena commented that often young people lack emotional intelligence and that giving time to young people can make a difference, She said that recognising the signs that something is going awry and giving young people home truths is effective. She explained that she worked with young people looking at role play and through this the young people discovered that they did not like being

disruptive. She added that young people often need a consistent relationship. A member commented that ownership lies with the parents and that government policy must support their role.

5.26 Elena commented that Southwark commissioned a report on raising ethnic minority achievement which was useful. She said that often parents do care, but they don't know how to deal with school and deal with problems and so parents may get angry. She recommended induction programmes on how schools can improve their relationships with parents. She also recommended the work of Crown Lane Primary School, in Lambeth, and their very good practice tackling bullying.

5.27 Sue Sanders commented that we need to find a way to encourage teachers to access training; she acknowledged that the council's powers in this regard are diminishing. A member commented that teachers are often busy and think they do not need it; however schools often do meet in clusters and this can be a good forum. A member asked the head teacher representative if they have received LGBT training in these clusters and she said that they had not yet but could consider it.

6. REVIEW ON LOCAL AUTHORITY ROLE IN EDUCATION

6.1 The chair introduced the item by referring to the two reports circulated: 'Should We Shed The Middle Tier', by LGiU (Local Government information Unit), and 'Unleashing Greatness' by the Academies Commission. He referred to the recommendations, principally for central government, set out on pages 11 and 12, and noted that they would give a clearer and stronger role for local government in relation to academies.

6.2 Concerns were raised that academies are getting around the transparent and fair selection process by holding social meetings with parents and using this to covertly influence the application process.

6.3 A member reported that she had recently attended a LiGU meeting about the report circulated. She reported that concerns were raised that academies were more likely to expel or exclude pupils. Another member referred to recent data from the Department of Education, reported in the media, that shows a significantly higher rate of exclusion by academies , compared to the maintained schools sector.

6.4 There was a discussion about the gap between the wishes and expectations on local authorities to hold academies to account and maintain a coherent educational framework, and their actual powers. Merril Haeusler, Director of Education Children's and Adults' Services, commented that while there have been changes to Local Authorities powers the council has never walked away from its responsibilities. She said that the council work with the vast majority of schools , and both officers and councillors are welcome in all academies. However she acknowledged that the authority have found it more difficult to develop a constructive professional relationship with Harris, but she reported that they are

working to turn this around.

6.5   The Director of Education Children's and Adults' Services said that 12 months ago local authorities were told that the council had no role in holding to account, and ensuring there are good standards, in academies and Free Schools, but before Christmas the Secretary of State announced that local authorities do a have an overall responsibility for the provision of public education. She commented that the Secretary of state cannot run thousands of schools in London from a central educational department.

6.6   She went on to report that Southwark schools are in the top quartile and all schools are signed up for a relationship with the council, which is based on: support, challenge, intervention. She said that she is very proud of Southwark schools and that the admissions process is going from strength to strength. On the issue of exclusions she said that the council need to give schools some credit because leaders have worked tirelessly to improve their practice; 9/10 pupils now leave a school under managed transfers, which are much more likely to be successful. She reported that the council is also working closely with the voluntary sector to provide alternative provision for children where mainstream provision has not worked.

6.7   The Director of Education Children's and Adults' Services commented that she agreed that there is a need for a middle tier , and commented that the approach the council is presentably taking is based on partnership. She also drew the committee's attention to the number of emerging Free Schools and the need for close observation. The Director referred to the LiGU recommendation that the local authorities be given overall control when boroughs have a majority of academies and reported that schools in Southwark give a proportion of their income to fund School Improvement Officers.

6.8   A member queried the channels available to local authorities if there are problems; given the council has little or no power. The Director of Education Children's and Adults' Services responded that usually issues are raised with the Secretary of State, however, if it is a safeguarding matter the council has statutory powers to act. A member asked if going to the Secretary of Sate is effective and the Director commented that Department of Education officials are not on the ground, so their response is not always effective, whereas the council's local position mean it is often in a better position to act.

6.9   A member commented that if a child is excluded the council has obligations. The Director agreed and said she has just returned from a meeting with a head about a managed move.

6.10   A member asked children's services officers about recent figures that indicated that Southwark has a high rate of children waiting for adoption. Kerry Crichlow, Director of Strategy & Commissioning, explained that the Department for Education has agreed with the council that the figures referred to are not accurate; better data will be provided by the end of March. However, she said, the council is not complacent and reported that there is an Adoption Task Force. The member asked how big the scale of the discrepancy is and the Director of Strategy & Commissioning explained that it is around a half or two thirds. She reported that they are still

agreeing the criteria so it is not straight forward.

6.11 The chair recommended that the committee report our anxiety about the lack of local powers of oversight of academies and free schools by local authorities to cabinet. A member queried whether the committee should be lobbying locally or to central government. The chair said the committee can recommend that the cabinet support the LiGU proposal to lobby government for a great role for local authorities and another member commented that this position had cross party support at LiGU.

RESOLVED

The committee will recommend that the Cabinet support the LiGU to lobby the government for councils to be given back powers to monitor the performance of academies.

7. ROTHERHITHE SCHOOL AND SOUTHWARK FREE SCHOOLS

7.1 The chair welcomed Sam Fowler, Project Director, and Kerry Crichlow, Director of Strategy & Commissioning.

7.2 The Project Director reported that Compass are struggling to find a site; they are being supported by Education Funding Agency.

7.3 He reported that the council continues to express concerns about the use of temporary sites because of the longer term affect that changes of location will have on children and parents. Southwark Free school will open in temporary premises; the Ledbury site is not particularly fit for purpose.

7.4 The Judith Kerr Primary School, a German / English bilingual school, is looking for a site and considering the East Dulwich Hospital site.

7.5 The Education Funding Agency is trying to establish a group of sites and then match proposers to sites.

7.6 Harris has approached the council about starting a primary school and is also looking at the East Dulwich Hospital site and its own estate.

7.7 A member asked if the council considered there was a need for a new school in the Rotherhithe area and the Project Director said the council continue to say that there is a need for additional places that can be met by a new school and expansion of existing provision; the council is pursuing both options in case one does not come to fruition.

7.8 Primary schools in East Dulwich were discussed and a member reported that ward councillors were being proactive with Harris and seeking support from parents. The Project Director said that a meeting is planned with Harris. He commented the demand for places can certainly not be met only by expanding current provision and that there will need to be investment in Southwark's maintained primary

schools, supplemented by free schools.

8.   **WORKPLAN**

    8.1   Julie Timbrell, scrutiny project manager, updated the committee on the work plan. She explained that the Environment Department would prefer to send the report on the Olympic and Paralympic legacy in April, as the first meeting of the full Legacy Board is on 28 March. She reported that CVS were contacted and invited to come to this meeting but they did not respond. She said that this may be because they are currently in negotiations with the council about continuing their initiative, which works with parents in challenging situations.

    RESOLVED

Children's Services will be contacted to find out more information about their arrangements with CVS, with a view to inviting CVS to the next meeting.

The Olympic and Paralympic legacy report will go to April's meeting, as the legacy board is meeting on 28 March.

Speakerbox will be coming to the March meeting to give evidence on the Bullying review.

Educate out Prejudice
with
Sue Sanders

Co Chair

Schools OUT

LGBT History Month

The Classroom

Lesbians, Gay Men, Bisexual and Trans People are

BLACK, WHITE, DUAL HERITAGE,
DAUGHTERS, SONS,
AUNTS, MOTHERS, SISTERS, BROTHERS, FATHERS,
UNCLES, NEPHEWS, NIECES, FRIENDS,
COLLEAGUES, WORKERS, NON-WAGED,
STUDENTS, TEACHERS,
CUSTOMERS, DIFFERENTLY-ABLED,
JEWISH, HINDU, SIKH, MUSLIM, CHRISTIAN, GENTILE,
OF ALL RELIGIONS AND NONE,
OLD AND YOUNG,
WOMEN AND MEN,
AND FROM
EVERY POLITICAL PERSPECTIVE

THE PUBLIC DUTY

The Equality Act 2010 introduces a single equality duty on public bodies which will be extended to include all protected strands -. This combined equality duty will come into effect in April 2011 and will have three main elements .

In carrying out their functions, public bodies will be required to have due regard to the need to:

1) Eliminate conduct that is prohibited by the Act, that is discrimination, harassment and victimisation

2)Advance equality of opportunity between people who share a protected characteristic and people who do not share it,

3)Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Eliminating Discrimination, Harassment and Victimisation

- Clear effective policy and practice on behaviour and language.
- Train all staff, front line and backroom on equalities and diversity issues regularly.
- Ensure such training includes case studies that are real to them.
- Use surveys and questionnaires regularly to gauge what is happening in the organisation.
- Analyse complaints received and actions taken and use outcomes to change and develop practice.
- Make reasonable adjustments

Advancing Equal Opportunity

- Equal opportunity is a needs based approach it cannot work on a one size fits all.
  Use surveys, social networks, outside groups to inform you of needs and gaps

- Monitor service users and service givers
  Explain why you are doing it how you keep things confidential, Put on the top of the form what you have learnt since the last time you monitored and what you have done to make a positive difference

- Embed learning in all areas of both service delivery-curriculum, policies and images and employment

Fostering Good Relations

- Requires tackling prejudice and promoting understanding

- Inform people about the issues - history of oppressions problems of accessibility past lack of inclusion

- Education – use the curriculum and images and language

- Ensure that the diversity of the population of the country not just your patch is represented in all the material you use

- Use diversity months

- Ensure your material, publicity, forms are inclusive in image and language and intent.

7. The legal position

7.1   The Equality Act of 2010: Sexuality and transgender are protected characteristics (http://www.equalities.gov.uk/equality_act_2010.aspx)

7.2   Aspects of The Education and Inspections Act 2006 remain, including duties regarding pupils' behaviour: Headteachers must identify and implement measures to promote good behaviour and respect for others and prevent all forms of bullying.
http://www.legislation.gov.uk/ukpga/2006/40/contents

7.3   The Equality Acts 2006 and 2010: Colleges and schools cannot treat homophobic bullying differently to other forms of bullying because it is the law in the provision of goods and services that LGB and transgender pupils are treated the same as their peers. So the curriculum should cater for LGB, heterosexual and for transgender students.
http://www.legislation.gov.uk/ukpga/2006/3/contents

7.4   Ofsted currently inspects pupils' cultural development please refer in particular to paragraph 13 using the following link. This legislation remains and has not been repealed. Inspectors should continue to ask schools and governing bodies whether they meet the legislation.
http://www.communitycohesionncc.org.uk/docs/484.doc

Heternormativity

Where the default position is that 'people' are

White
Non disabled
Heterosexual
Christian
Male

Medical Model

Disability and "fault" is placed on the individual person affected. They need to eradicate or mitigate the effect of their impairments so to be 'normal' and not put strain on society.

The Social Model

The approach is to recognise difference/impairment as the responsibility of society's and find ways to mitigate the barriers.
In other words equal opportunity is not treating every one the same.

.

Education often promotes binary concepts of

Sexual Orientation and Gender

Many activities are single sex

And assumes clarity on gender

Giving the foundation to Homophobia and making trans people at best invisible or at worst discriminated against

Children and young people's experiences

- **With most people's families you don't have to explain to everybody about your whole family, but I do in the playground. People will be like oh, how come you've got two mummies, you can only have one, and then I have to explain it all, but other people don't really have to do that** Briony 6 (London)

- **When people say 'gay'…. I feel worse than other people Mark 8 (London)**

- **When I told the head teacher at my school that I was being bullied because I was gay, he told me that it was my fault for coming out and that I should have kept it quiet** 16 year old (Cambridge)

- **Sources: SexYOUality & Stonewall**

Children and young people's experiences

- **Young people identifying themselves as lesbian, gay or bisexual (LGB) worry more about going to school than those who identify themselves as heterosexual**

- **36% of LGB young people reported being bullied at or near school, compared with 15% of heterosexual young people**

- **A quarter of LGB young people reported experiencing cyber bullying at least once a month compared with less than 10% of heterosexual young people**

- **Source: Health Related Behaviour Survey, Year 10 Cambridgeshire school pupils (July 2010)**

Institutionalised oppression

is the collective failure of an organisation to provide an appropriate and professional service to people because of their race, gender, gender identity, sexual orientation, religion or belief, age, ability or class.

adapted from the Stephen Lawrence Report

Hate crime and incidents

The Association of Chief Police Officers distinguishes between a hate incident and a hate crime.

A hate incident is:

"Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate."

Whilst a hate crime is defined specifically as:

"Any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate."

"Any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate."

Solutions

Language

Law

Role Models

Culture

Education can

Challenge the normalcy model

Question assumptions

Challenge gender/sexual stereotypes

Celebrate difference

Visibilise all relationships and identities

Recognise and validate continuum of sexuality and gender

Challenge binary concept of gender and sexual orientation

Usualise Ourselves

Explore ways of making the diversity of LGBT people in all our ethnicities, ages, religions, disabilities and abilities, genders, camp, and butch

 -Present

  -Visible

  -and Celebrated

"The school promotes equality extremely well, gaining national recognition for its pioneering work in tackling homophobia."

Ofsted, September 2011

Good practice resource - Creating an inclusive school community: Central Street Infant and Nursery School

03 Feb 2012 Ofsted

Knowledge of different types of families ensures that all parents and carers regardless of their sexuality and backgrounds are welcomed into this inclusive school community. Provision in the Early Years Foundation Stage and in Key Stage 1 ensures that pupils whose parents and carers or family members are lesbian, gay, bisexual or transgendered (LGBT) feel included. The school has successfully tackled homophobic language, attitudes and behaviour.

Provider: [Central Street Infant and Nursery School - 107507](#)

Available downloads

File name

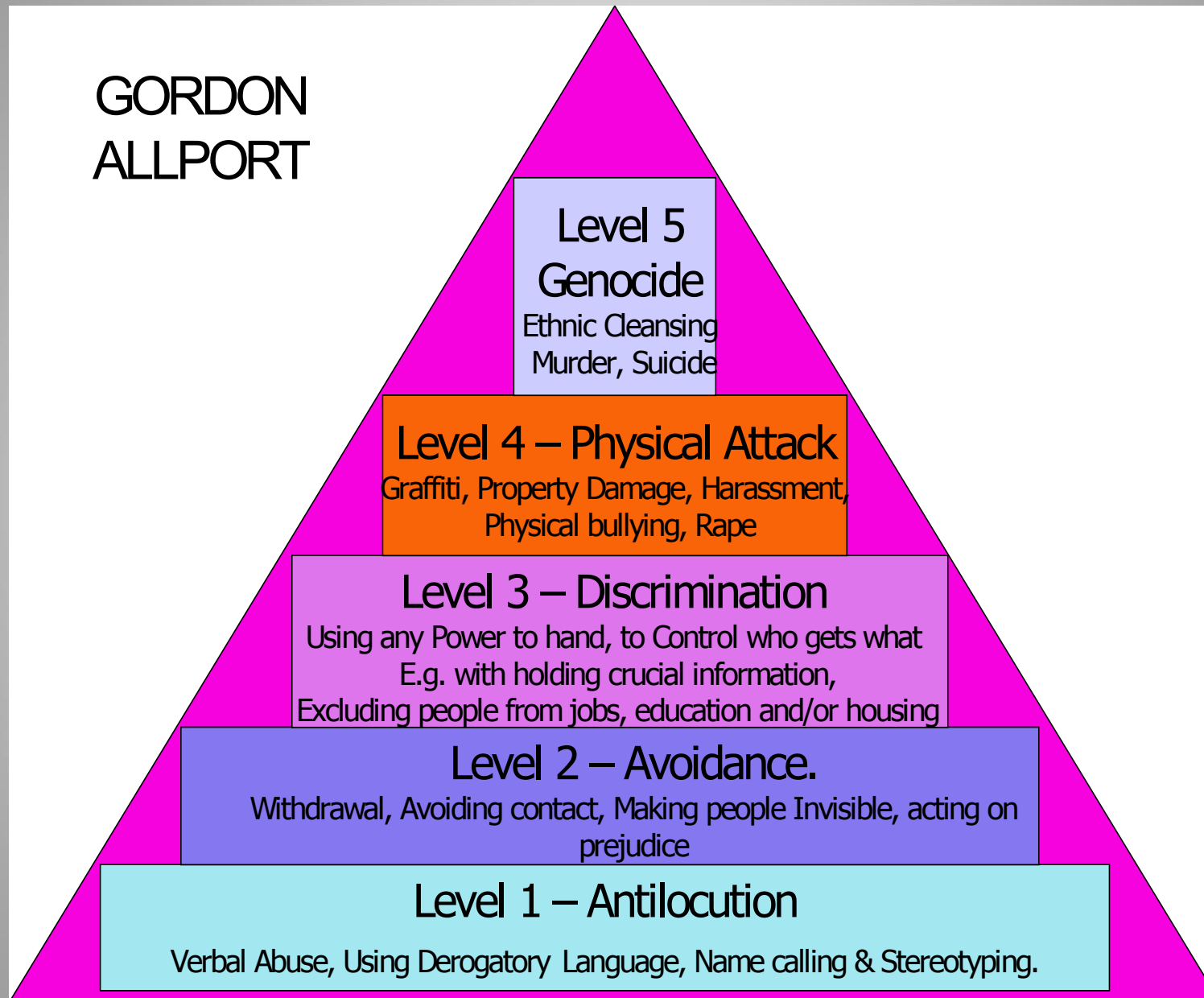[word Central Street Infant and Nursery School - Good practice example.doc](#)

[pdf Central Street Infant and Nursery School - Good practice example.pdf](#)

The behaviour and safety of pupils at the school

1. When evaluating the behaviour and safety of pupils at the school, inspectors will consider:

- pupils' attitudes to learning and conduct in lessons and around the school

- pupils' behaviour towards, and respect for, other young people and adults, including freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability

- how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
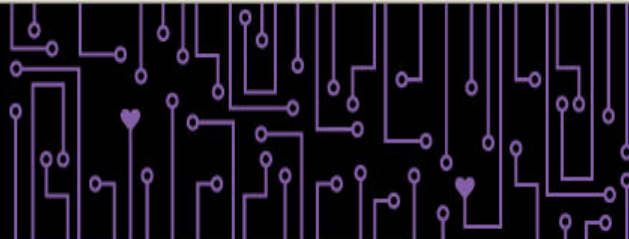
The draft framework for school inspection – Ofsted September 2011

the **class** **room**

LGBTeaching

taught.

01 usualise

02 actualise

03 realise

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By Subject   ▶   Key Stage 1

Key Stage 2

Key Stage 3

Key Stage 4

Key Stage 5

How to: Usualise

Usualising

Explained

More about usualising here.

☆ ☆ ☆ ☆ ☆ ⓘ Rate this

How to: Actualise

Actualising   Jackie is a lesbian.

Explained

This is Marie, Jackie's partner.

0:00 / 1:59   You Tube
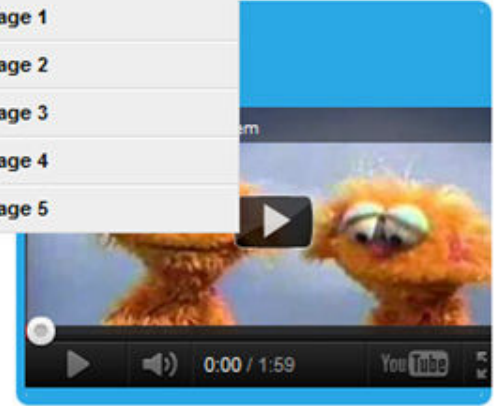
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How to: Usualise

Usualising
Explained

More about usualising here.

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How to: Actualise

Actualising
Jackie is a lesbian.
Explained
This is Marie, Jackie's partner.

More about actualising here.

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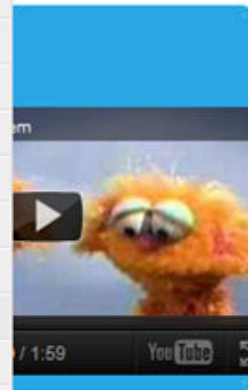
- How to: Usualise
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actualising AIDS bisexual bully
bullying Citizenship civil partnership

Schools Out | Working towards equality in education for lesbian, gay, bisexual and trans people since 1974 - Mozilla Firefox

File   Edit   View   History   Bookmarks   Tools   Help

www.schools-out.org.uk

BBC - Radio 4   Twitter / LGBT_Hist_M...   Dashboard   Schools Out: Working ...   LGBT History Month - ...   Virgin Media | Sign in t...   Gay Star News   (16) Facebook

Schools Out | Working towards equality i...   ×   Flickr: The Schools OUT UK Pool   ×   LGBT History Month - Claiming our history...   ×   +

SCHOOLS OUT

Working towards equality, safety
for all lesbian, gay, bisexual and

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1. To provide both a formal and informal support network for all people who want to raise the issue of homophobia, biphobia, transphobia and heterosexism in education.
2. To campaign on lesbian, gay, bisexual and trans issues as they affect education and those in education.
3. To research, debate and stimulate curriculum development on LGBT issues.
4. To work towards unison between teacher and lecturer unions and other professional stakeholders in education
5. To promote equality in education for LGBT people and all the protected characteristics

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history
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Safer Schools through Acknowledging Diversity

Diversity Calendar

January	Holocaust Memorial Day http://www.hmd.org.uk/
February	LGBT History Month www.lgbthistorymonth.org.uk
March	Womens HistoryMonth http://womenshistorymonth.co.uk/
June	Gypsy and Traveller History Month http://www.grthm.co.uk/
October	Black History Month http://www.black-history-month.co.uk/
November22nd –December 22nd	Disabled History Month http://www.ukdisabilityhistorymonth.com/

INTERNATIONAL DAY AGAINST HOMOPHOBIA AND TRANSPHOBIA
MAY 17TH

November 28th
Transgender Day of Remembrance

Resources and Information

- **Schools Out:** www.schools-out.org.uk
- **Stonewall:** www.stonewall.org
- **LGBT History Month:** www.lgbthistorymonth.org.uk
- **The Classroom:** www.the-classroom.org.uk
- **Gendered Intelligence**
- http://www.genderedintelligence.co.uk/
- **Gires** http://www.gires.org.uk/
- **Out for our children**
- http://www.outforourchildren.org.uk/
- **Mermaids**
- http://www.mermaidsuk.org.uk/
- **No Outsiders**
- http://projects.sunderland.ac.uk/archived/ell-nooutsiders/

- Harvey Milk Foundation and Schools OUT film Competition

- Local Historian Stephen Bourne has a booklet needs funding on Southwark and LGBT History

http://www.rainbowproject.eu/index.htm

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RAINBOW

Rights Against INtolerance: Building an Open-minded World

RAINBOW | Rights Against INtolerance: Building an Open-minded World

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RAINBOW – Rights Against INtolerance: Building an Open-minded World

The project connects EU gay and lesbian associations, schools, media professionals promoting the rights of children and young people to their sexual identity and orientation and who fight against homophobia, in order to A) study stereotypes and B) challenge them.

http://www.rainbowproject.eu/

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An action-research targeted to education professionals (teachers mainly, but also educators), as well as to children and young people, the final beneficiaries.

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Greater Manchester

NUT

Prevalence of Homophobia Survey

Local Teachers Speak Out about Homophobic Bullying abuse of our Children and their colleagues

Summer 2012

“Everyone is an insider, there are no outsiders, whatever their beliefs whatever their colour, gender, or sexuality.”

Archbishop Desmond Tutu

With a foreword by Cllr. Paul Murphy, Chairman of the Greater Manchester Police Authority.

Introduction by Ms. Sue Sanders Co Chair of Schools OUT/LGBT History Month.

Afterword by Professor Ian Rivers Brunel University, London. Patron LGBT History Month and FFLAG.

Sponsored by Schools OUT Classroom and LGBT History Month.

Q and A

Agenda Item 5

Ref: Film - Danny's Parade   13th February 2013

The short film in my opinion undermines past efforts by Southwark to support parents/carers working with schools, helping them to take responsibility for their moral obligations toward their child's welfare and education. The Parental Engagement review conducted under the last administration, challenged parents to be more accountable for their actions, highlighting the difference it could make to their child's future. In this film the parents are there purely to facilitate the desires of Danny. At fourteen he is already in a same-sex relationship, talking about his concerns when going into a bar. At no point does this film show him receiving any advice regarding the dangers of under-age drinking or the need to take precautions before becoming sexually active.

His parents, or indeed this films refusal to challenge or inform him, or the viewers in any of these areas is totally irresponsible and could prove detrimental to their health, given what we already know about alcohol abuse and the Health Protection Agency's warnings about sexually transmitted infections soaring amongst young people. The 2002 Educational Act 'includes a provision (Section 175) requiring school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of children'. In my opinion this film does not do that. I have similar concerns regarding the other films on this DVD, which I shall detail in a future report.

Children viewing this film would be encouraged to challenge their parents/carers who refused to endorse such potentially harmful under age practices. Even representatives from the City Council where the parade was due to take place made it quite clear in the film that they were opposed to 'teens joining in the extravagant boat show'. One commentator was very specific saying 'we want no part of this. We're talking about 11 year old's'. By allowing this to be shown in schools, what message is Southwark Council sending out to parents and carers? Further questions also need to be asked regarding who is monitoring this material, so as to protect the innocence of children from being abused or manipulated.

I would not want any of my children to watch this DVD and cannot, in good conscience recommend such divisive and pernicious material to other parents.

Colin Elliott

Parent Governor Representative

The impact of cyber-bullying on young people's mental health
Research Summary
Niamh O'Brien and Dr Tina Moules

Introduction

The PEAR group is a public health reference group of young people supported by the NCB (National Children's Bureau) Research Centre, with funding from the Wellcome Trust. This summary provides a brief review of the findings from a research project PEAR commissioned to explore the impact of cyber-bullying on young people's mental health. The full report is available from the PEAR website (www.ncb.org.uk/PEAR)

The Research

Research questions

- What are the links between cyber and other forms of bullying?
- How aware are parents about cyber-bullying?
- What do schools do to monitor and deal with cyber-bullying?
- Does cyber-bullying affect the way young people use technology?
- Does increasing use of technology make cyber-bullying worse?
- Why might bullies choose cyber-bullying as opposed to other methods?
- Are there any differences in experiences of cyber-bullying for different groups of young people, e.g. boys and girls?

Methods

A web-based questionnaire and 2 group discussions in which **490 young people participated**.

A questionnaire sent to a selection of secondary schools and colleges - **11 responded.**

The key findings

- Many more girls than boys said they had experienced cyber-bullying in some way.
- Of those who said they had been affected by cyber-bullying the most common effect was to their confidence, self-esteem and mental and emotional well-being.
- More than a quarter of those who had been cyber-bullied said that they had stayed away from school and over a third told us that they had stopped socialising outside school because of it.
- Of those who had been cyber-bullied, over half had sought support mainly from parents and friends.
- Most young people thought that cyber-bullying was as harmful as traditional bullying but some felt that it did not exist and was down to the victim's ability to cope with it.
- The main reason given by young people for why bullies may choose this method is that 'they think they will not get caught'.

How PEAR were involved

- PEAR recruited researchers at Anglia Ruskin University to help them do the research and together they became the 'research team'.
- The research team designed the questionnaires, analysed the data and presented the findings at the PEAR conference through role-play using quotes from the young participants in the research. More details on this process can be found in the full research report (see link below).

What we found

Young people's experience of cyber-bullying

- **18.4%** of young people in the research said that they had been cyber-bullied and more of these were girls **(69%).** More girls had also 'witnessed cyber-bullying', 'known somebody who had been cyber-bullied' or 'known somebody who had cyber-bullied others'. **48.4%** of boys had not experienced any form of cyber-bullying compared to **30.1%** of girls.

Effects of cyber-bullying

- Of those who said they **had** been affected by cyber-bullying the most common effect was to their confidence, self-esteem and mental and emotional well-being.
- Over a quarter of those who had been cyber-bullied **(28.8%)** told us that they had stayed away from school and over a third **(38.9%)** had stopped socialising outside school as a result of cyber-bullying.

Staying safe when using social media

- Although many young people admitted to worrying about cyber-bullying, many more did not worry about it. Some key strategies used by young people to deal with cyber-bullying included; changing or blocking their instant messenger, email addresses and mobile numbers; being careful who they gave their personal details to and reporting the incident to an adult.

Seeking support

"Cyber-bullying is basically still verbal bullying and is definitely psychological bullying. Any bullying is psychological though, really. And any bullying is going to *be harmful"* (Girl)

- Of those who had sought support to deal with cyber-bullying, most said that they had spoken to their parents/carers. More girls spoke to their friends. Nearly half had approached a teacher or someone else in school.
- Reasons for not seeking support included a fear of making the cyber-bullying worse & being able to deal with the incident themselves.

Cyber-bullying and traditional bullying

- Most young people thought cyber-bullying was just as harmful as other forms of bullying (**74.4%**). Some thought it was worse because this bullying is in black and white, could get very personal and involve many more people more quickly. They also thought it was secretive which can cause fear in the victim.

  "I think it's worse because people find it easier to abuse someone when not face to face (Boy)

- A number of young people felt that, for some victims, it was 'their own fault'.

- **69.1%** thought that cyber-bullies did not actually think they were bullying, believing it to be merely a form of 'harmless fun', a joke and therefore not an issue.

  "yes because we learning more and more of people killing themselves over this" (Boy)

- **46.5%** thought cyber-bullying was becoming more of a problem. Reasons included an increase in internet/technology use, a concern for their friends, and cyber-bullying being secretive and easy.

- When young people were asked why they thought some bullies might choose cyber bullying instead of traditional forms, most responded that 'they think they won't get caught' (**78.9%**). More girls chose the option 'they can bully others less obviously' and 'the victim can't escape from it'. When providing more details, young people included being 'a coward', cyber-bullying being a 'much easier' option and the fact that it's 'secretive' as reasons.

Schools/colleges awareness

- **64.9%** said their schools/colleges were aware that cyber-bullying goes on but some said their schools/coleges turned a blind eye to it.

  "my school hide and say that bullying doesn't go on" (Boy)

  "my college runs its own anti cyber-bullying committee"(Girl)

- **44%** felt their schools/colleges did enough to deal with cyber-bullying in terms of being proactive in dealing with it as episodes occur.

- **8 out of the 11** participating schools were confident that they were proactive in dealing with cyber-bullying.

Parents/carers awareness
- **64.4%** believed their parents/carers were aware that cyber-bullying goes on.

- To increase awareness among parents/carers, young people suggested '*more information*,' firstly via the media (e.g. TV, leaflet drops, on news bulletins) and secondly via schools in the form of newsletters and meetings with teachers.

Recommendations
Practical/policy recommendations
- Develop educational programmes around awareness for young people, parents/carers and schools.
- Deliver education that brings together young people and their families to enhance communication in relation to online media.
- Educate young people about what constitutes acceptable behaviour on line.
- Implement the advice provided by young people in this project.
- Support young people to report incidents of cyber-bullying through other young people who could help change attitudes and provide a source of support to young people.
- Develop policies that stress the importance of developing values of care and kindness amongst young people.

Recommendations for further research

- Work with the victims of cyber-bullying to gain more in-depth knowledge about the effects of cyber bullying on mental health and well being.
- Explore the characteristics of the 'victims' of cyber-bullying to tease out what makes some more resilient to cyber-bullying than others.
- Seek to learn more about understanding the bullying behaviour of cyber-bullies.
- Explore the anonymity of cyber-bullying – is it real or perceived?

Involving young people in research
- More time needs to be provided by funders.
- Negotiate a clear understanding of the role of each member of the team at the beginning of the project.

With thanks to the PEAR group:

Adam, Alainna, Alex, Amrita, Bhavika, Callum, Ella, Ellie, Katie, Laura, Roxy & Stephanie

More information
For the full report on this research and more information about the **PEAR project**: www.ncb.org.uk/PEAR

For more details about the research please contact
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For more information about the **NCB Research Centre**:
www.ncb.org.uk/research or email research@ncb.org.uk

For information about staying safe online:
http://www.bullying.co.uk/index.php/young-people/cyberbullying/
www.thinkuknow.co.uk
http://www.digizen.org/resources/

If you need help or advice about dealing with bullying:

Young NCB: www.youngncb.org.uk/need_to_talk.aspx
Information for young people from NCB on getting help if you need to talk

Cybermentors: www.cybermentors.org.uk
CyberMentors is a safe social networking site providing information and support for young people affected by bullying.

ChildLine : www.childline.org.uk, phone 0800 1111
ChildLine is the UK's free, confidential helpline for children and young people. They offer advice and support, by phone and online, 24 hours a day

The Young Anti–Bullying Alliance is a group of children and young people from all around the country determined to put an end to bullying. Supported by the Anti-Bullying Alliance, they have their own **website**: www.anti-bullyingalliance.org.uk/young_anti-bullying_alliance.aspx

Connexions Direct: www.connexions-direct.com, phone 080 800 13219
For young people aged 13-19, including information on dealing with bullying and staying safe online

Samaritans: www.samaritans.org, phone: 08457 90 90 90

The impact of cyber-bullying on young people's mental health

Final Report

November 2010

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Glossary table

Term	Meaning
Commission (in research)	Asking a person/group of people to carry out some research
Data	Information
Data analysis	Working with the data to try to understand the experiences of participants in the research
Dissemination:	Telling others about research and research findings
Focus Group	An interview with a group of people who have something in common (in this case something to say about cyber-bullying)
Framework analysis	Where the data is arranged in relation to the key themes identified by the research questions.
Literature Review	A large search of all the information on a topic from book chapters, journals, databases and others
Participatory Action Research	Bringing together researchers and others to carry out research to make a real difference
Qualitative methods	Where data is gathered generally form a small group of people and it is not analysed using statistical means e.g. interviews, focus groups.
Quantitative methods	Where data is generally gathered form a large number of people and analysed using statistics e.g. questionnaire.

1. Introduction

This report tells the story of how a research project, commissioned and led by a group of young people called PEAR, was carried out. PEAR (Public health, Education, Awareness, Research) was an NCB Research Centre[1] project which supported young people's involvement in public health research with funding support from the Wellcome Trust and the Public Health Research Consortium (PHRC)[2]. The PEAR group were 20 young people, aged 13–18, from London and Leeds, who met approximately four times a year during school holidays during 2008-2010. The project sought to:

- Help young people to learn about, inform and influence public health research and policy
- Develop links between young people and public health researchers and policy makers
- Produce and distribute information about public health issues and research to young people
- Demonstrate the impact of young people's involvement in public health research, and how this can be applied to policy and practice

The group was involved in a range of activities including training in research skills, working with public health researchers and policy-makers on adult-led research projects, organising a conference for adults and young people to discuss young people's involvement in public health and other research, and developing a website about the project (www.ncb.org.uk/PEAR).

A key element of the project was the ring fencing of a proportion of the budget for a project or other activity around young people and public health. The group chose to use this budget to commission a research project where they would have overall control and the opportunity to be involved throughout the process. As part of their work with the PHRC, PEAR had identified what they saw as the main public health issues for young people - mental health and bullying were identified as two of the key issues. Following discussion with NCB Research

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[1] www.ncb.org.uk/research
[2] http://www.york.ac.uk/phrc/

Centre staff and PHRC researchers, the young people decided that they would like to commission a research project to explore the impact of cyber-bullying on young people's mental health. They had not found much research on this new form of bullying, and thought that it might still be relatively invisible or inaccessible to adult researchers. The group also felt that, as most of the research on bullying and mental health starts from an adult perspective, they wanted to commission their own research project. PEAR worked with NCB Research Centre staff to draft the project specification, short-list proposals and select and commission Anglia Ruskin University to carry out this project with them.

This project is one of few, where young people have commissioned the research and participated as researchers. Although the young people did not carry out the day to day work on the project they were responsible for leading and shaping it.

The overall aim of the project was to understand the impact of cyber-bullying on the mental health of young people aged 12-18, from a public health perspective. Within this PEAR wanted to explore:

- The links between cyber and other forms of bullying
- How aware parents were about cyber-bullying?
- What schools do to monitor and deal with cyber-bullying?
- Whether cyber-bullying affects the way in which young people use technology?
- Does increasing use of technology, and new technology, make cyber-bullying worse?
- Why bullies might chose cyber-bullying as opposed to other methods?
- Whether there were any differences in experiences of cyber-bullying for different groups of young people, e.g. boys and girls?

Firstly, the literature will be explored in relation to cyber-bullying and young people's mental health. The process will be described and the findings presented. We will then discuss these findings with references made to key

texts and literature and finally our recommendations and conclusions will be presented.

2. Cyber-bullying in the literature

The key points from the literature:

- Cyber-bullying has some shared characteristics with traditional bullying such as repetition, power imbalance and intention.

- Cyber-bullying is also different to traditional bullying because it is:
Anonymous
Rapid
Victims cannot escape from it

- When young people are involved in sending nasty text messages and emails about another young person they might not be aware of the potential harm they are causing to them

- Bullying in all forms can have a negative effect on a young persons mental health.

2.1 Introduction

This literature review will discuss bullying in the traditional sense before moving specifically onto cyber-bullying. Cyber-bullying and young people, as well as the unique characteristics of cyber-bullying, will then be explored. We will finish this review by examining the characteristics of perpetrators and victims as well as the emotional and psychological consequences of cyber-bullying.

A literature search was undertaken using key databases and specific research journals and book chapters with keywords such as 'young people and…'

- 'Cyber-bullying'
- 'Mental health'
- 'Public health'
- 'Text bullying'
- 'Internet bullying'.

The literature search showed a mixture of quantitative studies using mainly self-report questionnaires with either pre-existing large scale cohorts or samples as well as qualitative studies based upon the in-depth accounts of young people to capture their experiences.

2.2 What is 'traditional' bullying?

Despite the fact that research into bullying, in particular school bullying, has become a global phenomenon over the last 30 years, an agreed definition of what exactly bullying is has still not been agreed (O'Brien, 2009). In the UK for example, no robust national statistics exist for reported cases of bullying in schools and this is, to a large extent, related to the absence of an agreed definition of bullying (OFSTED, 2003; Cowie and Jennifer, 2008). The House of Commons (2007) propose that defining what bullying is and identifying the instances of bullying is the first potential barrier to be overcome in successfully dealing with the problem. The definition used by the DfES states that bullying is:

> "Repetitive, wilful or persistent behaviour intended to cause harm, although one-off incidents can in some cases also be defined as bullying; Intentionally harmful behaviour, carried out by an individual or a group; and An imbalance of power leaving the person being bullied feeling defenceless. Bullying is emotionally or physically harmful behaviour and includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; gossiping; excluding people from groups and spreading hurtful and untruthful rumours."(House of Commons 2007:7-8)

This definition includes an array of behaviours and is consistent with views from children and young people, research in the field, definitions from the Anti-Bullying Alliance and Ofsted (House of Commons, 2007). Moreover this definition incorporates cyber-bullying as an extension of traditional bullying as through technology, the repetition, power imbalance and intention associated with traditional bullying takes place.

2.3 What is cyber-bullying?

The use of online technology is exploding worldwide and is fast becoming a preferred method of interacting among young people (Gross, 2004; Jackson et al. 2006; Hinduja and Patchin, 2009; Shariff, 2009):

> "At its best, the internet is a democratising, rewarding and illuminating experience for our young people; an experience that they embrace with curiosity, vigour and expertise."
> (Cross et al. 2009:11).

While most online interactions are neutral or positive, the internet provides a new means through which young people are bullied. A recent study discovered cyber-bullying to be a serious problem and some participants felt that it was more serious than 'traditional' bullying due to the associated anonymity (Mishna et al 2009). This supports the work of Betts (2008) and Cowie and Jennifer (2008) who found the impact of cyber-bullying was worse than traditional bullying. Such serious impact was due to the secretive nature of the incident, the invasion of personal space and the fact that potentially harmful messages can be sent to large groups in a short time. On the other hand Directgov (2009) assert that cyber-bullying is *just* as harmful as traditional forms of bullying and thus not 'more harmful'. Cyber-bullying has been described 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." (Smith et al. 2008: 376)

This description of cyber-bullying shows that communication technology tools and media are being used to engage in online bullying, and like traditional bullying it is intentional, deliberate and exclusionary (Shariff, 2009).

2.4 Cyber-bullying and young people

Young people have suggested that cyber-bullying is one of the main challenges they face in the digital world (Cross et al. 2009). A survey by the charity Beatbullying (Cross et al. 2009) found that nearly one third of all 11-16 year olds have been bullied online, and for 25% of those the bullying was ongoing. It has been argued however, that not all young people who engage in cyber-bullying are aware of what they are contributing to: "…*what is perceived as a joke or idle remark by the perpetrator may be taken extremely seriously by the target*" (Cross et al. 2009:17). The House of Commons (2007) report shows that it is possible that some behaviour regarded as bullying might not be viewed in this way by those involved. This finding is similar to that of Boulton and Flemington (1996) who studied the effects of a single viewing of an anti-bullying video on secondary school pupils' views of and involvement in bullying. Overall they found little effect measured on questionnaire data gathered before and after viewing the video. The authors found that after watching the video more

pupils revealed that they would now include "*name-calling, telling nasty stories and forcing people to do things they don't want to do*" (Boulton and Flemington, 1996:341) in their definition, than prior to this viewing. The authors conclude that this finding could be very valuable, as it is only when young people realise this behaviour is bullying that they can abstain from acting in this way (Boulton and Flemington, 1996). The same inference can be drawn in relation to cyber-bullying and disseminating pictures/texts. Betts (2008) proposes that in relation to the school anti-bullying policy it must be made clear that any young person who engages in disseminating offensive material is engaging in cyber-bullying.

2.5 What makes cyber-bullying different?

Recent attention has focused on understanding cyber-risks and the potential for abuse because young people are spending more time online than ever before (Mishna et al. 2009; Shariff, 2009). Few empirical studies, however, have been carried out in the UK investigating the phenomenon of cyber-bullying (Cowie and Jennnifer, 2008). The differences between cyber and traditional bullying though are well documented:

- Cyber-bullying can be anonymous,
- It can have a rapid effect as comments/videos etc are sent around the world in minutes and
- It is a form of bullying that victims cannot easily escape from.

2.5.1 Its anonymous

Cyber-bullying remains more anonymous than traditional bullying (Steffgen and Konig, 2009). It allows young people the opportunity to engage in behaviour with their peers that they would not usually engage with 'offline' under the protection of a user-name (Cross et al. 2009; Betts 2009; Coyne et al. 2009) Those who are not physically big enough to engage in physical bullying in school or elsewhere or popular enough to engage in verbal or relational bullying can now do so online without fear of reprisal (Hobbs, 2009). Anonymity is enhanced by the ineffective formal and informal mechanisms in place especially around phone and email chat (Coyne et al. 2009). As cyber-bullying is more secretive than traditional bullying, perpetrators are not always aware of the immediate affects their behaviour has on the victim. As a result cyber-

bullies might experience less empathy than those who bully in the traditional sense (Steffgen and Konig, 2009).

2.5.2 Its rapid

Shariff (2009) shows that young people subjected to verbal abuse at school can have this abuse supported by a number of spectators and bystanders. When this verbal abuse follows the young person into cyber-space in the rapid way it does, it continues at home. Not only are young people then victims of bullying in what should be perceived to be a safe environment (Mishna et al. 2009), but its rapid arrival into cyber-space means that an infinite number of supporters can join in the bullying. Many of these supporters would not normally engage in the abuse face-to-face and might not understand the impact it can have on the victim while they hide behind their computer screens (Cross et al. 2009).

2.5.3 Victims cannot escape

Due to its secretive nature, cyber-bullying can occur at any time and victims, it could be argued, cannot escape from it. Cross et al. (2009) consider that if young people are not online they cannot be subjected to cyber-bullying and argue that young people with limited access to the internet and/or less experience of usage are in fact more vulnerable. For young people using social media, there is a sense of permanence about the cyber-bullying. Although nasty texts and emails can be erased, mobile phones for example are generally carried everywhere by young people thus making it more difficult to escape (Shariff, 2009).

2.6 Prevalence of cyber-bullying and the characteristics of perpetrators and victims

Research on bullying to date has mostly concentrated on how children would react if they were a victim (Camodeca and Goosens, 2005). However, not all children are victims, some are bullies, some are bystanders and some are uninvolved (Olweus, 1995). In relation to the perpetrators of bullying, the research remains quite limited. However, what it does indicate is a link to depression and suicidal thinking, which if not acted upon quickly can lead to violence as adults in both the home and the workplace (House of Commons,

2007). Those involved in bullying as both perpetrators and victims form the bully/victim category and are especially prone to mental health problems (Rigby, 2003). These qualities have become the focus of considerable debate (Rigby, 2003).

All too often victims of bullying are afraid to come forward and report the incident, leading to a series of potential negative effects. Following widespread concern about these negative effects in relation to students' academic attainment and emotional well-being, bullying has become a key public policy issue in recent decades (Alexander et al. 2004). Many young people who engage in cyber-bullying, whether perpetrating it, or supporting it, are unaware of the emotional and psychological consequences associated with it. Cross et al. (2009) discuss the media reports highlighting stories of young people committing suicide following "…*relentless hate campaigns waged on Bebo and Facebook*" (p.9). They also consider the academic research which is beginning to show how victims of cyber-bullying become isolated, have poor educational attainment and engage in self destructive behaviour (Cross et al. 2009).

The next section will detail the process we followed throughout the project including the methods used and how PEAR contributed throughout the life of the study.

3. The Research Process

> The key points from the process
> - This research was unique because it was commissioned by young people and developed collaboratively between young people and adult researchers.
> - The research team was made up of PEAR members and the adult researchers at Anglia Ruskin University. They worked together to design an online questionnaire for young people and the questions for the two focus groups. They also designed a questionnaire which was sent to schools and colleges.
> - The research team analysed the data and presented the findings at the PEAR research conference.

3.1 How the research was done

We used participatory research with a mixture of quantitative and qualitative methods. Participatory research is a process of enquiry where those normally studied become actively involved in the research process. In this study the young people who commissioned the project became actively involved in all aspects of the study.

This research is quite rare because it was commissioned by young people and developed collaboratively between young people and adult researchers. Usually it is the adult researchers who decide the research agenda, in this case the young people made this decision. The young people decided the topic for investigation, helped write the project specification and short listed the proposals. The young people also decided the questions for possible candidates and contributed to the decision to commission Anglia Ruskin University to carry out the research work.

This was a new approach for the researchers at Anglia Ruskin University who had to convince a group of young people that they were the best candidates for this job. The participation of the PEAR group members to the research was a

fundamental element of the project. The ethos adopted was that young people fully participated wherever and whenever they could and if their own agenda was met together with the criteria of the project then we felt 'participation' had been achieved.

A favourable ethical opinion was gained from Anglia Ruskin University's Ethics Committee.

3.2 The methods we used.

PEAR membership spanned the two cities of London and Leeds and it was important to give all PEAR members the opportunity to participate. We attended PEAR meetings in both cities in order to make decisions about the project. The research team, made up of PEAR members and the adult reseachers, decided to use an online questionnaire for this national study as it was felt that more young people could be reached in this way. The team also decided that it would be beneficial to speak to some young people face-to-face after we had analysed the questionnaire data to tease out some of the issues. Two focus groups were run for this purpose.

3.2.1 The online questionnaire

The online questionnaire was designed collaboratively by the research team over 2 months from February-April 2010. We had 4 meetings (two in London and two in Leeds) and then remained in contact through email. The email contact meant that the questionnaire was formatted by the adult researchers and then checked and verified by the young people. No part of the project progressed until the decision had been made by the whole team; so for example, if the adult researchers felt the need to add an additional question to the questionnaire this was sent to the young people for comment. If the young people chose not to comment this was taken as agreement and we progressed.

Once we had agreed on the questionnaire content we launched it on Survey Monkey and it remained open from 12th April 2010 – 28th May 2010 (7 weeks) (Appendix 1).

The online questionnaire was aimed at all young people aged 12-18 in England. In order to target as wide an audience as possible the link for the survey was placed on the PEAR website which is accessed by young people. We also sent out fliers and advertisements to local and national youth groups. The adult researchers at the university promoted it among social work and nursing students who work with young people and the PEAR members promoted it among their friends, schools and youth groups.

3.2.2 The schools questionnaire

The research team also felt it was important to ascertain the views of staff in secondary schools and find out what they were doing about cyber-bullying and young people's mental health. As a result, a random selection of 60 secondary schools in 2 urban and 1 rural area in England were asked to participate in the research via a paper questionnaire. They were also provided with a web-link to the survey if they preferred to participate in this way.

3.2.3 Analysis

In July 2010 PEAR had a residential weekend where members of the London and Leeds groups came together to work on this and other projects. At this residential we spent time analysing the data from the questionnaire. We began with the quantitative data and Niamh (one of the adult researchers) took along a sample of some of the graphs generated through Survey Monkey. The young people divided themselves into two groups and were asked to look at these graphs and consider 3 questions:

- What is the graph telling us?
- What is it not telling us?
- Do you find anything interesting about it?

For example, box 1 shows how the 2 groups made sense of the quantitative data related to the following question: **In your opinion why might some bullies choose cyber-bullying instead of other methods? (Please tick all that apply).**

Box 1: Quantitative data

> **What is this graph telling us?**
>
> Group 1 "*the number of each reply and the total number of replies*"
>
> Group 2 "*nature of cyber-bullying is quite private…*" "*highlights that they think they won't get caught….sneaky*".
>
> **What is it not telling us?**
>
> Group 1: *"What is the 'something else' and any combination of answers".*
>
> Group 2: *"What are the other reasons people gave?* (something else), we *won't get the qualitative data from the graph!"*
>
> **Do you find anything interesting about it?**
>
> Group 1: "*Proportion of replies, the dominance of 'they think they won't get caught'*"
>
> Group 2: "*cyber-bullying comes across as secretive, harder to deal with as it's less obvious and people can't see it as much*".

We then discussed the qualitative data gained from the 'tell us more' questions. Framework Analysis was used to organise data according to key themes, concepts and emergent categories. Niamh provided some of the quotes from respondents which were already categorised into themes (PEAR did not see how this data had been themed). These themes were placed on cards and put in a row (in no particular order) on the floor. Niamh then mixed up all the quotes and asked PEAR members to match the comments to whatever theme they felt it suited. PEAR members had the option to develop their own themes if they felt the ones provided did not fit the data. Once this was done we compared PEAR's matches with Niamh's. It was very interesting to find that we had some similar ideas but also some very different ones.

In order to give PEAR members the opportunity to devise their own themes Niamh provided additional quotes. These quotes had been assigned to a different theme than the ones we had previously worked on and PEAR were not informed of this new theme. They were asked to work together with these new quotes to devise their own themes, but they actually felt this new data fitted the themes identified and arranged the data accordingly. As no new themes

emerged from this exercise it was clear that the adults and young people thought similarly about what the data meant.

3.2.4 The Focus Groups

At the residential in July we made decisions about the focus groups and how they would run. The young people received training on focus groups and we worked together to devise the topic guide (Appendix 2). Following this meeting the young people were made fully aware of how they could be involved in running the focus groups; including facilitating, note-taking, supporting other young people and finalising the topic guide. Due to other commitments, however, young people were unable to be involved in this part of the project. Two focus groups were run by Niamh in August and September 2010.

Across the months of August and September, young people were asked to comment on various aspects of the project including the focus group topic guide and the analysis process. This involved sending data to them for analysis and comment and supporting them to do this.

Two PEAR members in particular were very interested in the analysis part of the project. Prior to the analysis training in July, one young person emailed Niamh and asked to see some qualitative and quantitative data. He spent a lot of time making sense of this data and returned the finished analysis by email. At the residential he gave feedback to the rest of the PEAR members about how he analysed the data. He also told them that this is a timely activity and requires a lot of concentration.

Following the analysis training, another young person asked for some qualitative data as she wanted to apply her learning in relation to a framework analysis. It was very interesting to see yet again that a young person was arriving at the same conclusions as the adult researchers.

3.3 The dissemination

We had our final meeting in September when the adult researchers fed back to the PEAR group about the total findings. We made decisions about how the report should be presented and how we would disseminate the findings. The

PEAR group were also in the process of arranging their own research conference in order to celebrate the voice of young people in research more generally and to share their own work. It should be noted at this point that the decision to disseminate the findings of this project at the PEAR conference had already been decided by the young people prior to the work beginning so we were always working towards this deadline.

PEAR decided that they would like to disseminate the findings from this project via a role-play as they did not like the idea of PowerPoint for their presentation. It was decided that Niamh would present some key-findings through PowerPoint and then hand over to the PEAR members who would perform a role-play from a newsroom where a young person who had been cyber-bullied and a specialist in the field were being interviewed on television. This role-play focussed on the questions asked in the research and used direct quotes from the respondents in order to ensure the voice of young people were well and truly heard.

3.4 Reflections on the methods

3.4.1 The questionnaire

The web-based questionnaire proved very successful as a research tool when trying to reach a large geographical audience. Having members of the research team as members of youth clubs and schools, as well as university staff, further helped to promote the survey to young people in the target age-range. NCB also helped with this process. A pilot study was not conducted due to the time constraints of the project which in turn proved as a weakness. Anecdotal feedback from young people who had completed the questionnaire showed that it was very long. Many of the questions did not relate to cyber-bullying and how it related to young people's mental health, carrying out a pilot study might have brought these issues to light a little earlier on in the project.

3.4.2 The Focus Group

The focus groups gave us the opportunity to explore cyber-bullying and young people's mental health in more depth with young people. Having this face-to-face contact with young people as research participants validated the responses from the questionnaire. PEAR members were instrumental in

helping to design the focus group topic guide but having involvement from them in running the focus groups would have been very beneficial in order to put young people truly at the centre of this research.

3.5 How decisions were made

This project was one of true collaboration and participation between adults and young people. At various parts of the project young people alone made the decisions, at other times adults made them and for the most part decisions were made by the research team as a whole. Model 1 below shows who made the decisions

Model 1

The young people:
- The research agenda
- How data was gathered
- How findings were presented at the conference

Everyone
- The methods and questions used
- What the final report looked like

The adults
- How data was analysed
- How the report was formatted,
- Where the focus groups ran
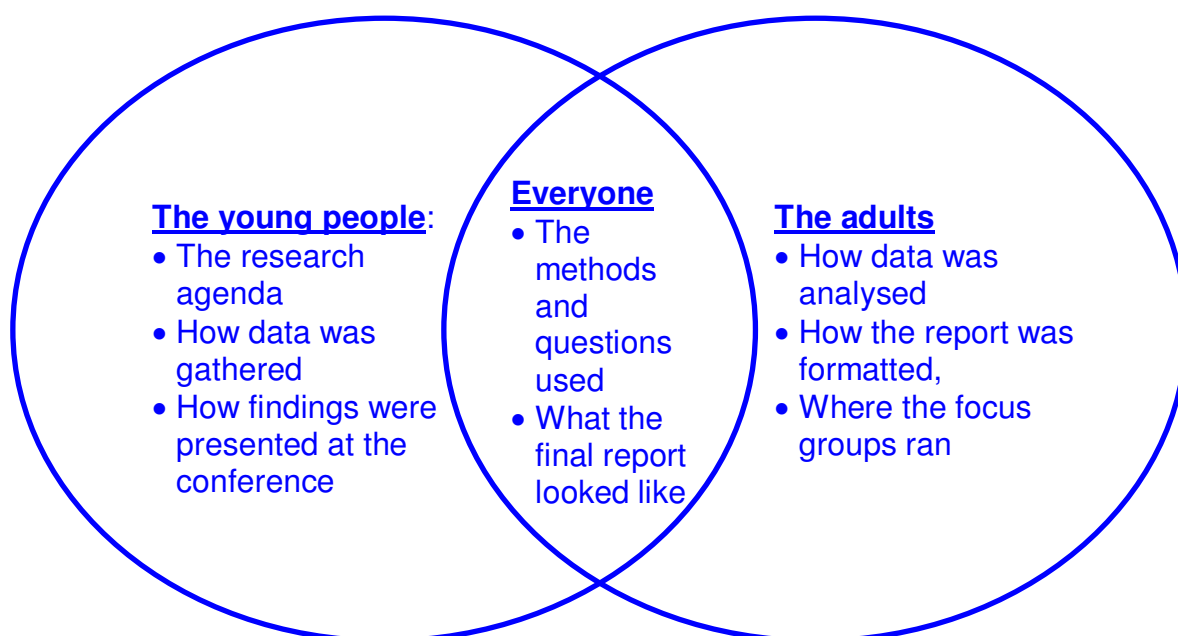
In the next chapter the findings from the online questionnaire and the 2 focus groups are presented using direct quotes from the young participants to ensure the voices of the young people remained as paramount to the project.

4. Findings[3] – the young people

> The key findings
> - More than twice the number of girls than boys said they had experienced cyber-bullying in some way.
> - Of those who said they had been affected by cyber-bullying the most common effect was to their confidence, self-esteem and mental and emotional well-being.
> - A quarter of those who had been cyber-bullied (28.8%, n23) stayed away from school and over a third (38.9%, n31) stopped socialising outside school.
> - Of those who had been cyber-bullied, over half had sought support mainly from parents and friends.
> - Most of the young people thought that cyber-bullying is as harmful as traditional bullying but some feel it does not exist and is down to the victims ability to cope with it.
> - The most cited reason given for why bullies choose this method is that 'they think they will not get caught'.

This chapter presents a brief review of the findings in relation to each of the questions in the on-line questionnaire pulling out specific data in relation to those who have experienced cyber-bullying and any differences between boys and girls. Data from the focus groups are included where relevant.

A web-based questionnaire was completed by 499 young people in England aged 11-19 years. Twenty-six responses were discarded as incomplete leaving the response as 473 young people. Seventeen young people took part in the focus groups aged 10-17 years. **The total number of young people participating in the research was 490.**

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[3] All quotes from respondents to the questionnaire are lifted directly from the questionnaire and have not been corrected for grammar and spelling. FG after a quote stands for Focus Group.

4.1 Demographic data[4]

Girls represented 58.6% (n287) of the total participants in the study while boys made up 41.4% (n203).

Graph 1

Ages of all young people in the research
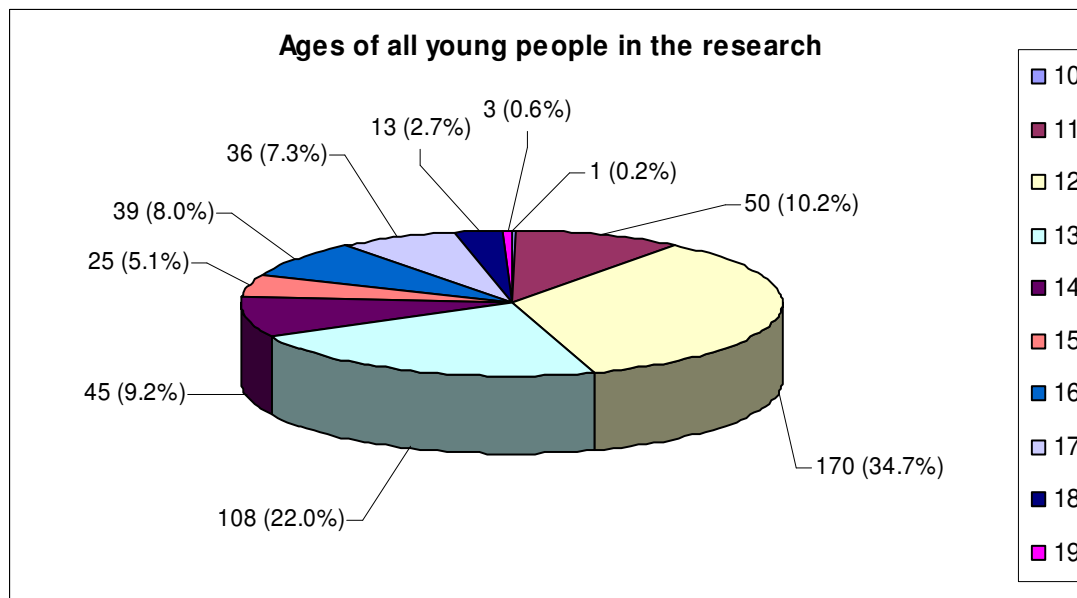
The majority of the participants were White British (54.1%, n265). The remaining were either Asian/Asian British, Black or Black British, Mixed - White and Black and White Other. The vast majority lived with their parents (98.3%, n451) and attended state secondary schools (86.7%, n410).

4.2 Please tell us what you think cyber-bullying is

The act of cyber-bullying was deemed to have a number of features: (see Appendix 3 for more detail).

1. The medium of communication - Many young people felt that cyber-bullying consists of traditional bullying methods such as '*harassment'*, '*antagonising'*, '*tormenting'*, '*threatening'* via different forms of technology. Some even regarded the "*physical distance between the victim and the bully*" to be important aspects of the cyber-bullying episode.

2. The behaviour - Some young people considered the features of this behaviour to be '*secretive', 'repetitious'*, and creating '*fear'*.

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[4] **Note**: Not every young person answered every question so the n values for some questions are different from others.

3. The impact - This impact varied for young people and included the feelings of the victim, the intention involved with cyber-bullying to target vulnerable young people, excluding young people and intentionally sharing hurtful information about others via social media.

4. The blame on the victim - A minority of young people felt that cyber-bullying was just '*nonsense'* and one young person felt it didn't exist.

4.3 Use of social media

Graph 2 shows the type of social media used by young people in the questionnaire.

Graph 2
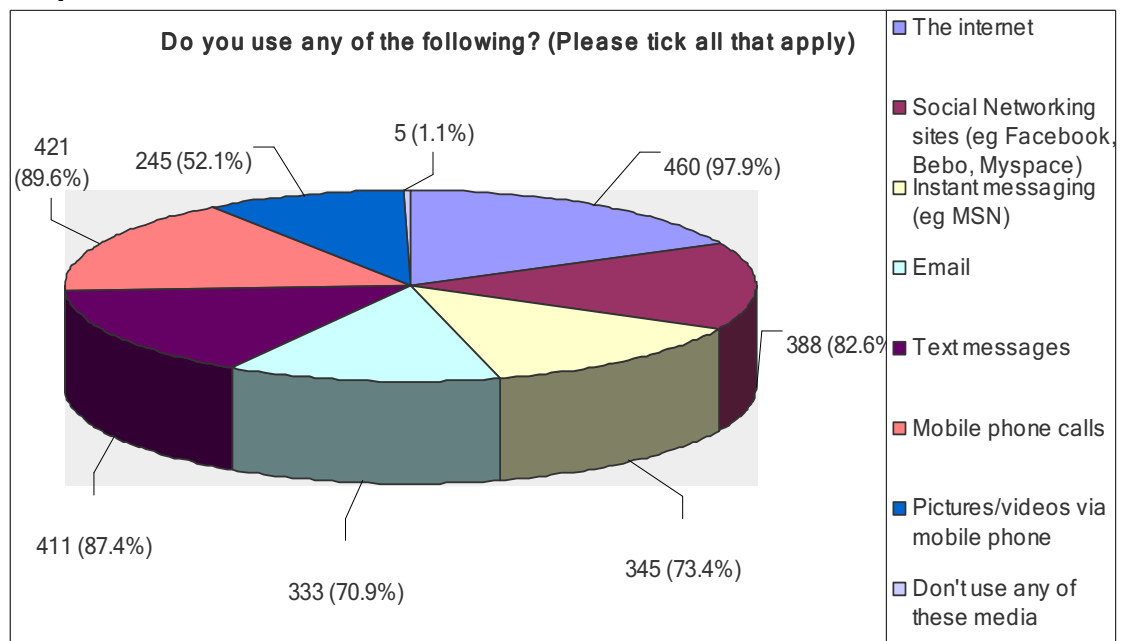
The types of social media used by boys and girls in this study were similar though girls used both email and text messaging more than boys. Over 92% (boys and girls) said they used the different types of media 'at home'. For the most part, young people admitted they used various types of social media 'more than twice a day' and email 'once' or 'twice a day'.

4.4 Experiences of cyber-bullying

We asked young people to tell us about any role they have played in the cyber-bullying experience (see graph 3).

Graph 3:

Role in cyber-bullying episode

- Been cyber-bullied?
- Cyber-bullied others
- Witnessed cyber bullying
- Known somebody who has been cyber-bullied
- Known somebody who has cyber-bullied others
- Don't know
- I have not experienced any of the above

116 (26.3%)

196 (44.4%)

29 (6.6%)

87 (19.7%)

166 (37.6%)

62 (14.1)%

112 (25.4%)
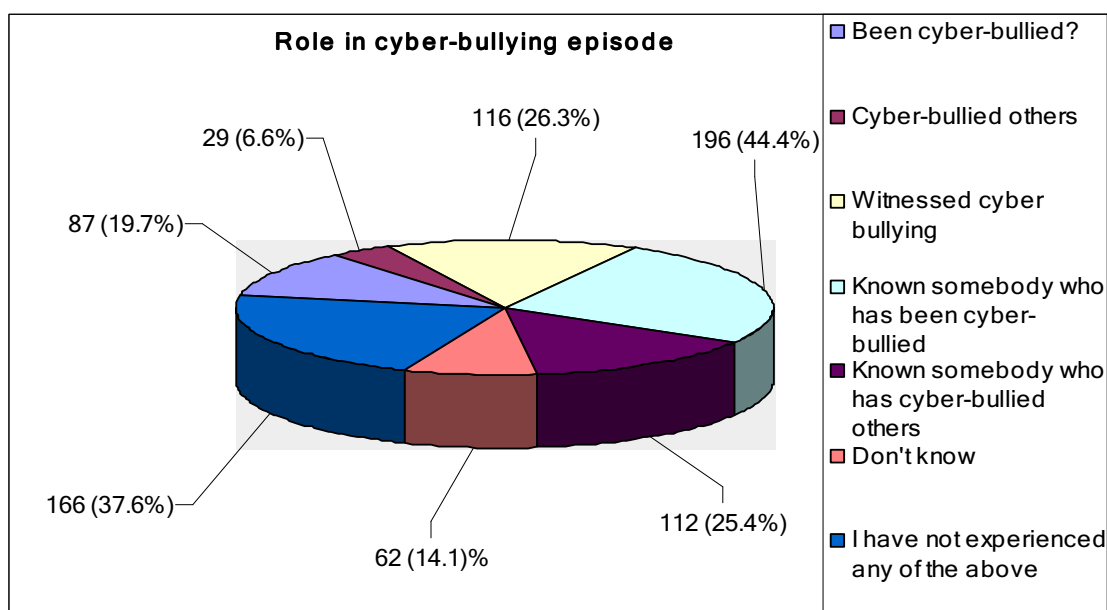
Differences between boys and girls were noted:

- 19.7% (n87) of the respondents had been cyber-bullied and of these more were girls (60 girls, 27 boys).

- More girls had 'witnessed cyber-bullying' (30.5%, n79 girls; 20.3%, n37 boys) 'known somebody who has been cyber-bullied' (54.4%, n141 girls; 30.2%, n55 boys) and 'known somebody who has cyber-bullied others' (32.8%, n85 girls; 14.8%, n27 boys).

- Nearly half of all boys (48.4%, n88) have not experienced any form of cyber-bullying compared to less than one third of girls (30.1%, n78).

- More than twice the number of girls than boys said they had experienced cyber-bullying in some way (56.4% girls, n154; 36% boys, n72)

"I was cyber-bullyed on Facebook, because someone put several hurtful comments in response to my status updates and profile pictures. This actually was extended into school by the bully, but at this stage the bullying was eliminated. For these personal reasons I believe Facebook should be installed with a panic button" (Boy).

"I have known somebody who found it funny to pretend to be somebody else and make fun of people online, whether it upsetted the victim or not, I am unsure." (Girl)

Of those that had been cyber-bullied (19.7%, n87), nearly a third experienced cyber-bullying via social networking sites with text messaging being the next

most frequent medium and more than a third knew somebody who had been cyber-bullied. Of these 87, 18.4% (n16) had cyber-bullied others. This point was also raised in the focus groups as a reason why some young people choose cyber-bullying over other methods.

> "…..it's probably because they got bullied theirself" (Girl, FG2)

> "…… but like they're experiencing some kind of bullying that made them like bully …... They've got to be told that that's wrong more gently because if they go through something really bad and that makes them bully then......... (Girl, FG1)

Graph 4 shows the form the cyber-bullying took and there were no significant gender differences.

Graph 4
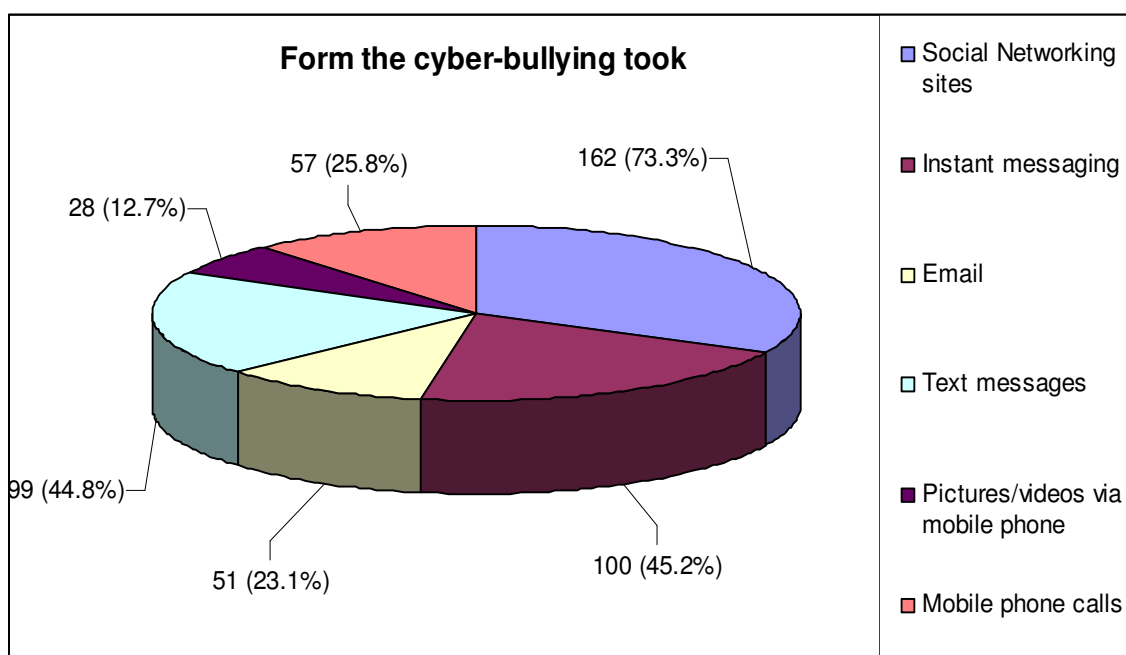
4.5 Effects of cyber-bullying

Those who had experienced cyber-bullying in some way (36% boys, n72 and 56.4% girls, n154) were asked what effect this experience had had on them along a continuum in relation to their confidence, their level of self-esteem, their mental and emotional well being, their attendance at school and their use of social media. The most common answer for all aspects was 'not at all'. However, of those who said they had been affected the most common effect was to their confidence, self-esteem and mental and emotional well-being. Few

felt they had been affected 'a lot' or 'very' much in relation to all five effects (see Appendix 4 for detailed review of this data).

More girls (20%, n31) than boys (7%, n5) provided additional detail about how the experience had affected them.

> "it did not affet me i used my mum's tactic and just said "yeah whatever" (Boy)

> "I developed anorexia nervosa. Although not the single cause of my illness, bullying greatly contributed to my low self-esteem which led to becoming ill" (Girl)

Further analysis of the data was carried out for those who had been cyber-bullied (Appendix 4). Of these 87, 36.6% (n30) said it had affected their confidence from 'quite a lot (13.4%, n11) to 'very' (13.4%, n11), whilst 32.9% (n27) said it had not affected their confidence at all. Figures were similar for self-esteem. Finally, with regards to mental and emotional well-being 51.9% (n41) said cyber-bullying had affected them but for most (21.5%, n17) this was only 'a little'. Only a small number, 12.7% (n10), felt 'very' affected by the cyber-bullying episode. However a quarter of those who had been cyber-bullied (28.8%, n23) stayed away from school and over a third (38.9%, n31) stopped socialising outside school.

When comparing those who had been cyber-bullied with the rest of the research participants, it is worth noting that those who had been cyber-bullied were more affected overall specifically in relation to 'confidence' and 'self-esteem'.

4.6 If you worry about or have been affected by cyber-bullying what have you done to make yourself safe?
Graph 5
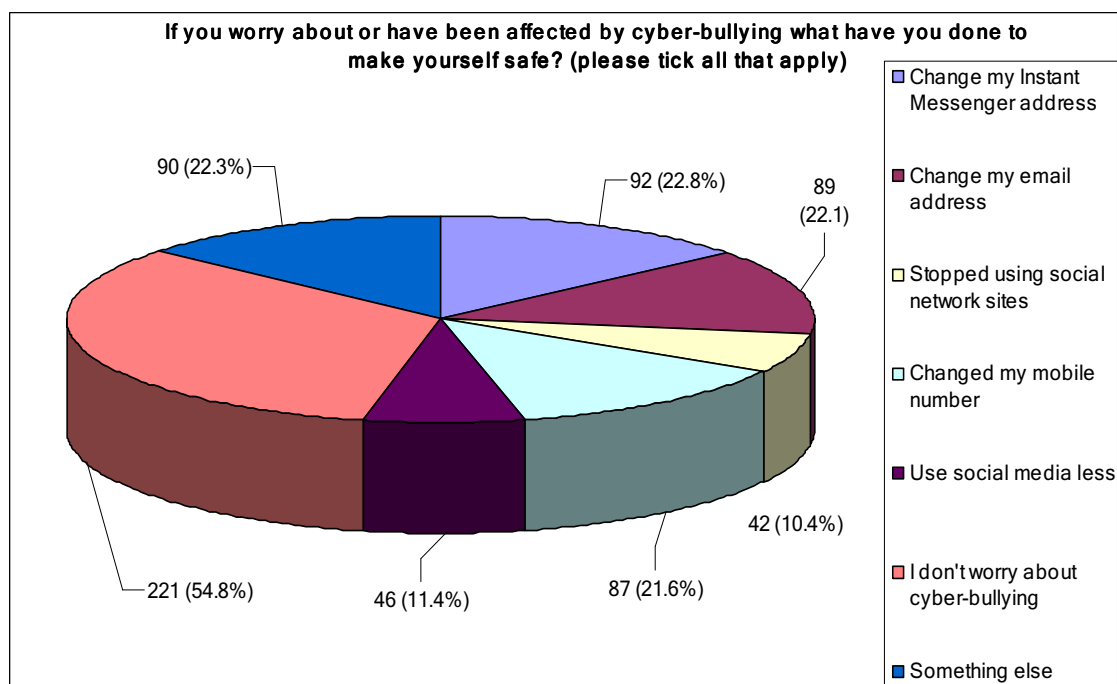
The majority of respondents did not worry about cyber-bullying. There were no fundamental differences between the 2 gender groups although boys were slightly less likely (61.9%, n99) than girls (50.2%, n122) to worry about cyber-bullying. This was also found in the focus groups where the boys felt that boys do not engage in cyber-bullying to the same extent as girls:

> **Boy 1**: "They do face to face - guys most of the time and do fighting and all that. That's what most boys do"?
> **Researcher:** "Would you both agree with X"?
> **Boy 2:** "Yeah well like me if someone says a bad comment about me I will say something back but if I did not like that comment I would remove them and block them."

Of the 87 who had experienced cyber-bullying, 35 of them (41.7%) did not worry about it.

The young people in the study described a number of actions they would take to stay safe from cyber-bullying (these were the same for all young people regardless of whether they had been cyber-bullied or not) and they included:

Blocking a person's number/email address:

> "Blocked the person responsible." (Boy)

> "Block them, you can block people on Facebook" (Girl, FG2)

Not giving out personal details to those they don't know

> "More careful about what I say and who I say it to online. Also about how public I make things." (Girl)

> "i do not accept friend requests on facebook of people i do not know and when my msn gets added on somone elses msn i do not accept that either." (Boy)

Reporting the incident to an adult

> "Press print screen, copy it onto a word document and then print it out. Give it to a teacher who can then take it further. Any other way; the abuse could still be there, when you do decide to go back onto the social networking sites etc" (Girl)

> "tell your parents, tell your teacher and tell the police" (Boy)

4.7 If you are worried about or have been affected by cyber-bullying have you sought emotional/practical support?

Just under half of young people said yes they had. There was no difference between answers from boys and girls. Reasons given for not seeking support included:

Fear of making the bullying worse

> "I just didn't want to make it worse" (Girl)

> "because the bullies will keep on herting me and call me" (Boy)

Being able to deal with the incident themselves

> "its embarrassing and not necessary, my friends help me through it, adults never seem to understand" (Girl)

> "becuase it was minor so i just took it on the chin and got on with what i was doing and just didnt talk to them and evetualy deleted them as freinds." (Boy)

4.8 If you received support who did you receive it from?

Slight differences were apparent in relation to who boys and girls received support from as graph 6 highlights:

Graph 6:
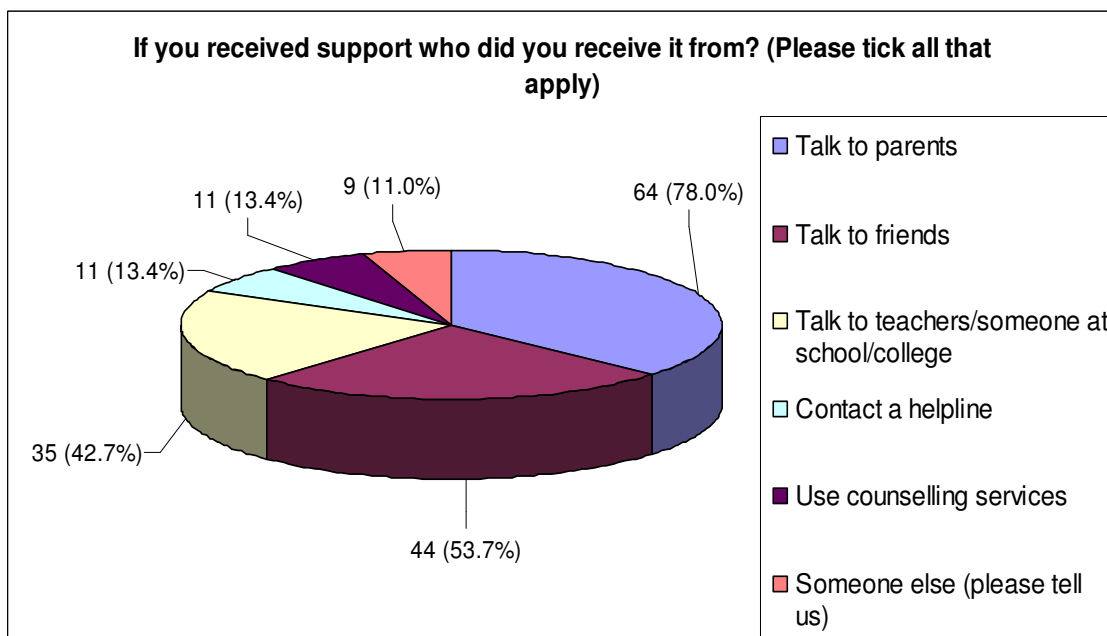
The 'someone else' category included "*the people who own the site*" and various family members such as '*my cousin*' and '*sibling*'. Of those who had been cyber-bullied, over half had sought support mainly from parents and friends; 41.4% (n12) admitted to talking to someone at school whilst just under half had chosen not to seek support (43.1%, n22).

4.9 If you received support how useful was it?

Table 3

Support	Boys	Girls
Not very helpful	15.4% (n=4)	1.9% (n=1)
A little helpful	11.5% (n=3)	15.4%(n=8)
Quite helpful	38.5% (n=10)	36.5% (n=19)
Very helpful	34.6% (n=9)	46.2% (n=24)

Some of the young people gave more information about the support they received.

> "*I was involved in 'talking therapy' with a counsellor at my school. They were unable to find out who the bully was.*"
> *(Girl)*

> *"i have my dad on facebook and he saw what had happend because it was on my facebook page and he told my mum and they both gave me support"* (Girl)

> *"Because They Will Get There Mates To Do It To U"* (Boy)

Of the 29 young people who had been cyber-bullied and sought support, almost all found the support to be helpful in some way (98.1%, n27).

4.10 Cyber-bullying is just as harmful as other forms of bullying such as physical, verbal, emotional and psychological bullying. Do you agree?

Most of the young people, including those who had been cyber-bullied, agreed (74.4%, n322). The rest (25.6%, n111) either disagreed with the statement or were unsure. Those who agreed with the statement identified the psychological and emotional impact all forms of bullying have on those in receipt of it:

> *"I think if it causes a reaction from another person, that causes embarrassment or intimidation or anything like that, then it's bullying"* (Girl, FG2).

> *"Cyber-bullying is basically still verbal bullying and is definitely psychological bullying. Any bullying is psychological though, really. And any bullying is going to be harmful"* (Girl)

> *"Just because it isn't in real life doesn't mean the emotional distress caused is any less"* (Boy)

Some suggested that cyber-bullying could be worse because the bullying is in black and white, could get very personal, has the potential to involve many more people much more quickly and has a degree of secrecy about it which in turn can create fear in the victim:

> *"If anything it is just as bad mental cruelty can be even worse than physical because there are no physical scars"* (Girl)

> *"I think it could be worse, because lots of other people can get involved, whereas when it's physical bullying it's normally just between one or two or a smaller group, things could escalate too because especially Facebook, they've got potential to escalate."* (Girl, FG2)

> *"I think it's worse because people find it easier to abuse someone when not face to face."* (Boy)

"The effects are the same and often the bullying can be worse as the perpetrator is unknown or can disguise their identity. Away from the eyes of teachers etc, more can be done without anyone knowing." (Girl)

"It hurts people feelings and can even lead to committing soucide, so that is even worse than physical and physical bullying is also very bad." (Girl)

For some, cyber-bullying has been viewed as an extension of traditional bullying or as a lead up to it:

"Cyber-bullying is Just as Harmful as Other Forms of Bullying Because if You Tell Someone Your Name And Your Address Then it Might Lead to You Meeting up With Them And You Could Get Very Hurt" (Boy)

"…when there's an argument it can continue when you're not at school or whatever and they can continue it over Facebook and everyone can see it then other people get involved." (Girl, FG2).

Young people who disagreed with this statement felt that cyber-bullying is not physical, cannot hurt the victim and so is less harmful. They also felt that for some victims, it was '*their own fault*' for allowing themselves to be upset by these messages and not just deleting them or reporting them to the '*moderator of that site*'.

"You choose to be cyber-bullied by letting the words of the person bullying you affect you so any one who has been cyber-bullied it's their fault they are letting the words get to them and then killing themselves and I think that is downright stupid." (Girl)

Some young people felt that cyber-bullying is easier to escape from than traditional bullying and therefore less harmful:

"I think its not as bad because with verbal or physical, you are more likely to come in contact with your attacker regularly, and that can be disturbing. However, with cyber-bullying it is virtual so you can find ways to avoid the person." (Girl)

"well if some one says something on the pohne just turn it off but if some one is saying it to your face they might follow you." (Boy)

In both focus groups participants revealed that they would rather be cyber-bullied than physically bullied, a sentiment echoed in the views of one of the respondents who had been cyber-bullied:

> "I suppose it's kind of like it would be better to be cyber-bullied because you would have the evidence. Whereas if someone hit you, you wouldn't always bruise and its then your word against theirs but if you have it on Facebook in black and white and a print out of it then you have something to prove they are doing that to you" (Girl, FG1)

4.11 People who do things that can be classed as cyber-bullying often don't think that this is bullying. Do you agree?

Of the young people who answered this question, 69.1% (n297) agreed and the rest either disagreed or did not know. Of those who agreed with the statement most suggested that this was because it was not bullying in the traditional sense (i.e. not face to face and/or physical). Only girls however identified this as a reason for agreeing with the statement. Many thought that cyber-bullying was actually seen by bullies as merely a form of '*harmless fun*', '*a joke*' and therefore not an issue. For some it was simply that the bullies just '*did not realise*' what they were doing largely due to the '*lack of immediate effect*'. However a small number clearly disagreed with the statement and were convinced that bullies *"know perfectly well that it's bullying"* and that "*if someone bullies you cyber or face to face they know damn sure what they are doing"*.

4.12 Do you think cyber-bullying is becoming more of a problem for you and other young people you know?

About half agreed that cyber-bullying is becoming more of a problem though more boys than girls said it was not. Those who answered 'yes' (including those who had been cyber-bullied) gave a number of reasons:

<u>Increase internet/technology usage</u>

All felt strongly that more frequent and available access to the internet and access to mobile phones have contributed largely to cyber-bullying becoming more of a problem.

> "Because more and more people are using social networking sites." (Girl)
> "Due to technology being cheaper, it is easier for young people to bully people in this way because they don't believe

they can be tracked. They also are aware that there is no panic button on most social networking sites." (Boy)

<u>Concern for their peers</u>

Young people in the study had a genuine concern for other young people who are being cyber-bullied. Many of the young people identified the potential for suicide among young people as a direct result of cyber-bullying and also how it affects young people's performance at school:

> *"yes because we learning more and more of people are killing themselves over this." (Boy)*

> *"I know plenty of people now who have injured themselves due to the texts they recieved, it was never like this before!!!" (Girl)*

> *"i think young people are more affected and therefore there edducation is affected and then affects there adult life" (Boy)*

Young people in both the survey and focus groups acknowledged how cyber-bullying has affected self-esteem:

> *"because more and more people are losing their self-esstem" (Girl)*

> *"I do, because it can lower their self esteem and their encouragement to do more stuff." (Girl, FG 2).*

There was general consensus in the focus groups that cyber-bullying is becoming more of a problem for young people due its <u>secretive and easier</u> nature:

> *"You're behind a screen also you're not face-to-face with the person so it's so much easier to say things to them. I've known people who've done it. I've not done it though!" (Girl, FG1)*

> *"…because people don't have to face them over a computer so it's so much easier. It's so much quicker as well cos on something like Facebook its not just you, you can get everyone on Facebook to help you bully that person." (Girl, FG1)*

Additionally this form of bullying which takes place in the 'virtual' world can be an extension of a bullying incident in the 'real' world and thus young people cannot escape it:

> *"….when there's an argument it can continue when you're not at school or whatever and they can continue it over Facebook and everyone can see it then other people get involved." (Girl, FG2)*

Another theme identified by the focus group participants was the fact that cyber-bullying might not be intentional by the bully and it is this intention, combined with the perception of the victim that makes the episode a bullying episode:

> *"Some people they don't want to sound cruel but because maybe if you don't put a smiley face on it, it might seem cruel when sometimes you don't mean it." (Girl, FG1)*

> *"The thing with that is on Facebook you can see who's commented on that whereas on Formspring you couldn't and I think that's why Formspring is really bad cos people get really personal with it as well and do actually go really deep." (Girl, FG1)*

Those who disagreed with the statement felt that as cyber-bullying had not affected them or their friends it was not a growing concern:

> *"no because none of my mates are getting cyber-bullied and im not." (Boy)*

> *"But to an extent. I personally don't know anyone who has experienced any form of cyber-bullying but I would not be surprised if the statistics for this across the UK was high due to the things we hear around us. For example, people who 'stalk' others on facebook/msn - I believe this to be a form of cyber-bullying." (Girl)*

A further issue raised by girls was that young people can ignore this bullying and thus not see it as a problem:

> *"cos you can just block people or delete them or tell someone. or send them stuff back.." (Girl)*

4.13 In your opinion, why might some bullies choose cyber-bullying instead of other methods?

Graph 7

In your opinion why might some bullies choose cyber-bullying instead of other methods? (please tick all that apply)

- They think they won't get caught — 336 (78.9%)
- Schools/colleges don't deal with cyber-bullying very well — 145 (34.0%)
- They can bully others less obviously — 216 (50.7%)
- They think this is more effective/public — 116 (27.2%)
- The victim can't escape from it — 188 (44.1%)
- Something else (please tell us) — 86 (20.2%)

Slightly more girls than boys believe bullies choose cyber-bullying because 'they can bully others less obviously' and 'the victim can't escape from it'. The most cited reason given, by both genders, is because 'they think they will not get caught'. Other reasons were suggested and include:

Cowardice

> "It's a very easy method. The internet and phones are widely and readily available to be exploited in this way. Also, as everyone says, 'bullies are cowards'. Relying on cybermethods to abuse someone just highlights this fact and I'd say that the reason it's fast becoming so popular is for that reason - they can hide behind their phone or PC screen and not have to deal with their victim face-to-face." (Girl)

> "Because they are too scared to do it to somebody's face im not saying that is right either but they would rather do it online thinking there safer but they are not because on Facebook if domebody says something rude or something nasty on the comment underneath there is a blue little button saying report this." (Boy)

Many respondents explained that the bullies would be *"too scared to bully face to face".* Some said that in fact this type of bullying could actually instil *"more confidence"* in the bullies making them feel and *"act tough".*

Another reason given was that this form of bullying is much '<u>easier</u>' to do. It can be done "*anywhere and at anytime*" making use of mobile phones, or in the "*comfort of your own home*".

Linked to the ease of cyber-bullying is the fact that it is '<u>secretive</u>' as the bully can remain "*anonymous*" by "*hiding their identity*" and therefore do not have to deal with the reactions of the victims, they "*avoid confrontation*" and there are " *no punishments*".

4.14 Awareness of cyber-bullying

The young people were asked whether they thought their school/college was aware that cyber-bullying went on; 64.9% (n275) felt their school/college was aware while 9.4% (n40) said they did not know. The majority said that their schools were proactive in dealing with incidences as they arose:

> "*my college runs its own anti-cyber-bullying commitee which is linked to cybermentors*" (Girl)

> "*my school has had assembleys about cyber-bullying and ways you can stop it or you can report it anoiymosly on somthing we have called the sharp system... if you report a problem on the sharp system it goes direcly to the school policeman or the deputy head, you can write your name or you cant, its all up to YOU*" (Boy).

Some felt their schools/colleges were not aware of cyber-bullying incidents and turned a blind eye to it:

> "*my school hide and say that bullying doesnt go on cos they dont wanna look bad for ofsted*" (Boy)

> "*My school is oblivious to anything that happens, many things against school rules happen beneath there eyes but they either refuse to aknowledge it or are just not paying attention so we must suffer*" (Girl)

Those who felt their schools/colleges did enough thought they were proactive in responding to cyber-bullying incidents and educating the students:

> "*My school are very good and take good care and the people around are nice but there are the few odd idiots, but come on there is idiots evrywhere.*" (Boy, 19)

> *"My school has a Peer Support system in place whereby students can speak to any of these members who will address any issue in a confidential and professional manner. I've not heard of cyber-bullying taking place, but not being on this system or having used it myself, I can't say for sure."* (Girl, 17)

Those who were unsure or disagreed mainly felt that the current anti-bullying policies were ineffective or did not work:

> *"If cyber-bullying is brought to our schools attention, usually, they expect printed proof of the situation and will take it into their own hand depending on its seriousness. However this is usually a couple of detentions. And its just not enough."* (Girl, 32)

> *"they warn us off it but they dont take any action"* (Boy, 24)

A large number of girls felt that schools/colleges should not be involved in dealing with incidents of cyber-bullying especially if this went on outside school/college:

> *"They don't do anything specifically to do with cyber-bullying, but to be honest there's not much they can do. They shouldn't get involved with our out-of-school life, it's none of their buisness and they need to recognise we have lives of our own. Our school will not always be there to put someone into detention if they've said something nasty about us, schools need to back off and let us sort things out for ourselves. Sometimes they forget that their purpose is to educate us in academic subjects, not to dictate the course of our lives. If we weren't so overprotected from age we'd be much more capable of looking after ourselves, which in the end is most important."* (Girl,15).

4.15 Do you think your parents/carers are aware that cyber-bullying goes on?

When asked if they thought their parents were aware that cyber-bullying goes on, 64.4% (n273) responded 'yes';

> *" to a certain extent most parents are aware that there can be unpleasant things being said through cyber media, although this may not necessarily occur to them as an issue unless it came up in context or conversation"* (Girl).

When asked to give ideas of what could be done to make parents more aware, the most frequently cited suggestion was for giving out <u>more information</u>, firstly via the media through television, leaflet drops, on news bulletins and secondly via schools in the form of newsletters and meetings with teachers.

Several young people made reference to the importance of <u>two way communications</u> between children and their parents. Some suggested that children should talk more to their parents about cyber-bullying, especially if it was happening to them. Others highlighted the responsibility parents had for ensuring their children were safe online and for checking "*what is actually going on*".

Only two respondents thought that nothing should be done to raise awareness among parents for fear of making parents become "*more paranoid*" and "*worried*". Both of these respondents were boys. The girls talked more about the importance of communication than did the boys.

5. Findings – the schools/ colleges

Respondents included 6 secondary schools, 3 special schools and 2 Further Education or Sixth form colleges. All were coeducational. Sixty surveys were posted out with a response rate of 28.3% (n11).

Only 2 respondents were firm in their view that cyber-bullying was not affecting young people in their school/college. We also asked **what schools do to monitor cyber-bullying**, this was answered by 9 respondents, two of whom said they do not do anything. The other seven said they check cyber-bullying through "*monitoring of internal emails*" and "*School council, Pastoral support*".
Nine respondents said they had a policy for dealing with cyber-bullying, 8 saying this was part of the school/college policy for dealing with bullying. One had a separate policy for dealing specifically with cyber-bullying and all nine schools/colleges believed their policies were effective. Eight respondents were confident that their school/college were proactive in dealing with cyber-bullying.

> "*We do yearly sessions about bullying and include cyber-bullying in this. Pupils have recently done work to enter into a competition on this subject*"

> "*Problems in our school are dealt with more or less straight away.*"

Nine respondents said they provided support to students who were victims of cyber-bullying, this type of support included "*learning mentors, communication with the home, monitoring pupils affected by bullying*" and "*1 to 1 mentoring sessions*".

Eight out of the 11 respondents revealed that they involved students in trying to combat cyber-bullying:

> "*Through curriculum + assemblies + school council*"

> "*A few students are being asked to go on a course.*"

6. Conclusions

> The key points
>
> - More than double the number of girls reported having been cyber-bullied.
> - A similar proportion of the girls and boys admitted having cyber-bullied others.
> - The views of the young people in our study, that cyber-bullying might cause even more damage than traditional bullying, concur with other research.
> - Some young people implied that it does not exist and that people who think themselves bullied allow themselves to be bullied – possibly explained by the great variety in young people's perception of what cyber-bullying actually is.
> - Most of the young people in our study expressed the view that bullies choose cyber-bullying because they will not get caught.
> - More than a third of those who had been cyber-bullied felt affected by it.
> - Of those who sought support, 78% (85) sought support by talking to their parents – a finding which contradicts previous studies.

This chapter reflects on the process of involving young people in research and then draws out conclusions about the effect of cyber-bullying on young people's mental health.

6.1 Young people in research

More and more young people are becoming involved in research in different ways. In some aspects they are contributing to some parts of the research while in others they take a more active role as researchers alongside adults (Alderson, 2001: Bostock and Freeman 2003; McLaughlin 2006). In this project PEAR were involved as part of the commissioning team and so formulated the research questions and chose a team of researchers to support the project. PEAR were involved in all aspects of the project (see Chapter 3). However,

although involving young people as researchers has advantages, it can also be difficult to implement.

Many benefits were apparent in this project. Of paramount importance was the commitment to hearing the voices of young people. This involvement ensured that the right language was used in the questionnaire and focus group topic guide and so gave the research credibility among young people and adults. Additionally, the young people's decision to present the findings of this research via role-play at their conference ensured the voices of the young participants were well and truly heard. Bostock and Freeman (2003) found that when young people presented the findings of their research through drama the findings were brought to life. In our project, the young people thought very carefully about what they would include in the dissemination. They practised hard and called upon the adult researchers when they felt they needed to. As this topic area was highly sensitive for some young people, the PEAR members presented the findings in a highly sensitive manner having regard for all who participated.

Another positive aspect of this project was the process of decision-making (see Chapter 3). Historically there has been a tendency for researchers, and others, to perceive children as incompetent and incapable of understanding the research process (Christensen & Prout, 2002) or of being able to give true accounts of their experiences. The image of children as incompetent and in need of protection leads to a power imbalance between young people and adults. Views on the competency of young people are changing however, and this is challenging the power relationship in the decision making process as this project highlights. Young people were given the option to choose the extent to which they contributed to the research process. Bognar and Zovko (2009), in carrying out action research with university students conclude that this collaborative process can only be meaningful once students engage with it on their own terms and the basis of their own interest.

The specific difficulties with this project were around time, geography and communication. The research was commissioned from January – October 2010 and during this time ethical approval was needed, the data needed to be

gathered, analysed and written up. At the same time the young researchers needed to be provided with the opportunity to be meaningfully involved throughout the research process. This coupled with the geographical distance between the two groups made this task quite difficult. Although PEAR members had received previous research training, additional training was provided during meetings to ensure everyone had an equal opportunity to understand and contribute to the research. Only a few hours at a time were available for these training sessions as their meetings were never solely dedicated to the cyber-bullying research. On reflection, the time allocated for whole team meetings and training was not enough in order to ensure active participation and understanding. This is consistent with other research from Kirby (1999) and Worrall (2000) who emphasise the importance of training for young researchers to fully understand the research process and so be fully involved at each stage.

Geographical distances also meant that much of the communication for this project took place via email. Young people were given the option to reply and contribute to these emails wherever they felt this was appropriate. On reflection, given that the young people had a vast role in the commissioning process, dialogue on how involved they wanted to be in the research from the outset would have been helpful. This would have meant that all members of the research team would have been clear about who was doing what and as Coad and Evans (2008) report, would therefore have been able to make informed decisions about their involvement throughout the project. Not all members of the PEAR group wanted to be involved in this specific research project so finding out who wanted to be involved and where would have been beneficial.

Finally PEAR members chose not to be involved in the running of the focus groups which would have been beneficial. McLaughlin (2006) and O'Brien & Moules (2007) found that when young people were involved in asking the questions a unique relationship developed between the young researchers and young participants who in turn felt more comfortable to discuss the research topic with their peers as opposed to adult researchers.

6.2 Conclusions from the findings

The aim of this study was to explore the impact that cyber-bullying might have on the mental health of young people from a public health perspective. The impacts that bullying in its traditional face to face form can have on young people are well documented (Boulton and Flemington, 1996; Lines, 1999; Oliver and Candappa, 2003; Rigby, 2004; Sullivan et al. 2004) and therefore the potential for cyber-bullying to have harmful effects is also recognised. This section focuses on teasing out the potential effects of cyber-bullying on the mental health of young people. In addition, where relevant, we focus on the views of those who have experienced cyber-bullying and on any specific differences between the responses of boys and girls. Finally we look briefly at the role of schools in this phenomenon.

Fewer than half the young people in this study knew someone who had been cyber-bullied which is consistent with the findings from Li (2006). The proportion who had been cyber-bullied (19.7%) is similar to that found in other studies both in the UK and globally (National Children's Home, 2002; Blair, 2003; Ybarra and Mitchell, 2004; Li 2006).

We found that double the number of girls than boys experienced cyber-bullying in some way. Double the number of girls reported having been cyber-bullied. This finding is inconsistent with that found in a previous Canadian study by Li (2006) investigating gender issues in cyber-bullying where no significant difference between the proportion of boys and girls who reported being cyber-bullied was found. Li (2006) further found that boys were more likely to cyber-bully than girls but we found no difference finding that a similar proportion of the girls and boys admitted having cyber-bullied others.

6.2 The impact of cyber-bullying on mental health

In attempting to draw out the impact that cyber-bullying has on young people's mental health we seek to provide answers to a number of questions set by PEAR as the commissioning group. These questions are:

- What are the links between cyber and other forms of bullying?
- How does cyber-bullying impact on young people's use of technology?

6.2.1 What are the links between cyber and other forms of bullying?

This relationship has been described in part by the *differences* between the two forms (Brown et al. 2006) identifying one of the unique differences as being anonymity (Mishna et al. 2009). Other features of cyber-bullying that distinguish it from other forms of bullying include the lack of visual or aural feedback from online abuse and the ease with which the bullying can be done (Willard, 2006). The young people in our study identified all these features of cyber-bullying that distinguish it from traditional bullying.

On the other hand *similarities* between the two types of bullying have been noted. For instance in a study by Mishna et al. (2009) of the perceptions of young people towards cyber-bullying, the use of spreading rumours, making threats and derogatory comments was common to both forms. Similarly, respondents in our study felt that cyber-bullying consists of traditional bullying methods such as '*harassment', 'antagonising', 'tormenting', 'threatening'* via different forms of technology. They also identified 'intentionality' as an important feature of cyber-bullying as did Dooley et al. (2009) in their theoretical and conceptual review of bullying.

We explored this relationship further by asking whether cyber-bullying is as harmful as other forms of bullying. Overwhelmingly the young people agreed that it was and in some cases that it was worse because the bullying is in black and white, could get very personal, has the potential to involve many more people much more quickly and has a degree of secrecy about it which in turn can create fear in the victim. This finding concurs with that of the young people in the study by Mishna et al. (2009) who identified cyber-bullying as having similar impacts on the victim as traditional bullying. They also recognised that it could be worse for very similar reasons. Campbell (2005:71) stresses the importance of recognising the lasting effects and the power of "the written word".

So the impact on young people of this kind of bullying may be assumed to be no less than that caused by other forms of bullying. This assumption has been confirmed by Juvonen and Gross (2008) who found that online experiences of

bullying caused elevated levels of distress much like encounters of face to face bullying. The views of the young people in our study, that cyber-bullying might cause even more damage than traditional bullying, concur with early research by Willard (2006) whose work suggests a range of consequences including low self esteem, anxiety, anger, depression, school absenteeism, poor grades, an increased tendency to violate others and to youth suicide. This impact is indeed a global phenomenon as evidenced by research in many countries including Canada (Brown et al. 2006), New Zealand (New Zealand Catholic News, 2004; cited in Brown et al. 2006) and Hungary (Gati et al. 2001; cited in Brown et al. 2006).

In exploring what it is that the young people considered as 'harm' we tease out some of the impacts on their mental health that this form of bullying might have, all of which concur with previous studies. Respondents frequently wrote about "*messing with people's heads*", causing *"upset", "depression"* and even "*sadness*" deriving from the bullies' actions. One respondent told us that "*bullying greatly contributed to my low self-esteem*" and another that "*it made me feel inferere* [inferior]". Many suggested that this form of bullying, like other forms, can "*push people over the edge*" and lead to suicide attempts and also successful suicides:

> "…. *Also because my I.C.T teacher told us a story about a girl who kept on getting horrible text messages of her 'friends' and tried to kill her self!*" (Boy)

> "…*Sometimes they bully them so hard they cause the victim to hurt or kill themselves*" (Girl).

The belief that this form of bullying might not cause any less harm than other forms of bullying is reflected in these quotes:

> "*Cyber-bullying is basically still verbal bullying and is definitely psychological bullying. Any bullying is psychological though, really. And any bullying is going to be harmful*" (Girl)

> "*Just because it isn't in real life doesn't mean the emotional distress caused is any less*" (Boy)

It is important to note that not all our respondents agreed that cyber-bullying is more harmful than traditional bullying.

> *"But to be honest, that's always going to happen and people should man-up and deal with life. I was excluded a lot when I was younger (I don't use the word bully because I disagree with it as you may have seen) but I didn't go whining to a teacher every time someone wouldn't allow me to be in their group - although it us upsetting. That experience made me a better person today. There was a reason I was excluded and I dealt with those issues and moved on. The idea that we will deal with bullying is stupid. Its human nature. it happens every day - at school, at work and at home. People should be taught to deal with it."* (Boy)

In contrast to findings in other studies, some implied that it does not exist and that people who think themselves bullied actually allow themselves to be bullied and that young people can easily escape from the bullying by turning off their phones or blocking their accounts. Smith et al. (2008) also found this to be a view taken by some of the young people in their study. This view might be explained by the great variety in young people's perception of what cyber-bullying actually is. Vandebosch and Cleemput (2008: 501) found that for some respondents it depended on whether the 'victim' felt 'personally attacked' but the line between what was and what was not a personal attack varied and was often vague. Additionally, what some thought was an insult might be construed by others as a joke.

The relationship between traditional bullying and cyber-bullying was also approached by exploring why young people might use cyber-bullying instead of other forms. Most of the young people in our study expressed the view that bullies choose cyber-bullying because they will not get caught. This anonymity also emerged as a primary theme in the study by Mishna et al. (2009). The anonymity gives the perpetrator power to harass others without consequences and can also intensify the fear generated in the victim. There is, however, some debate over whether cyber-bullying is always anonymous. Several previous studies have found that in fact many of the victims knew who their bully was (Mishna et al. 2009; Vandebosch and Cleemput, 2008).

Many of the respondents in our study thought that cyber-bullies do not actually think they are bullying. In the main they thought that cyber-bullying was seen by

bullies as merely a form of '*harmless fun'*, a joke and therefore not an issue. Smith et al. (2004) suggest that 'just having fun' is often a reason bullies give for their behaviour and is similarly one given by others as an explanation of bullying. Others thought cyber-bullies are motivated by a lack of confidence and a desire for control, perhaps because they are too cowardly to bully face to face. One area not questioned is whether those who cyber-bully also use traditional forms of bullying and vice versa. Research by Smith et al. (2008) suggests that there is a link here and that many cyber-bullies are also traditional bullies.

To explore the impact of cyber-bullying a little further, our respondents told us whether their experience of it had affected them. Interestingly, although many thought it potentially harmful, fewer admitted to be affected by it. However when we explored this in more detail in relation to those who had actually experienced cyber-bullying first hand a slightly different story unfolded. A quarter stayed away from school, a third stopped socialising outside school and a relatively higher percentage was affected in relation to their confidence and self-esteem. These findings concur with those of Wolak et al. (2000) who recount that a third of those who reported being bullied reported feeling extremely upset by it.

In asking young people about their experiences of cyber-bullying our study explored their use of support mechanisms. Our findings contradict those from previous studies (Juvonen and Gross; 2008; Mishna et al.2009). Smith et al. (2008) suggest that adults may seem less informed about cyber-bullying and so less likely to be approached. In our study however, although the total number who sought support was small, of those who did seek support, 78% (85) sought support by talking to their parents. This may be a reflection of increased awareness among parents about the issues of online communications, supported to some extent by the responses of 64.4% (273) of young people in our study who said that they thought their parents were aware that cyber-bullying goes on.

 More girls than boys talked to their friends about their experiences of cyber-bullying which is perhaps to be expected as girls tend to have more close knit

friendships and are therefore perhaps more likely to share personal worries and concerns (Dooley et al. 2009). Previous research (Diamanduros et al. 2008) has suggested that helping parents and teachers to understand cyber-bullying should be part of any prevention plan. Young people in our study gave similar suggestions which included more school based development for parents and teachers together and more wide spread national leaflet drops and news items and advertising campaigns.

6.2.2. How does cyber-bullying impact on young people's use of technology?

It would seem from the data that, although over half of the respondents do not worry about cyber-bullying, just under half **do** worry about it. For those that do not worry, this could fit with the view of some of the respondents that it does not exist and that it is the resilience of the victim to deal with it that is the key.

Some key strategies for dealing with cyber-bullying are highlighted by the respondents including changing instant messaging and email addresses and changing mobile numbers. Only a small minority took action by reducing their use of social networking sites/social media. 'Blocking' of some sort was the word most frequently used which confirms the findings of Juvonen and Gross (2008) and Smith et al. (2008), where the prevention tactics used included blocking people, turning off the computer, rejecting calls and messages. In neither of these previous studies did respondents mention reducing the use of social media or networking sites. One tactic specifically mentioned in our study was 'telling someone', especially someone in school or another adult

The analysis above has identified a number of potential impacts for the young people in our study who experienced cyber-bullying. Whilst for the overall majority the effects are limited in their intensity and to some extent non existent, for others the effects can be severe. Those who had been cyber-bullied reported considerably more effects that those who had not. They reported more of an effect on their level of confidence, self-esteem and their level of mental and emotional well being than those who had experienced it indirectly which is perhaps to be expected. However we did find that those who had experienced

cyber-bullying did not necessarily reduce their use of social media. Importantly it has been suggested by the young people in our study, and in previous studies, that any effects of cyber-bullying may be even more harmful than those caused by traditional bullying.

We should note that some respondents did not admit to being affected by cyber-bullying and just under half of those who had been cyber-bullied did not worry about it. Sullivan et al. (2004) argue that the bullying experience is different for everybody in terms of what is deemed important to them, the circumstances and the context of that particular event. This includes the bullied, the bully and the bystander. While the research provide insights into…the rates, characteristics and causes of bullying, it;

> "…can never mitigate against actual bullying events, can never predict who will bully and how, and cannot determine who will be a victim and why" (Sullivan et al. 2004: 6).

6.3 The role of schools in cyber-bullying

The response from schools was very low (28.3%, n11) and so no firm conclusions are drawn. Most of the respondents felt that their schools were proactive in dealing with cyber-bullying and all had policies to deal with incidents. Most stated that they involved pupils in trying to combat the problem and supported pupils who had been bullied in this way in a variety of ways. Young people's perceptions were similar and most of them felt that schools and colleges were aware of the problem and that generally they were proactive in dealing with it. A minority, however, believed that their schools turned a "*blind eye to it*". It is perhaps worth noting that a few young people (all girls) felt that schools should NOT have a role in preventing and or dealing with cyber-bullying because it is something that generally happens outside the boundaries of schools. However Brown et al. (2006) suggest that the duty to take responsibility may well fall to schools and their Boards of Governors. Campbell (2005) recognised this when she emphasised that schools may have to extend their policies beyond school boundaries given the realities of students' use of the internet at home. Willard (2006) believes that schools face a legal conundrum when trying to impose penalties in relation to cyber-bullying. On the

one hand there may be serious consequences if they fail to act. On the other hand they may become embroiled in civil law suits by parents/carers who believe their children have been unfairly treated.

7. Recommendations

7.1 Recommendations for involving young people in research

This project has shown that young people can be actively involved in the research process from commissioning - to data collection - to analysis - to dissemination but the following need to be considered:

- Funders and commissioners need to be more aware of the time constraints involved when truly involving children and young people in a collaborative way. When research projects are being designed, time needs to be built in to allow for training and development of young people.

- At the beginning of research projects the roles each member of the team would like to play should be negotiated to clarify the extent to which young people want to participate in aspects of the process. This would prevent adult researchers contacting young people who might not like to be involved in particular stages of the process.

7.2 Recommendations for practice/policy

- Develop educational programmes around awareness for young people, parents/carers and schools.

- Deliver education that brings together young people and their families to enhance communication in relation to online media.

- Educate young people about what constitutes acceptable behaviour on line.

- Support young people to report incidents of cyber-bullying through other young people who could help change attitudes and provide a source of support to young people.

- Develop policies that take a holistic approach and which stress the importance of developing values of care and kindness amongst young people.

7.3 Recommendations for further research

- Work with the victims of cyber-bullying to gain more in depth knowledge about the effects of cyber bullying on mental health and well being.

- Explore the characteristics of the 'victims' of cyber-bullying to tease out what makes some more resilient to cyber-bullying.
- Seek to learn more about understanding the bullying behaviour of cyber-bullies.
- Explore the anonymity of cyber-bullying – is it real or perceived?

Appendix 1

The impact of cyber-bullying on young people's mental health
Online questionnaire

Web address: https://www.surveymonkey.com/s/6S2BJKR

Would you like the chance to win a £15 high street voucher? If so please complete this questionnaire on cyber-bullying. It really shouldn't take long.

Are you as fed up with cyber-bullying as we are?

We will be giving away 10 £15 high street vouchers. If you would like to be entered into this draw then please leave your contact details at the end of the questionnaire. ALL information will be ANONYMOUS and will not be passed onto anybody else. We won't be able to link your contact details to your answers so you are free to say exactly what you like.........

This research is being led by young people like you. They are members of PEAR (Public health, education, awareness, research) a young people's public health reference group supported by the National Children's Bureau (NCB). PEAR supports young people to share their views and priorities about public health research and policy, and the group have chosen cyber-bullying as a research topic as they are interested in finding out more about how it affects young people. PEAR have asked researchers from Anglia Ruskin University to work with them to carry out this research. More information can be found at http://www.ncb.org.uk/pear/home.aspx

This questionnaire is aimed at anyone aged 12-18 years living in England. It would be very helpful if you could answer as many of the questions as you can.

The questionnaire asks:

• About you and where you come from

• Some general questions about cyber-bullying

• The opportunity for you to tell us anything you would like to about your views/thoughts of cyber-bullying

• We have also provided the names of organisations and helplines you can contact if you feel you would like some help, advice or information.

1. Are you?

Male☐
Female☐

2. How old are you?

_____

3. Do you have a long-standing physical or mental impairment, illness or disability (I.e. anything that has affected you, or is likely to affect you for at least a year)?

Yes☐
No ☐
Not sure☐
Prefer not to say☐

4. How would you describe your ethnic origin?

Asian or Asian British☐   Roma or traveller☐
Black or Black British☐   White British☐
Chinese☐   White other☐
Mixed – White and Asian☐   Prefer not to say☐
Mixed – White and Black☐

5. What part of England do you live in? (Please provide the first 3 digits of your postcode e.g. CM1, or the name of the city/town/village you live in)

_____

6. What type of school do you go to? (Please tick all that apply)
State secondary school☐
Private/ fee-paying school☐
Special school☐
Further education or sixth form college☐
Boarding or residential school☐
Not currently in school☐
Other (please tell us)_____

7. How would you describe your religion or spiritual beliefs? If you do not have any religious or spiritual beliefs please say so.

_____

8. Where do you live?
I live with my parent(s)☐
I live with my foster family☐
I live in a children's home☐
I live in a boarding or residential school☐
I live somewhere else (please tell us)_____

9. Do you use any of the following? (Please tick all that apply)

The internet ☐
Social Networking sites☐
Instant messaging☐
Email ☐
Text messages☐
Mobile phone calls ☐
Pictures/videos via mobile phone☐

10. When you use any of the below, how frequently do you use them? Please tick all that apply

	I don't use this method	Less than once a week	One or more times per week	Once or twice a day	More than twice a day
The internet					
Social Networking sites					
Instant Messaging					
Email					
Text messages					
Mobile phone calls					
Pictures/videos via mobile phone					

11. Can you tell us where you use these media? (Please tick all that apply)

	At Home	At school/college	At an internet café	Another place
The internet				
Social Networking sites				
Instant Messaging				
Email				
Text messages				
Mobile phone calls				
Pictures/videos via mobile phone				

12. Please tell us what you think cyber-bullying is? (There are no 'right' or 'wrong' answers to this question we are just interested in hearing your views)

_____

13. Our research group has defined cyber-bullying in our own way and we believe it to be: "Cyberbullying can be defined as the use of technology, for example mobile phones, email and the internet, deliberately used to upset, hurt and embarrass someone else"
Have you ever (please tick all that apply):
Been cyber-bullied☐
Cyber-bullied others☐
Witnessed cyber bullying☐
Known somebody who has been cyber-bullied☐
Known somebody who has cyber-bullied others☐
Don't know☐
I have not experienced any of the above☐
Please use this box if you would like to tell us more about your answer(s)

14. If you experienced any form of cyber-bullying (directly involved, witnessed it, know somebody else who was involved) what form did the bullying take?
Social networking sites☐
Instant messaging☐
Email☐
Text messages☐
Picture/videos via mobile phone☐
Mobile phone calls☐

15. If you have ticked any of the above, how has this affected you? Please indicate on the scale

	Prefer not to say	Don't know	Not at all	A little	Quite a lot	A lot	Very
Confidence							
Self esteem							
Mental and emotional wellbeing (e.g. depression, anxiety, nightmares,							

sleep problems)							
Not going to school							
Not socialising outside school							

Any other way it has affected you? Please tell us here

_____

16. If you worry about or have been affected by cyber-bullying what have you done to make yourself safe? (please tick all that apply)
Change my Instant Messenger address☐
Change my email address☐
Stopped using social network sites☐
Changed my mobile number☐
Use social media less☐
I don't worry about cyber-bullying☐
Something else (please use this box to tell us about any of your answers)

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17. If you are worried about or have been affected by cyber-bullying have you sought emotional/practical support?

Yes☐
No☐
If you answered 'no' please tell us why you chose not to seek support

_____

18. If you received support who did you receive it from? (Please tick all that apply)
Talk to parents☐
Talk to friends☐
Talk to teachers/someone at school/college☐
Contact a helpline☐
Use counselling services☐
Someone else (please tell us)

_____

19. If you received support how useful was it?

	Not very helpful	A little helpful	Quite helpful	Very helpful
Support (eg stopping the cyber-bullying or making you feel better)				

Please tell us more about this support

_____

20. Cyber-bullying is just as harmful as other forms of bullying such as physical, verbal, emotional and psychological bullying. Do you agree?

Agree ☐
Disagree ☐
Not sure ☐
Please tell us more if you can

_____

21. People who do things that can be classed as cyber-bullying often don't think that this is bullying. Do you agree?

Agree ☐
Disagree ☐
Don't know ☐
Please tell us more if you can

_____

22. Do you think cyber-bullying is becoming more of a problem for you and other young people you know?

Yes ☐
No ☐
Not sure ☐
Please tell us why you chose the answer above

_____

23. In your opinion why might some bullies choose cyber-bullying instead of other methods? (please tick all that apply)

They think they won't get caught ☐
Schools/colleges don't deal with cyber-bullying very well ☐
They can bully others less obviously ☐
They think this is more effective/public ☐
The victim can't escape from it ☐
Something else (please tell us)

_____

24. My school/college is aware that cyber-bullying goes on
Agree ☐
Disagree ☐
Don't know ☐
Please tell us more if you can

_____

25. In your opinion does your school/college do enough to deal with cyber-bullying?
Yes ☐
No ☐
Not sure ☐
If you would like to tell us more about what your school does please tell us here

_____

26. Do you think your parents/carers are aware that cyber bullying goes on?
Yes ☐
No ☐
Don't know ☐
If you answered 'no' what can be done to make parents/carers more aware of cyber-bullying?

_____

27. Is there anything else you would like to tell us about cyber-bullying?

┌───┐
│   │
│   │
│   │
│   │
└───┘

28. Are there any other questions you think we should have asked?

┌───┐
│   │
│   │
│   │
│   │
└───┘

Below is a list of websites and helpline numbers where you can access advice and information about cyber-bullying or if you would like to speak to someone in confidence about your own experience.

From all the young people in the PEAR group thank you very much for taking the time to fill in this questionnaire. When we have collected all the information we will put the results on the webpage and you will be able to see where we use all this information.

Supports

Childline
Website: http://www.childline.org.uk/Explore/Bullying/Pages/Bullying.aspx
Phone: 0800 1111

Samaritans
Website: www.samaritans.org
Phone: 08457 90 90 90

Anti-bullying alliance
Website: http://www.anti-bullyingalliance.org.uk

Bullying advice:
Website: www.bullying.co.uk

If you would like to be entered into the draw to receive a £15 high street voucher then enter your details below. These details will not be used for the research and will remain anonymous. Also to remind you that we won't be able to link your contact details with your answers.

Yes I would like to be entered into the draw to receive a £15 high street voucher. My details are here:
Name:_____
Email:_____

Appendix 2
Focus group draft topic guide

Introducing the focus group
- Thank people for coming
- Tell them why they are here
- What will happen with the data
- Findings launched at the conference

Name game
To make everyone feel at ease we'll play a short name game

Ground rules
Ask group to set their own ground rules on how they would like the session to run. Can use hints e.g. respect for other opinions, speak one at a time etc.
Ask young people their permission to record the focus group.

Demographics
We will ask young people to complete some short questions just asking about their:
- Name
- Age
- Ethnic Background
- Type of school they attend
- If they have a disability
- It will also be interesting to know if they have already completed the questionnaire online

(10 minutes)

Topic guide – based on responses from our web-based survey and questions in the Research Specification – all in red for our records.

Social Networking sites – not too heavy to get young people thinking
(10 minutes)

1. Let's have a conversation about the different types of media young people use to communicate with each other and the benefits they bring.

2. Although wonderful benefits, many young people have reported that cyber-bullying is one of the main challenges they face in the digital world. What do you think about this? (Depending on responses we will ask the next question)

3. Do you think cyber-bullying is becoming more of a problem for you and other young people you know?

Traditional V cyber-bullying – to answer the following questions:
- The links between cyber and other forms of bullying
- Whether 'cyber-bullies' consider themselves to be bullies
- Why bullies might chose cyber-bullying as opposed to other methods.
- How young people feel about the differences between private and public bullying, in other words, when the episode is private between a small group or when the cyber-bullying goes public.

(20 minutes)

Sarah and Samia are best friends but one day they have a disagreement and stop speaking to each other. Over the next few days Sarah posts nasty comments about Samia on her Facebook page and Samia becomes very upset. Samia confronts Sarah and asks her why she has been bullying her online but Sarah does not believe she has bullied Samia as she did not do this face-to-face. Do you agree with Sarah?

Furthermore Samia is more upset because these nasty comments where seen by everyone who knows her and not just her small group of friends. Samia feels very embarrassed by it all. She tells Sarah it wouldn't have affected her as much if the information was just shared with a small group rather than everyone who knows her.

In general do you think young people are more affected by cyber-cullying when the episode is private between a small group or when the cyber-bullying goes public to a wider audience?
PROMPT: Does it matter if it's private or public?

1.   Do you think cyber-bullying is just as harmful as other forms of bullying such as physical, verbal, emotional and psychological bullying?

2.   Do you think cyber-bullying has an impact on a young person's confidence and self esteem?

Prompt: Socialising, not going to school, eating disorders, depression etc

3.   Why do you think young people who bully others online choose to bully them in this way?

Making himself safe online: – to answer the following questions:
- When young people are cyber-bullied by just one person or in groups
- Whether cyber-bullying affects the way in which young people use technology (e.g. do they stop using email addresses or social networking sites, or use them differently?)
- Does increasing use of technology, and new technology, make cyber-bullying worse

(15 minutes)

John has recently created his own page on a social networking site in order to stay in contact with his friends over the school holidays. However in the last few weeks John has received nasty threatening messages from a boy in the year above him. He chose to ignore these messages and deleted them when they came in. More recently John has been receiving nasty messages from this older boy and 2 of his friends. He is now feeling very hurt by what they are saying but deleting these messages is not effective. He does not want to close his webpage as this is the way he contacts his friends – what should he do?

Generally, do you think cyber-bullying affects the way in which young people use technology (e.g. do they stop using email addresses or social networking sites, or use them differently?)

In your experience does cyber-bullying tend to happen by just one person or is it done in groups?

The impact of cyber-bullying on young people's mental health – to generate discussion around the main research question
(10 minutes)

In our survey we asked young people who were either directly involved in cyber-bullying, witnessed cyber-bullying or knew somebody else who was involved how it had affected them. One young person who had been cyber-bullied replied:

"*I developed anorexia nervosa. Although not the single cause of my illness, bullying greatly contributed to my low self-esteem which led to becoming ill.*"

In your experience how has cyber-bullying affected you and/or other young people you know?

Thank you
Thank you for your time and reiterate what we will be doing with the findings
Present high street vouchers

Appendix 3

4.2 Please tell us what you think cyber-bullying is

This question was answered by 93.4% young people (n442). The features of cyber-bullying as described by the young people in this research were four-fold:

1. The medium of communication
2. The behaviour
3. The impact
4. The blame on the victim

4.2.1 The medium of communication

Many young people felt that cyber-bullying consists of traditional bullying methods such as '*harassment', 'antagonising', 'tormenting', 'threatening'* via different forms of technology. Some even regarded the "*physical distance between the victim and the bully*" to be important aspects of the cyber-bullying episode.

> *"Cyber-bullying is when a person is abused over the internet or through other types of electronic things, something that involves communication with other people without them being in your presence." (Girl)*

> *"Writing horrible things to people, antagonizing them online, writing things about them on websites and social networking sites that are hurtful or untrue." (Girl)*

Young people were aware of the vast potential audience of the internet and mobile phones. Some even considered the various types of social media used to cyber-bully others such as phones, email and specific social network sites including Bebo and Facebook.

> *"Cyber-bullying is a type of byllying through social networks eg facebook, twitter, my space and bebo. It also comes through text messages." (Boy)*

> *"Cyber-bullying might be 'Face Book' and 'Nasza Klasa' (POLISH ONE) there are loads of people calling each other names. Cyber-Bulling is not only computer but phones senfing each other rude messages pictures ect. o lets come back to computer some times but not much times people haking computers and controlling it then they saying you are fat ect" (Boy)*

Other networks mentioned included 'Myspace' and 'Formspring'. As well as considering traditional bullying methods, some young people regarded cyber-bullying to be the same as traditional bullying:

> *"Same as normal bullying, minus the physical aspect"*
> *(Boy)*

> *"Everyone says that bully's are cowards, or feel threaterned by thier victim, cyber-bullying is just an extreme example of this" (Girl)*

4.2.2 The behaviour

Some young people considered the features of this behaviour to be 'secretive', 'repetitious', and creating 'fear':

Secretive

> *"I think cyberbullying is where you get bullyed by people you dont know through the internet." (Girl)*

> *"Cyber-bullying is a horrible method of bullying where the bully uses technology to hurt feelings. This is worse because the affected person cannot see the expression on his/her face to see if they are joking or not. On the other side, the bully is using technology as a means of secrecy, so they (sometimes) cannot be identified as well as a barrier" (Girl)*

Repetitious

> *"i think it is where you are getting bullied and harrased everyday over the internet, on social networking websites." (Girl)*

> *"cyber-bullying is where people are bullying you by phone or on the computers and they are always doing it and on your phone saying the are going to kill you." (Girl)*

Creating fear

> *"cyber-bullying is when some one frightens you on any technology like the internet your mobile that the be mean to you it can be very serious at times" (Girl)*

> *"Were somoene is beying threatened through the internet and social networking sites such as facebook, bebo, twitter. it makes the victim fell bad about themselves which mostly leads to depression and sadness" (Boy)*

Others viewed cyber-bullying as a cowardly activity where cyber-bullies are protected by their computer screen intending not to be caught.

"I think it is a coward's method, and that it is often very hurtful, and wrong. People don't have the courage to speak to people to their face (even though they shouldn't be bullying anyway), so they do it online. It is also used to supplement other forms of bullying." (Girl)

"I think is just Cowardly, it can lead people to suicide how can someone do that to someone? i think they should be locked up and slapped!!" (Boy)

4.2.3 The impact

This impact varied for young people and included the feelings of the victim, the intention involved with cyber-bullying to target vulnerable young people, excluding young people and intentionally sharing hurtful information about others via social media.

<u>Feelings of the victim</u>

"I think that cyber-bulling is a cruel way to bully people on 'social' net working sites because it can push people over the edge and my try a suiside atempt! Also because my I.C.T teacher told us a story about a girl who kept on getting horrible text messages of her 'friends' and tried to kill her self!" (Boy)

"Cyber-bullying is a way of bullying people on the internet. People are mean to others they don't know and sometimes they do know. Sometimes they bully them so hard they cause the victim to hurt or kill themselves" (Boy)

<u>Targeting and excluding vulnerable young people</u>

"Cyber-Bullying is bullies picking on easy, vunerable children via mobile or computer" (Boy)

"I think cyber-bullying is a way of making other people who are innocent and get carried to doing all these bad things that other people do and the victim who they do it to is ending up there lifes. We know that nearly or more childen ended up killing them selves because of the bullying the other people do to the victim" (Girl)

"Bullying using cyber-technology. Making fun of a person/group, isolating someone/a group, saying nasty things to someone/a group etc using any kind of modern technology" (Girl)

<u>Sharing hurtful information about others over social media</u>

> *"i think cyber-bullying is when you get your picture took by 'friends' and then those 'friends' change that picture without your permission in ways you don't feel comfortable and the picture is passed around the school and you end up being called names." (Boy)*

> *"using the internet and mobile tech to mess with peoples heads. spreading rumours and sharing personal stuff and pics with people I don't want. using it to spy on people. ordering deliveries of stuff that will upset people. leaving people out of stuff but making it obvious they are shut out." (Girl)*

`4.2.4 The Blame on the Victim

A minority of young people felt that cyber-bullying was just '*nonsense'* and one young person felt it didn't exist:

> *"i think cyber-bullying is the biggest load of nonsence i have ever heard if people get bullied they should tell the teacher before it gets worst" (Boy)*

> *"I don't really think it exists. If you're being cyber-"bullied" then there is something wrong with you- it is insanely easy to avoid, by blocking people and so on. Perhaps it consists of people insulting you online?" (Boy)*

> *"stupid because why cant the bully say it to your face" (Boy)*

Appendix 4

Table 1: Effects of cyber-bullying for all respondents answering this question (47.8%, n226)

	Gender	Prefer not to say	Don't know	Not at all	A little	Quite a lot	A lot	Very
Confidence	**Boy**	7.0% (5)	12.7% (9)	**45.1% (32)**	15.5% (11)	9.9% (7)	4.2% (3)	5.66% (4)
	Girl	6.0% (9)	11.3% (17)	**36.0% (54)**	26.7% (40)	7.3% (11)	5.3% (8)	7.3% (11)
	Total	6.3% (14)	11.8% (26)	**38.9% (86)**	23.1% (51)	8.1% (18)	5.0% (11)	6.8% (15)
Self-Esteem	**Boy**	6.2% (4)	13.8% (9)	**50.8% (33)**	13.8% (9)	3.1% (2)	4.6% (3)	7.7% (5)
	Girl	6.3% (9)	14.6% (21)	**37.5% (54)**	22.9% (33)	8.3% (12)	4.2% (6)	6.3% (9)
	Total	6.2% (13)	14.4% (30)	**41.6% (87)**	20.1% (42)	6.7% (14)	4.3% (9)	6.7% (14)
Mental and emotional well-being	**Boy**	7.4% (5)	13.2% (9)	**52.9% (36)**	16.2% (11)	1.5% (1)	2.9% (2)	5.9% (4)
	Girl	7.5% (11)	10.3% (15)	**45.9% (67)**	19.9% (29)	6.8% (10)	4.8% (7)	4.8% (7)
	Total	7.5% (16)	11.2% (24)	**48.1% (103)**	18.7% (40)	5.1% (11)	4.2% (9)	5.1% (11)
Not going to school	**Boy**	7.2% (5)	8.7% (6)	**68.1% (47)**	7.2% (5)	0% (0)	4.3% (3)	4.3% (3)
	Girl	7.4% (11)	8.1% (12)	**66.2% (98)**	8.1% (12)	4.1% (6)	2.7% (4)	3.4% (5)
	Total	7.4% (16)	8.3% (18)	**66.8% (145)**	7.8% (17)	2.8% (6)	3.2% (7)	3.7% (8)
Not socialising outside school	**Boy**	7.4% (5)	11.8% (8)	**54.4% (37)**	11.8% (8)	2.9% (2)	4.4% (3)	7.4% (5)
	Girl	4.2% (6)	9.7% (14)	**64.6% (93)**	13.2% (19)	2.8% (4)	2.8% (4)	2.8% (4)
	Total	5.2% (11)	10.4% (22)	**61.3% (130)**	12.7% (27)	2.8% (6)	3.3% (7)	4.2% (9)

Of the total number of respondents, 38.9% (n=86) stated that cyber-bullying had had no impact on their *confidence*, 43% (n=95) said it had, ranging from '*a little*' (23.1%, n=51) to '*very*' (6.8%, n=15). With regards to *self-esteem* 41.6% (n=87) said cyber-bullying had had no effect, while 37.8% (n=79) said it had ranging from '*a little*' (20.1%, n=42) to '*very*' (6.7%, n=14). Finally for *mental*

and emotional well-being, 48.1% (n=103) admit that cyber-bullying had no impact but 33.1% (n=71) said it had ranging from '*a little*' (18.7%, n=40) to '*very*' (5.1%, n=11) (Table 1).

Table 2: Effects of cyber-bullying for all respondents who had been cyber-bullied answering his question (96.6%, n84)

	Gender	Prefer not to say	Don't know	Not at all	A little	Quite a lot	A lot	Very
Confidence	**Boy**	3.8% (1)	7.7% (2)	23.1% (6)	**30.8% (8)**	15.4% (4)	7.7% (2)	11.5% (3)
	Girl	7.1% (4)	5.4% (3)	19.6% (11)	**30.4% (17)**	12.5% (7)	10.7% (6)	14.3% (8)
	Total	6.1% (5)	6.1% (5)	20.7% (17)	**30.5% (25)**	13.4% (11)	9.8% (8)	13.4% (11)
Self-Esteem	**Boy**	4.2% (1)	8.3% (2)	**37.5% (9)**	16.7% (4)	8.3% (2)	12.5% (3)	12.5% (3)
	Girl	5.6% (3)	13.0% (7)	13.0% (7)	**31.5% (17)**	14.8% (8)	7.4% (4)	14.8% (8)
	Total	5.1% (4)	11.5% (9)	20.5% (16)	**25.6% (21)**	12.8% (10)	9.0% (7)	14.1% (11)
Mental and emotional well-being	**Boy**	4.0% (1)	12.0% (3)	**44.0% (11)**	16.0% (4)	4.0% (1)	8.0% (2)	12.0% (3)
	Girl	11.1% (6)	3.7% (2)	**27.8% (15)**	24.1% (13)	9.3% (5)	11.1% (6)	13.0% (7)
	Total	8.9% (7)	6.3% (5)	**32.9% (26)**	21.5% (17)	7.6% (6)	10.1% (8)	12.7 (10)
Not going to school	**Boy**	4.0% (1)	8.0% (2)	**64.0% (16)**	8.0% (2)	0.0% (0)	8.0% (2)	8.0% (2)
	Girl	1.8% (1)	5.5% (3)	**61.8% (34)**	12.7% (7)	3.6% (2)	7.3% (4)	7.3% (4)
	Total	2.5% (2)	6.3% (5)	**62.5% (50)**	11.3% (9)	2.5% (2)	7.5% (6)	7.5% (6)
Not socialising outside school	**Boy**	3.8% (1)	7.7% (2)	**42.3% (11)**	19.2% (5)	3.8% (1)	7.7% (2)	15.4% (4)
	Girl	1.9% (1)	3.7% (2)	**59.3% (32)**	22.2% (12)	5.6% (3)	1.9% (1)	5.6% (3)
	Total	2.5% (2)	5.0% (4)	**53.8% (43)**	21.3% (17)	5.0% (4)	3.8% (3)	8.8% (7)

For those who had been cyber-bullied, the most common response to 'confidence' was '*a little*' (30.5%, n=25) while the most common response from the overall population was '*not at all*' (38.9%, n=86). For 'self-esteem', the

general population response was *'not at all'* (41.6%, n=87) for both boys and girls, but for those who had been cyber-bullied, boys were more likely to choose the option '*not at all'* (37.5%, n=9) while girls were more likely to choose the option '*a little'* (31.5%, n=17).

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Agenda Item 6

Results for: Kids Company's Nutrition Campaign Survey

1) Do you think poor nutrition is having an impact on the children in your school?

- **Yes** — 29 (87.9%)
- **No** — 2 (6.1%)
- **Don't know** — 2 (6.1%)

2) How concerned are you about children's levels of nutrition in your school?

- **Extremely** — 9 (27.3%)
- **Very** — 14 (42.4%)
- **Fairly** — 9 (27.3%)
- **Not Concerned** — 1 (3.0%)

3) Is poor nutrition affecting pupil's ability to concentrate?

- **Yes** — 27 (81.8%)
- **No** — 0 (0.0%)
- **Don't know** — 6 (18.2%)

4) Is poor nutrition contributing to children's negative behaviours?

Yes — 26 (78.8%)

No — 0 (0.0%)

Don't know — 7 (21.2%)
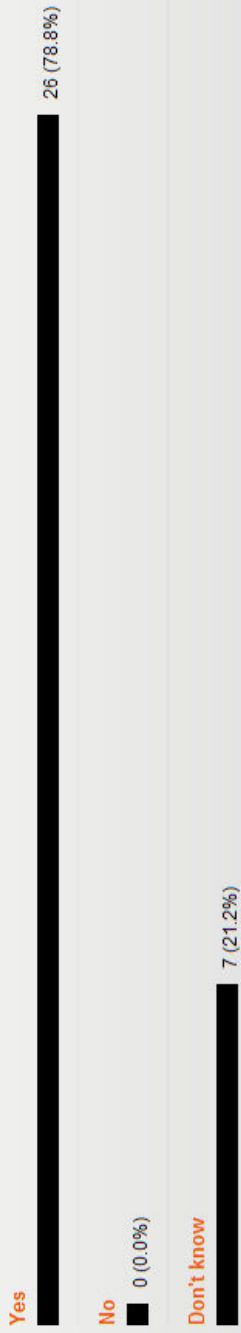
5) Anecdotally, how many children in your school are affected by:

	More than 10%	20%	30%	40%	50%	60%	70%	80%	90%	Responses	Average Score
Malnutrition (not eating enough or consistently eating food lacking vitamins and minerals needed for healthy development)	6 (18.18%)	4 (12.12%)	7 (21.21%)	5 (15.15%)	4 (12.12%)	1 (3.03%)	5 (15.15%)	1 (3.03%)	0 (0.00%)	33	3.76 / 9 (41.78%)
Hunger (not getting enough food to satisfy appetite)	9 (27.27%)	3 (9.09%)	6 (18.18%)	1 (3.03%)	6 (18.18%)	5 (15.15%)	3 (9.09%)	0 (0.00%)	0 (0.00%)	33	3.58 / 9 (39.78%)
Food insecurity (not always having enough food at home, or knowing if there will be food available)	9 (27.27%)	4 (12.12%)	2 (6.06%)	3 (9.09%)	4 (12.12%)	4 (12.12%)	5 (15.15%)	2 (6.06%)	0 (0.00%)	33	3.94 / 9 (43.78%)
											3.76 / 9 (41.78%)

21 Inner London Schools – Anonymous survey of Head Teachers and Pastoral Staff

Prince's Trust

<u>Executive Summary</u>

<u>The Prince's Trust and TES Teachers' Survey</u>

The research was carried out by YouGov online on behalf of The Prince's Trust and TES. The total sample size was 515 secondary school teachers across England. Fieldwork was undertaken between 9th and 13th March 2012.

The research highlights the devastating impact of the recession on teachers and pupils across the UK, with thousands of secondary school teachers fearing that more pupils will end up on benefits than ever before.

- **Seven out of ten** secondary school teachers **(70 per cent)** are increasingly worried that their pupils will end up on benefits due to high unemployment levels.

- **More than one in three (37 per cent)** feel their efforts to help pupils become employable are "in vain" due to the current economic climate.

- **More than half (54 per cent)** expect more pupils to end up on benefits than ever.

- **Seven in ten (70 per cent)** believe that schools need a new approach to help the most disadvantaged young people, given the current high levels of youth unemployment.

- **More than two thirds (68 per cent)** believe that education in schools should be more geared towards making young people employable in the current climate.

- **More than half (26 per cent)** "always" or "often" feel they can't do enough to support disadvantaged young people in school – and more than one in four of these feel this way more regularly since the recession.

- **More than two-fifths (45 per cent)** agree that pupils seem to be losing faith that education can help them get a job since the recession.

- **More than half (57 per cent)** say that pupils facing unemployment in the family are more likely to fall behind in school.

Secondary school teachers are also witnessing increasing numbers of pupils coming into school "hungry", "dirty" and "struggling to concentrate" since the recession, according to the survey.

N.B. YouGov has defined the term "regularly" to mean "at least once every school term" for the purposes of this research.

- **Almost half (48 per cent)** regularly witness pupils coming into school suffering from malnutrition or showing signs that they haven't eaten enough. **One in four of these (23 per cent)** see this more frequently since the recession, with some teachers admitting that they buy food for struggling pupils from their own wages.

- Meanwhile, **more than eight out of ten teachers (83 per cent)** regularly witness pupils coming into school with dirty clothes, with **one in four of these (26 per cent)** seeing this more regularly since the recession.

- **Three quarters (75 per cent)** regularly see pupils who don't have enough money for school trips. **Half of those teachers surveyed (50 per cent)** say they witness this more regularly since the recession.

- **More than two-thirds (69 per cent)** regularly witness pupils coming into school with holes in their shoes.

- **More than one in four (28 per cent)** regularly see pupils who walk for miles to get to school, as they don't have the money for public transport.

- **More than half of teachers (51 per cent)** say that they often see pupils who seem to miss meals at home. **More than one in six of these (17 per cent)** say that they see this more regularly since the recession

- **Eight out of ten (82 per cent)** regularly teach pupils who are "not clean or smelly".

- **Fifty per cent** say that the number of pupils receiving free school meals has increased since the recession

- **Seven out of ten (71 per cent)** regularly see pupils who don't have a coat, with almost **one in three of these (31 per cent)** seeing this more regularly since the recession

- **Nine out of ten (94 per cent)** regularly teach pupils who don't have the equipment they need (for example – pencils, rulers and books). **One in three of these (35 per cent)** see this more regularly since the recession

According to the research, mentoring support is the most successful intervention when it comes to working with disadvantaged young people in schools.

- **More than one in three teachers (37 per cent)** believe that mentoring and one-to-support is the most successful intervention when it comes to supporting disadvantaged young people.

- However, **two-fifths (40 per cent)** feel they do not have enough support to help these young people effectively, with some working more than 40 hours of overtime each term to do so.

- **More than two-fifths of teachers (45 per cent)** who spend time supporting disadvantaged young people "always" or "often" feel stressed when it comes to supporting those young people in their schools– and **more than one in four of these (29 per cent)** of these feel this way more regularly since the recession.

- More than half (53 per cent) "always" or "often" feel they can't do enough to support disadvantaged young people in school – and **more than one in four of these (26 per cent)** feel this way more regularly since the recession.

- One in three (34 per cent) say they "always" or "often" feel like tearing their hair out when it comes to supporting disadvantaged young people and **more than one in four of these (27 per cent)** feel this way more regularly since the recession

- **One in three** (33 per cent) feel that no-one is listening when it comes to the support they provide for disadvantaged young people. **More than one in four of these (28 per cent)** feel this way more regularly since the recession.

The research also suggests that many pupils in schools are struggling with basic literacy skills and need extra support to help them fulfil their potential.

- Two-fifths of secondary school teachers (41 per cent) regularly see pupils who struggle to spell their own name.

- Seven out of ten (70 per cent) regularly come across pupils who can "barely read and write".

- More than half (59 per cent) regularly see pupils who struggle to spell their own address.

- Almost two-thirds (63 per cent) regularly come across pupils who "barely speak".

As part of the research, teachers were asked to provide personal insights on the issues they see pupils facing in their schools. A range of these responses are included below:

"I had a student who fainted in a lesson because he hasn't eaten all day. I had a student who waited outside the school gates every day because his dad never got to school on time to pick him up."

"Children left to look after themselves turning up in shirts that look as if they haven't been cleaned in days, weeks, grey instead of white."

"I have had a student who slept below an outside staircase for two nights before he was discovered. I frequently encounter students who say they don't have any lunch, or money for lunch, and they don't want any if offered a free school meal."

"I have students who I will forward to Pastoral care whom I suspect are being neglected and this has increased over the past 18 month - coinciding with a large proportion of the local community losing their jobs due to local industry/businesses going bust. Aspiration has significantly lowered."

"Those children who are dirty are also shunned and bullied by their peers. A significant number of pupils with broken or holed shoes have to wait weeks or months for new ones, and we've changed the uniform policy to allow trainers in order to have more flexibility. Lack of food in the mornings is a big issue for learning."

"We have seen a marked increase in the number of students who have depression/emotional problems in the last two years. Frequently there are domestic difficulties (parents who have suffered redundancy, long-term illness, divorce or bereavement). This obviously affects their ability to concentrate in class and complete work to a good standard. January exam results were markedly worse than in January 2011."

"As a tutor I sometimes have to look in lost property for spare cloths - e.g. sweatshirts in cold weather."

"There is one girl in my primary school that I see walking to school every day and I know that she lives at least four miles away from school."

"One student came into school wearing a soaking wet uniform. He washed it in the morning as his mother had failed to do so due to being inebriated. He didn't know how to use the drier so came in wet. Another student regularly comes in wearing a stained and smelly blazer."

"More and more families are experiencing hardship. There have always been problems of this kind in the area where I teach, but the economic crisis has tipped many people over the edge."

"Student who never has a packed lunch, never has money for lunch and who does without food at lunchtime every day."

"I have taught sisters who could only come to school on separate days as they only had one uniform between them."

"One family within the school are known to bathe only once a week and have one set of clothes for the week. The three students are always filthy by Friday."

"A survey of eating habits showed some pupils in my class had not eaten anything for tea the night before or breakfast that morning."

"School trips are being cancelled more frequently due to less uptake."

"Malnourished young female student with parents out of work. No heating in house last winter. No money for food and old worn clothes. She is of exceptional ability but subject to depression and has very low self esteem. This is not an unusual situation to come across where I work."

"When there is theft from the school canteen it is always worth considering whether the student concerned is hungry."

"One child has a loving family who have to choose between heating the home or food - he comes in hungry most days. Another child does not sleep in a bed and is unwashed and withdrawn."

"Although children don't sit in lessons without a uniform, an increasing number are having to borrow items from our stock - average about 12-20 a day. I keep a bowl of bananas in my room so children can have them if they are hungry."
"My school is in one of the most deprived areas of the country and the gap between those who have and those who have not is getting wider. it is also becoming more difficult to run school trips because parents cannot afford them. This seriously affects students life experiences."

"Often the free school meals some pupils receive is their only meal of the day."

"One student who's white school shirt did not seem to have been washed or changed all year."

"I have a current year eight pupil who only has suitable shoes because her form tutor gave them to her and several teachers give 'her hand me down' clothes from their own daughters. Several of us bought her a suitable coat etc and we provide her with toast each day."

"Year 10 boy comes into to school to get warm and food"

"It is very common that school trips cannot run as parents cannot afford to send their children. I have known staff pay out of their own salary for trips to run. Often pupils shoes are very cheap, do not last and they come to school with them home glued ,sellotaped, stapled or even elastic banded on to their feet."

"Whilst on lunch duty I often see scavenger pupils finishing off mates scraps as they haven't eaten enough."

"On a daily basis I witness one child who never changes his clothes at all so all term he has been wearing the same two hoodies and jeans."

"I saw a girl walk to school in the snow wearing just socks. At the gates she put her shoes on. She said they were last year's shoes and they hurt because they were far too small."

Youth charity The Prince's Trust runs the xl and Fairbridge programmes with teachers to help young people who are struggling at school, preventing exclusions, improving grades and giving them the skills they need to find a job in the future.

The Trust aims to help 50,000 vulnerable young people this year, giving them the skills and confidence to find a job. Last year, more than three in four of young people on Prince's Trust schemes moved into work, education or training.

Stop hunger from ruining a child's life

PLATE PLEDGE CASE STUDIES

These stories offer a disturbing insight into the suffering caused by lack of regular food and good nutrition. They also show how simple steps of providing food vouchers and regular meals help our children and their families take massive strides towards improving their lives.

A TEENAGER STARVES AFTER FAMILY SPIRALS INTO POVERTY FOLLOWING MURDER.

When she was 19-years-old Kerry regularly suffered without food so her eight-year-old brother Jacob could eat.

Her sacrifice led to migraines, light-headedness, irritability and a distended stomach as her body cried out for sustenance.

And while his sister went without food, Jacob's diet mainly consisted of £1 chicken and chips, depriving him of the necessary nutrients to develop and grow.

Like many children who come to us, although he had food in his belly but was suffering from malnutrition.

He still has extensive problems with his teeth and gums due to lack of vitamins, minerals and iron in his earlier childhood.

It was the murder of the oldest son Steven, a diligent college student, that triggered this family's decline into shocking poverty.

As they struggled to cope with their grief, circumstances changed and they found themselves having to get back with very little money

Suddenly feeding the children and providing basic necessities became a huge challenge.

In the year-and-a-half that Kids Company has been working with this family, we have provided them with the practical and emotional support to help them survive and heal emotionally – from food vouchers to therapy.

Now the family are able to buy nutritious food and have regular meals, Kerry's mood has stabilised, she is physically healthier and she is planning her future.

Her younger brother is also doing well and forming positive friendships.

There are many children who suffer the effects of malnutrition, and what may seem like a small gesture, such as weekly food vouchers, can have a lasting positive impact.

A FIVE-YEAR-OLD COMES TO KIDS COMPANY SUFFERING FROM RICKETS

Five-year-old Pam was suffering from rickets when she first came to Kids Company.

A common result of famine or starvation in developing world countries, rickets is a disease that has not been prevalent in this country since the 19th century.

It is caused by lack of vitamin D and the sunlight that converts it into an active state.

It leads to a softening of the bones and potentially fractures and deformity and it hindered Pam's ability to move and grow properly – and when she first came to us she couldn't walk.

Extract from an interview with Camila Batmanghelidjh, Kids Company founder.

Feeding the children is a crucial part of what we do. It really is a statement about adult care for a child. We're not giving them something and expecting something back. For children who have been emotionally and physically maltreated human exchanges are very confusing. You can't see I'm caring for you, but you should know I'm caring about you. But when you start feeding them it's a symbolic and concrete connection to the act of care. For kids who have abandonment issues this is definitely a sign that you're giving them care. It's not debatable. It's not confusing. That's why it's such an important thing.

**Sara, 12, regularly takes part in cooking sessions at the Kids Company therapeutic centre, The Heart Yard.
As well as giving them a chance to learn fun, practical skills, the sessions teach our children about the importance of good nutrition.**

Sara said: "The cooking sessions here are really healthy. At Kids Company we have really balanced diets. They make sure we always finish our veg. They don't mind so much if we don't finish the other food, but if we don't finish the veg we can't get out of there! They persuaded me to try broccoli. I used to really hate it because it looked like little trees. But they said I couldn't go until I tried it. When I did I really liked it. Now I like eating little trees."

Sunlight helps convert vitamin D into an active state – and lack of sunlight can contribute to the severity of rickets.

The condition was diagnosed after her mother Sharon referred herself, Judy and her seventeen month old baby, Pam, to the Arches II Centre in 2008.

Sharon was relying on a family member for food and she would often skip meals so her older daughter could eat.

Pam was still being breastfed and had not yet been introduced to solid foods because her mother could not afford to buy it.

But Sharon was malnourished too, so there was little nutritional value in her milk.

Before Sharon came to Kids Company in 2008 she was battling to stay in the country and living off a tiny weekly budget, as she was not eligible to claim benefits.

The three of them were living with another family of three in a damp, cramped third floor flat in a tenement block .

The children and their mother lived in the small bedroom while the other family occupied the tiny sitting room – and rising tensions would erupt in arguments.

When the children's mother first came to Kids Company she was given very practical support in the form of food vouchers and a bus pass.

This meant she could take Judy on the eight mile journey to and from school with a packed lunch and there was food on the table for both children.

Judy soon won an award for 10 per cent attendance – testament to her mother's commitment to her daughter's education.

During the Christmas period in 2009 the children endured moving house three times in eight weeks, in freezing weather.

On Christmas day they were living in one room in a hostel – but spent the day at the Kids Company Christmas party where they had a proper meal, presents, entertainment and taxis to and from the venue.

Our therapists have helped Sharon introduce Pam to solid foods, they have encouraged Sharon to have her chronic eczema treated and helped Judy with her special educational needs.

Judy is attending a small art class at our therapy centre, the Heart Yard, where it is hoped she will start to process her life experiences.

Kids Company have helped the children's mother resolve her immigration and housing situations and she is now supporting her children through her work as a cleaner.

With our help, she has become confident in using the internet and phones and dealing with officials on her own, so she can bring more stability into her families lives.

The children having been getting more fresh air and exercise, since Sharon's key worker has been encouraging her to take walks in the park with other mothers.

Her key worker said it was a joy to see the smile on Sandra's face as she pushed Karen on the swing and encouraged Donna to use the climbing frame.

Matthew, 20, was severely underweight and malnourished when he came to us for about 10 years ago.

He said : "I got to have a full meal every day. Coming here made me so happy because I was a lot less stressed. I had stability for the first time. I was able to learn better. I was able to do a lot of things better because I wasn't tired and hungry all the time.

"It gave me the will just to get out of bed. I didn't have to sit around or sleep all day. The only time I was getting up was to hussle food.

"I never understood anything at school because I was so tired, but here, because of the food I was getting, my brain was like a sponge. Within about two days I knew every bone and muscle in the body. I know about blood circulation, lactic acid. I passed everything so quickly. I was shocked."

Pauline is a volunteer cook at one of our centres.

She said : "I know what it's like to be hungry. I feed people at home also. I used to be hungry in this country. I was homeless in London for two months in 1989. I used to walk the streets and ask for food, so I will always give people food if they ask for it. I do my best to help the kids because I don't want them to go through the experience I went through.

A 10-YEAR-OLD CARER TO HIS DISABLED MOTHER

David is a 10-year-old boy who cooks and does housework for his disabled mother.

Her neurological condition means that she is wheelchair-bound and unable to hold a conversation.

He is small for his age and talks in a little, quiet voice. He wets and soils the bed and recently had a panic attack on a school trip.

His father is often absent, his 22-year-old sister recently moved out following conflict with his father and he is looked after by his grandmother.

But he has a Kids Company mentor now and eats regularly at one of our centres, experiencing a 'family meal' around a table with other children and supportive adults.

While he is with Kids Company he can relax, take part in fun activities and experience his childhood free of the responsibility of looking after his mother.

AN OBESE AND MALNOURISHED CHILD WHO GREW UP FORAGING FOR FOOD AT HOME

For years Dominic would forage for food through cupboards at home, mainly living off crisps and chocolate.

His parents both had severe learning difficulties and would not actively feed him.

Of his packed lunch they once poured a cup of Coco Pops into his lunch box.

When he first came to Kids Company he was so obese he could not get onto his feet without help after story time on the school carpet.

This extreme neglect came to an end two years ago when he was taken into care.

He is now living a settled life with foster parents and no longer has weight issues.

A FORMER 'DOMESTIC SLAVE' FORCED TO EXCHANGE SEX FOR FOOD

Kati came to Kids Company two-years-ago having suffered unimaginable abuse and neglect.

She was brought to the UK aged 11 and lived with an unknown 'auntie' who denied her schooling and kept her as a domestic slave to look after her five-year-old child.

Abused, and fed a bare minimum to survive, she only started going to school after a kindly neighbour noticed she was being kept at home and demanded that the auntie send her.

When Kati was 16-years-old her auntie disappeared, leaving her child and the teenager to fend for themselves.

With no means to live and no British status Kati was responsible for herself and a small child.

Later that year the auntie returned to reclaim the child and left Rebecca alone to sleep on friend's sofas, where she began exchanging sex for food.

She arrived at Kids Company aged 20 and was given food vouchers and intensive therapeutic support so she could begin studying again.

This exceptionally intelligent and talented young woman who now volunteers for Kids Company dreams of becoming a human rights lawyer and has applied for an access to law course.

Rupert, a father of five, has been cooking for our children for more than a decade.

He said: "This is like my family here. It feels wonderful when you finish here, knowing that they have all been well fed. Some of the kids are tiny – we have 10 and 11-year-olds who look about seven because they're not getting enough food. But lots of them seem to grow faster when they come here. Yesterday I saw a kid who used to come here, who was so small, but now he's a tall man. "

"Most of the kids here come and talk to me. And they'll tell me if they're hungry. For many of them, what they get here is the only meal they get in the day. We have some kids here who are always hungry. They get fed at school, they get fed at Kids Company, but they are going whole weekends without a proper meal – only crisps and sweets.

TRAUMATISED, OBESE AND SUFFERING FROM EARLY ONSET DIABETES

AT 22-years-old Lisa is obese and suffering from early onset type 2 diabetes.

Traumatised by high levels of childhood neglect and abuse she ashamed of her body and her troubled past manifests itself in personal neglect.

She struggles to care for herself consistently and wears ill fitting clothes.

She was used to eating chocolate, fizzy drinks and crisps which she would stash under her bed.

Although she is obese she is likely to be malnourished – but she perceives a healthy diet as 'unaffordable'.

This time last year she could not eat a whole apple, but now she is managing to eat one a week.

One of 11 siblings she lives with her mother and two other siblings.

There is often no food in the house and one of her 16-year-old family members, who has no financial support, often steals money for food.

She is being given food and travel vouchers and Kids Company are working towards helping her structure her life.

Initially she would be up to four hours late for appointments but this has improved and we are working towards helping her obtain a birth certificate and national insurance number so she can claim job seeks allowance.

Our therapists are helping to make her aware of boundaries, to protect her from sexual exploitation and encourage her to think about herself.

HOMELESS SINCE 13 AND FORCED TO RUMAGE IN SKIPS FOR FOOD

Since the age of 13 Amy had been sleeping on friend's sofas and in parks, in squats and on buses and trains.

She would often rummage around in skips to feed her and her cat as she used her benefits money to travel to college and pay for her lunch while she was there.

She is determined to go to university to study English and comes to a Kids Company centre every Wednesday and Friday.

She says the £20weekly food vouchers we give her have made a huge difference e to her life.

She has even started to cook, after we gave her pans.

Currently living in a squat she has decided to continue living there so she can save for a deposit and use her student loan to secure private accommodation.

All names have been changed to protect our children's safety and dignity. The stories of their lives emerged within the context of long-standing trusted relationships with our staff. As such, we will not be putting any of our children or young people forward for interviews with journalists. Our in-house journalist has, however, conducted interviews with children and staff and full transcripts are available. Some staff said they would be happy to speak with the media to raise awareness of the Plate Pledge.

Below are extracts from interviews we have carried out with young people, parents, teachers staff and our founder Camila Batmanghelidjh about their experiences with food.

Full interviews are available on request.

'Mama' Cheryl has worked for us for seven years, first in a centre kitchen and now co-ordinating a mother's support group called Women Aglow.

She said: "I've seen starving kids here. Children who don't know when the next meal is coming. They come here and eat every single thing they can find and they always want more.

"Imagine living with three children between three houses, and you've missed meals for two days and you have to watch the children cry from hunger, knowing there is no food in the house. You are stressed, frustrated and angry every day. But they know and the children know that they won't go hungry if they come here."

To arrange interviews with staff, or request full versions of the interview transcripts we have carried out, contact Lindsay.burns@kidsco.org.uk or Laurence.guinness@kidsco.org.uk for more, or call 020 72022700.

Submission to the London Assembly's Health and Environment Committee into Food Poverty in London

November 2012

INTRODUCTION

Kids Company is a children's charity providing some 36,000 children and young people with access to practical and emotional services. We empower thousands of vulnerable children to overcome the devastating effects of poverty, neglect and abuse and are driven to provide these services by the lack of statutory opportunities for vulnerable children to self-refer, the lack of holistic services and the lack of any opportunities for emotional re-attachment. Our ethnically diverse clients range in age from birth to 26 years old and come from all 33 local authority areas throughout London.

Kids Company works to return children to safer childhoods; this begins with providing the basic necessities such as food, shelter and clothing. To alleviate hunger, ensure adequate ongoing nutrition and facilitate successful engagement, Kids Company offers up to three meals a day and/or food vouchers. Children eat at the dining table together with the staff and this affords them a family experience which they are often lacking. Many of the children who come to Kids Company are hungry and have reported to us that there is often not enough food for them at home.

"Kids Company has been operating at street level for 16 years. Under repeated governments the circumstances of the most vulnerable don't seem to have changed. 97% of children and young people self-refer to our provisions. They present with complex needs across health, social care and education. Their primary challenge is the absence of a functioning adult in their lives who can organise and reach out to services on their behalf. In the last two years we have seen an escalation of children presenting with requests for food as well as other basic resources, such as housing and bedding.

These children's needs are repeatedly being addressed under single-initiative interventions, whereas what they need is a holistic approach addressing their complex problems under one roof. Kids Company hopes that political leadership will emerge, genuinely prioritising the needs of the most marginalised children. The riots of summer 2011 were not a surprise. It was very telling that as much food was stolen from shops as consumer goods. When young people are running around carrying sacks of rice on their shoulders instead of trainers there is a message of desperation intended for society.

If the numbers of the marginalised grow, without meaningful help reaching them, our communities will experience a profound challenge to the current equilibrium."

- **Camila Batmanghelidjh, Kids Company Founder and Chief Executive**

WHAT ARE THE MAJOR RISK FACTORS FOR FOOD POVERTY?

Historically, Kids Company has supported extremely vulnerable children who have been severely maltreated, enduring neglect, abuse and poverty. The risk factors for such children are generally driven by parental difficulties such as mental illness, alcohol and substance dependency, involvement in crime, inter-generational unemployment and parents who have grown up in care, or who have been maltreatment themselves. Peer factors multiply the risk factors when they too have experienced failures of care and parental dysfunction. Whilst factors such as these will always affect a minority of children in the population, Kids Company has experienced a 233% increase in self-referrals this year compared to last (from 30 self-referrals per week last year to 70 per week on average this year). In most cases, children are coming to us because they are hungry.

A nutritional survey of children at Kids Company found that:

- 64% reported being hungry because there is no food in their house
- 50% go to bed feeling hungry
- 33% rely on being given money to eat from a takeaway
- 85% rely on Kids Company for their main meal of the day

(Dr R.Gow, Institute of Psychiatry, for Kids Company, 2011)

The main driver of this increase appears to be upward inflationary pressures (food, energy etc) set against static or decreasing wages and benefits.

Chart 1: Price rises, past four years (November 2007 = 100)
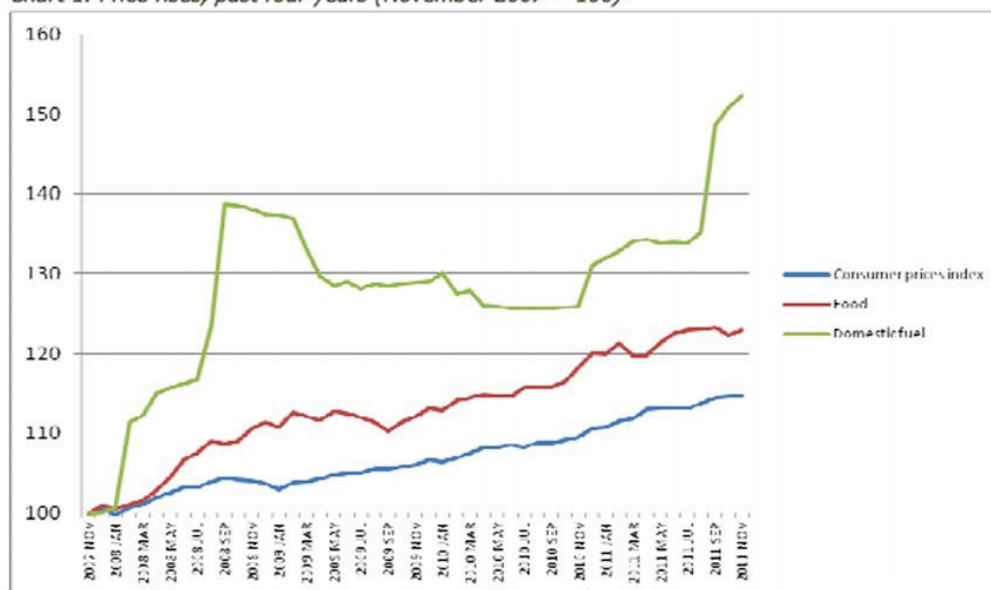
Source: National Statistics

According to figures compiled by the Department for Environment, Food and Rural Affairs, food prices in the UK have risen by 27% since 2007, double the EU average, with "no evidence yet of a return to a downward trend in real terms" (DEFRA stats, 2011).

Average earnings have been growing more slowly than price inflation for much of the past four years. The chart below from the ONS demonstrates how for average earners there has been a fall in real earnings with a persistent gap opening between growth in prices and earnings.
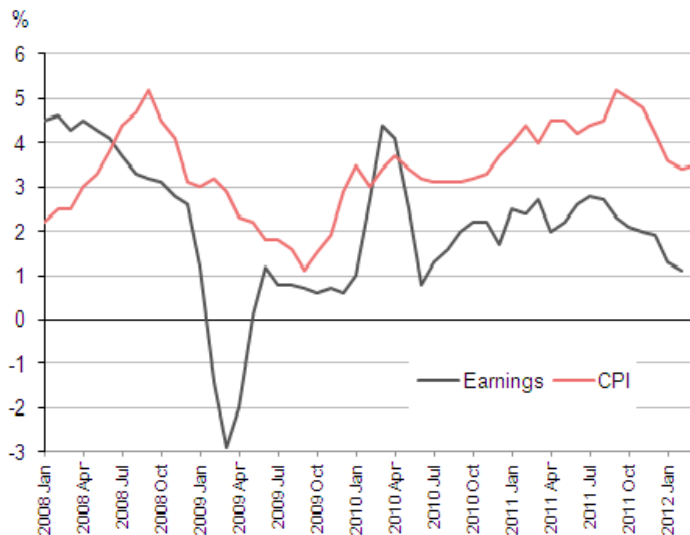
Earnings relative to Consumer Prices Index (O.N.S Q1, 2012)

Kids Company is experiencing a growing number of children needing our services whose parent or parents, despite being in work, earn low or minimum wages that are insufficient to sustain their family. A small, yet significant number of children at Kids Company have mothers who, because they have no recourse to public funds, have resorted to the sex industry to support their children. Such work is hazardous both to mother and child, rarely providing a sustainable income and frequently involving exploitation and abuse to the mother.

The increasing gap between average incomes and food prices disproportionately affects the poor. Kids Company is extremely concerned about the effect of the transition to the Universal Credit system starting in April 2013 in relation to children and young people. We expect to see serious consequences to children and young people resulting from the cap in housing benefit plus the proposed age threshold on housing benefit. Small decreases in welfare payments, coupled with increases in housing and fuel costs, could have disastrous consequences for those already struggling to afford basic levels of nutrition.

A further risk factor is the impact that youth unemployment is having on families comprised of multiple children. Such families are disproportionately affected as the oldest struggle to become financially independent whilst continuing to utilise resources from the family. Youth unemployment currently stands at 1million young people aged 16-24 (Parliamentary Briefing Note, 2012).

In short, new groups of children are now either at increased risk or are being directly affected by an increase in child poverty (See Appendix 1, Head Teacher interviews).

Data from a recent evaluative research study at Kids Company undertaken by Dr Saul Hillman (Anna Freud Centre) exploring the presenting needs of a random sample of 354 high-risk Kids Company clients reveals the compounding risk factors affecting the children Kids Company supports (Dr S Hillman, Anna Freud Centre & Dr L Wainwright Portsmouth University, 2012).

Almost a third of respondents (31%) did not have access to all these essential household items that are taken for granted by the wider community but often lacking in disadvantaged populations:

- 20% did not have a bed.
- 18% did not have blankets.
- 14% did not have a pillow.
- 10% did not have a towel.

Young people were also asked whether they possessed specific items of clothing.

- 38% did not own school clothes.
- 34% did not own shirts.
- 27% did not own a jumper.
- 20% did not own a jacket.
- 18% did not own underwear.
- 16% did not own socks.

Who looks after me?

6 3 1
9
26   55

■ Mother

■ Self

■ Other family members

Care status of Kids Company clients
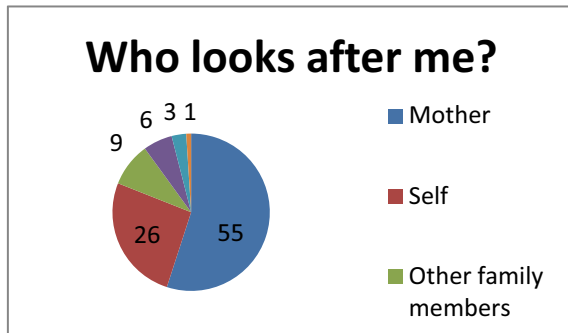
The majority of clients reported being looked after by only their mother (55%), with 26% saying that they looked after themselves. Other options included being looked after by other family members (not a parent or sibling: 8%), by both parents (6%), by fathers only (3%) or by siblings (1.3%).

Many of the young people surveyed had additional demands. Almost half (49%) were responsible for the care of someone else, including parents and siblings.

These high levels of material deprivation and deficits of care are matched by extremely high levels of trauma symptoms amongst children who attend Kids Company. Ongoing research with University College London highlights the consequences of adversity amongst this vulnerable population.

Compared to controls, Kids Company clients tested had:

- **2.2 times the level of anxiety**
- **1.8 times the level of depression**
- **2.2 times the level of anger**
- **3.3 times the level of Post-Traumatic Stress Disorder symptoms**
- **3.7 times the level of dissociation**

(Cecil, preliminary research findings, Embargoed until publication: not for public release, 2012)

The effects of poor nutrition, food poverty and hunger on the development of these symptoms in relation to resilience require urgent investigation. Such research could help to characterise and identify children who are most at risk so that cost-effective intervention strategies can be implemented. Previous research has already demonstrated that food insecurity correlates with lower IQ, behavioural problems and emotional problems.
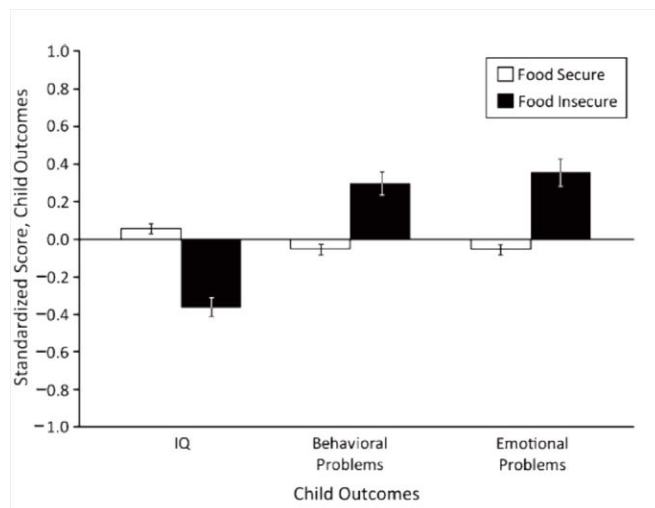
Mental health, at age 12, of United Kingdom children always food secure and ever food insecure during ages 7–10, Environmental Risk Longitudinal Twin Study, 1999–2000. Food insecurity refers to material hardship related to food, including hunger. Error bars indicate 61 standard error; P < 0.001 for all comparisons. (Reprinted from Belsky et al, 2010.)

Earlier this year, Kids Company surveyed head teachers and Pastoral care staff anonymously at 21 London Schools (Kids Company Schools Survey, 2012). We asked seven questions about the impact of hunger, malnutrition and food insecurity on their pupils. The findings are a serious cause for concern and reflect the growing trend of childhood food poverty.

- The majority of respondents (88%) think poor nutrition is having an impact on the children in their school.
- Over two thirds (69%) said they were either very (42%) or extremely (27%) concerned about children's levels of nutrition in their school.
- The majority (82%) said poor nutrition is affecting their pupils' ability to concentrate.
- Over three quarters (79%) said poor nutrition is contributing to children's negative behaviours.
- Staff at over half the schools surveyed are concerned that most of their students are malnourished.
- 40% think that over half their students are affected by hunger.
- Staff at nearly half of these schools think that the majority of their students are experiencing food insecurity

Kids Company provides emotional and practical support services in 40 London schools. Head teachers have disclosed that they don't want to admit publicly that they have problems with children's nutrition for fear of being labelled by prospective parents as a "poor school". It is our recommendation that the committee, if possible, hears evidence from head teachers privately and anonymously so that full and frank disclosures can be made to help reveal the truth about food poverty in London. (See Appendix 1 – Head Teacher interviews.)

Schools are expected to provide 190 days of education per year (DfE, 2012), meaning that with 100% attendance a child spends just over half (52%) of their time at school. The Government recognises that many children live in circumstances where there isn't enough money in the household to provide an adequate school lunch for a child and entitles such children to free school lunches. Whilst such provision is literally a lifeline for many children it is anomalous that the very same children who are recognised as requiring nutritional support in school are left without any such support for nearly half their school-aged lives. It is Kids Company's experience that some children dread the approach of school holidays because they know that their one reliable source of food is going to be closed and

that they will have to fend for themselves as best they can. This is a serious problem and one that needs urgent investigation.

Providing food is one of the most important social functions of a family. We recommend to the commission that the extent to which diet and nutrition is affected by family poverty and breakdown be urgently investigated. Many researchers believe that it would be very beneficial to conduct a double-blind trial in a community setting so as to better understand the impact that poor nutrition is having on the poorest children. This is important in order both to re-evaluate government policies and to highlight how children living in poverty can be harmed or seriously disadvantaged by an inadequate diet. A failure to understand and act on poor childhood nutrition negates any educational potential offered by progressive policies or approaches.

HOW CAN WE DETERMINE THE NUMBER OF LONDONERS THAT ARE EXPERIENCING FOOD POVERTY?

Kids Company is primarily concerned with the health and well-being of children and, as such, has drawn attention to the fact that no official channel exists to monitor or measure the prevalence of food poverty/food insecurity as it affects children. There have been several recent surveys (Guardian Teacher Survey 2012; Princes Trust & TES survey 2012; Kellogs/Opion Matters 2012, Local Authority Catering Assocation / ParentPay) asking teachers and parents about their experiences encountering childhood food poverty. All have produced alarming reports. The most recent survey by the Local Authority Catering Association completed by 12,000 parents, released on 5th Nov 2012 found that 6.2% of parents reported children leaving home without breakfast.

To better understand the prevalence of food poverty in London we are currently in discussion with Janet Cade, Professor of Nutritional Epidemiology and Public Health at the University of Leeds, and her department. They have unique data in the form of daily food diaries, collected from a large number of primary school-aged children in London during 2010 and 2011. This data has not yet been analysed in respect of under-nutrition or malnutrition. We think that the best way to assess the prevalence of food poverty in children is to ask the children themselves, preferably away from parental influence (many parents will not openly admit that they cannot provide adequate nutrition for their children). Such research must be undertaken in the poverty hot-spots where micro socio-economic factors prevail that tend to be missed or smoothed out by large-scale sampling.

> **Joe, 19:** "When I first came to Kids Company about ten years ago I was really skinny. You could have blown me away. My main problem was that I could hardly eat anything – my stomach was so shrunken, my ribs were sticking out. I could barely manage half a sandwich, I was so used to having hardly any food.
>
> It took about eight months for me to eat what I should be eating. But I got to have a full meal every day. Coming here made me so happy because I was a lot less stressed, it's a big family, a family I never had. I had stability for the first time. I was able to learn better. I was able to do a lot of things better because I wasn't tired all the time.
>
> It gave me the will just to get out of bed. I didn't have to sit around or sleep all day. The only time I was getting up before was to hustle food. "

HOW CAN THE MAYOR USE HIS STRATEGIC POWERS TO HELP ADDRESS FOOD POVERTY?

- Commission urgently needed research to accurately measure the prevalence of food poverty amongst school-aged children and their parents/guardians. This should be comparative in design to better understand and measure the gap between those for whom adequate nutrition is not a problem and those who are really struggling with no real prospect of improvement.

- Ensure that such research is undertaken by independent academics, utilising food diaries and structured questionnaires, and targeting the poorest wards in London; the poverty hot spots where we know the most disadvantaged are living.

- Explore ways in which companies can be incentivised to reduce food waste through recycling via FARESHARE.

- Commission an economic cost/benefit analysis to better understand the social impact of food recycling and reducing food waste by re-distributing to the poorest members in society.

- Explore ways of utilising the dormant and latent resources presented in under-used school kitchens to create supper clubs in the most deprived areas. These could be sponsored by business and empower community members to collectively help themselves.

- Create official channels in deprived schools where hungry children can report to designated staff members who can distribute basic food packs on an as-needed basis. It is Kids Company's experience that children are more than capable of making their needs known when a safe and reliable opportunity to resolve a problem is offered to them with care and dignity.

- Provide immediate emergency nutritional measures for schools facing the toughest challenges in educating disadvantaged pupils. As well as funding breakfast clubs, the Mayor should consider directly funding a nutritious "food bar" for children who cannot afford breakfast clubs, who have parents who cannot get them to school early or even on time. A food bar can be healthy, high in calories, quickly consumed in class and would provide immediate and long-lasting relief for a hungry child who has probably not eaten substantially in nearly 24 hours, since the previous day's school lunch. Such a bar could be sourced in quantity for around 20p per bar and provide upwards of 400 calories in a reasonably nutritionally balanced package. It is Kids Company's experience that children enduring poverty are generally more than capable of making their needs known if the opportunity to alleviate those needs is within their reach, therefore we would expect it to be a quick and simple procedure for a teacher to offer children who haven't had breakfast such a bar, with minimal disruption to their existing classroom routine. It would be reasonable to expect that such a solution would have immediate educational, emotional and behavioural benefits.

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For further information please contact:

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Appendix 1 – Head Teacher interviews

Head Teacher Interviews

Kids Company's resident journalist interviewed two head teachers about the nutritional status of children in their primary schools. These are excerpts from the interviews.

"There is a point where as a teacher you start to get worried about a child.... We have got some who make you think 'crikey, what are they surviving on?' They look underweight. It's a problem with particular families. It's usually the same ones. It's one indicator that there is something wrong. Sometimes the children say they haven't had anything to eat. We usually feed them if they haven't.

When we first introduced fruit to the reception class it was clear they weren't used to having it because a lot of them had stomach problems. We figured they probably hadn't been eating enough fruit."

Head teacher, Primary School in Wandsworth, 2012

"We know through general discussion with the children there are a significantly high proportion who don't have breakfast. I would say 50 per cent. Equally though, we have those children who say 'yes, I had breakfast'. We say 'what did you have?' And the answer is biscuits. Crisps. With some of our children we know the only meal they have is the one they have with us at lunchtime. Last year we tried to open our breakfast club for families in need. But it's not something we can support indefinitely in the current climate. We charge £5 for a cooked breakfast and childcare, per day. We used to be able to provide free places through this cost, but we can't do that anymore because more and more families can't afford to pay the £5. That is down to the fact that a number of them have lost their jobs or are moving to part-time hours. Or the mix of part-time work and benefits doesn't work for them. They may as well be on benefits. There is such a need for more food. We would certainly like to be able to offer all of our children the opportunity to have breakfast. When we do give them a cooked breakfast, we can see the difference it makes to our children.

I know children who look hungry and malnourished. Who are short for their years. One girl I know of says her nan doesn't wake up in time to make her breakfast. It depends on what time she wakes up as to when she gets into school. If she wakes up and wants to get out of the house, she just leaves. She doesn't think about what's in the kitchen. And sometimes you talk to her and you realise she has been a few days without food at home."

Head teacher, Primary School in Lambeth, 2012

Appendix 2 – Case Studies

<u>Case Studies</u>

These stories offer a disturbing insight into the suffering caused by lack of regular food and good nutrition. They also show how simple steps of providing food vouchers and regular meals help our children and their families take massive strides towards improving their lives.

A TEENAGER STARVES AFTER FAMILY SPIRALS INTO POVERTY FOLLOWING MURDER

When she was 19 years old Kerry regularly went without food so that her eight-year-old brother Jacob could eat. Her sacrifice led to migraines, light-headedness, irritability and a distended stomach. And while his sister went without food, Jacob's diet mainly consisted of £1 chicken and chips, depriving him of the necessary nutrients to develop and grow. Like many children who come to us, although he had food in his belly, he was suffering from malnutrition.

He still has extensive problems with his teeth and gums due to lack of vitamins, minerals and iron in his earlier childhood. It was the murder of the oldest son Steven, a diligent college student, that triggered this family's decline into shocking poverty. As they struggled to cope with their grief, circumstances changed and they found themselves having to get by with very little money. Suddenly feeding the children and providing basic necessities became a huge challenge. In the year-and-a-half that Kids Company has been working with this family, we have provided them with the practical and emotional support to help them survive and heal emotionally – from food vouchers to therapy. Now the family are able to buy nutritious food and have regular meals, Kerry's mood has stabilised, she is physically healthier and she is planning her future. Her younger brother is also doing well and forming positive friendships. There are many children who suffer the effects of malnutrition, and what may seem like a small gesture, such as weekly food vouchers, can have a lasting positive impact.

A FIVE-YEAR-OLD COMES TO KIDS COMPANY SUFFERING FROM RICKETS

Pam was suffering from rickets when her mother brought her to Kids Company. A common result of famine or starvation in developing countries, rickets is a disease that has not been prevalent in this country since the 19th century. It is caused by lack of vitamin D and the sunlight that converts it into an active state. It leads to a softening of the bones and potentially fractures and deformity and it hindered Pam's ability to move and grow properly – when she first came to our attention at 17 months old she couldn't walk.

Pam was diagnosed with rickets after her mother Sharon referred herself, her older daughter Judy and her baby, Pam, to our Arches II Centre. Sharon was relying on a family member for food and she would often skip meals so her older daughter could eat.

Pam was still being breastfed and had not yet been introduced to solid foods because her mother could not afford to buy it. But Sharon was malnourished too, so there was little nutritional value in her milk. Before Sharon came to Kids Company she was battling to stay in the country and living off a tiny weekly budget, as she was not eligible to claim benefits. The three of them were living with another family of three in a damp, cramped third-floor flat in a chaotic tower block.

The children and their mother lived in the small bedroom while the other family occupied the tiny sitting room, and rising tensions would erupt in arguments. When Sharon first came to Kids Company she was given very practical support in the form of food vouchers and a bus pass. This meant she could take Judy on the eight-mile journey to and from school with a packed lunch and there was food on the table for both children. Judy soon won an award for 100 per cent attendance – a testament to her mother's commitment to her education. Our nursing therapists have helped Sharon introduce Pam to solid foods, they have encouraged Sharon to have her chronic eczema treated and helped Judy with her special educational needs.

Judy is attending a small art class at our therapy centre, the Heart Yard, where it is hoped she will start to process her life experiences. Kids Company have helped Sharon resolve her immigration and housing situations and she is now supporting her children through her work as a cleaner. With our help, she has become

confident in using the internet and phones and dealing with officials on her own, so she can bring more stability into her families lives. The children having been getting more fresh air and exercise and no longer have to worry about where their next meal is coming from.

MATTHEW, 20, SEVERELY UNDERWEIGHT AND MALNOURISHED

He said: "Coming here made me so happy because I was able to learn better. I was able to do a lot of things better because I wasn't tired and hungry all the time. I never understood anything at school because I was so tired, but here, because of the food I was getting, my brain was like a sponge. Within about two days I knew every bone and muscle in the body. I know about blood circulation, lactic acid. I passed everything [Kids Company's Path to Life syllabus] so quickly. I was shocked."

HOMELESS SINCE 13 AND FORCED TO RUMMAGE IN SKIPS FOR FOOD

Since the age of 13, Amy had been sleeping on friends' sofas and in parks, in squats and on buses and trains. She would often rummage around in skips to feed herself and her cat as she used her benefits money to travel to college and pay for her lunch while she was there. She is determined to go to university to study English and comes to a Kids Company centre every Wednesday and Friday. She says the £20 weekly food vouchers we give her have made a huge difference to her life. She has even started to cook, after we gave her pans and a hob.

All names have been changed to protect our children's safety. The stories of their lives emerged within the context of long-standing trusted relationships with our staff. Our in-house journalist has conducted interviews with children and full transcripts are available.

Survey of teachers – key findings

About the survey

The survey ran for one month from 7 November to 7 December 2012. There were 164 respondents who were head teachers, deputy heads, teachers and a small number of teaching assistants, business managers and other school staff. Respondents broke down accordingly: 9% infant schools, 46% primary schools, 47% secondary schools and 7.8% other. Respondents were working in schools from 21 different boroughs with a good balance between inner and outer London boroughs. Lewisham, Lambeth, Tower Hamlets had the highest response rates.

The key findings

How many pupils do you think regularly start the formal school day without breakfast? (149 responses)	
None	3.4%
1- 5 pupils per class	36.9%
6 - 10 pupils per class	35.6%
11 - 15 pupils per class	18. 8%
16 – 20 pupils per class	4%
21 – 25 pupils per class	0.7%
26 – 30 pupils per class	1.3%

Why do you think these pupils usually start the formal school day without breakfast? (144 responses)	
Families do not take responsibility to provide this	63.9%
There's no time	60.4%
They eat a snack on the way to school	54.9%
Families cannot afford it	50.7%
Don't know	9.7%

Have you ever taken action to address pupils coming to school hungry? (144 responses)	
Yes	77.1%
No	18.8%
Don't remember	4.2%

What action have you taken if pupils start the school day hungry? (100 responses)	
Given food to pupils at my own expense	61%
Spoken to a parent or carer about their behaviour	55%
Alerted senior staff	53%
Spoken to a parent or carer about entitlement to free school meals	49%
Spoken to a parent or carer about entitlement to a breakfast club	44%
Contacted social services	20%

If you have given food to pupils, roughly how frequently does this occur? (101 responses)	
Occasionally (up to once a month)	43.8%
Regularly (1-4 times a month)	19.0%
Never	16.2%
Every day	8.6%
Very frequently (more than 8 times a month)	6.7%
Frequently (5-8 times a month)	4.8%

If children start the school day hungry what impacts can this have? (141 responses)	
Worse concentration	97.2%
Worse behaviour	83%
Worse attainment	75.2%
Less ability to take part in sport	50.2%
Fainting or other illness	41.1%

Agenda Item 7

Item No.	Classification: Open	Date: 25 February 2013	Meeting Name: Education, Children's Services and Leisure Scrutiny Sub-Committee
Report title:		Southwark Schools for the Future: New School Proposals	
Ward(s) or groups affected:		All	
From:		Project Director, Southwark Schools for the Future	

RECOMMENDATION

1.   That Education, Children's Services and Leisure Scrutiny Sub-Committee note the briefing provided below.

UPDATE

Compass

2.   The Education Funding Agency (EFA) have acquired the former Bermondsey campus of Southwark College on behalf of Compass School

3.   Compass School intends to open in September 2013.

University Technical College (UTC)

4.   It is understood that a portion of the Bermondsey College site will be retained by the EFA for the purposes of establishing the University Technical College. The earliest likely date for the establishment of a UTC is September 2014.

Southwark Free School

5.   In 2011 Southwark Free School (SFS) secured Department for Education pre-opening approval to open in September 2012. At the time of this approval the school was proposed to be established at a site in Great Dover Street.

6.   In March 2012 SFS initiated a public consultation process seeking feedback from local stakeholders in regard to proposals to establish a 420 place primary school at 399 Rotherhithe New Road.

7.   The school was granted a 2 year lease in 2012 from the Council for the Ledbury Estate Tenants' Hall to enable their establishment.

8.   The school's permanent proposals for 399 Rotherhithe New Road are currently the subject of pre-application discussions with Southwark planners.

Other Free School Proposals

9.   A German/English bilingual primary school – Judith Kerr Primary School - has been provisionally approved by the Department for Education and is exploring options for establishment in the Dulwich and Rotherhithe areas. Officers have met

with representatives of the proposer and the Education Funding Agency (the body tasked with delivering the new school) to discuss their proposals and provide advice and assistance where possible. The school has currently not secured a site.

10. Another proposer has been approved by the Department for Education to establish a two form of entry primary school for Latin-American children. The proposer has not identified a site but has advised that they wish to establish in the Peckham and Camberwell Area.

11. The Harris Federation has been approved by the Department for Education to establish a two form of entry primary free school. They are seeking through the EFA for this to be established at the site of the former East Dulwich Hospital.

AUDIT TRAIL

Report Author	Sam Fowler		
Version	final		
Dated	15 February 2013		
Key Decision?	No		
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER			
Officer Title		**Comments Sought**	**Comments included**
Strategic Director of Communities, Law & Governance		No	No
Finance Director		No	No
Cabinet Member		No	No
Date final report sent to Scrutiny Team			15 February 2013

Agenda Item 10

Education, Children's Services & Leisure Scrutiny Sub-Committee
Work Programme 2012/13

25 February 2013
Review: Universal Free Healthy School Meals.
• Evidence from Kids Company.
Review: Bullying - school and council policy in supporting vulnerable children and reducing abusive and poor peer relations.
• Take evidence on cyber bullying from volunteer organisations mobile phone and social network providers.
• Consider evidence submitted by Schools OUT.
Review: Local authority role in education - the council's role with maintained , academy and free schools - exploring what our governance and influencing levers are in a changing context, and how the council can promote good performance, and tackle poor performance.
Council commissioning of voluntary sector organisations that support parents
Monitoring of cabinet members reports in response to reviews ; Obesity and Sports Provision
Rotherhithe School and Southwark Free Schools – regular report.
12 March 2013
Cabinet member interview with Cabinet member lead for Children's Services Councillor Dora Dixon-Fyle.
Review: Universal Free Healthy School Meals.
Review: Bullying - school and council policy in supporting vulnerable children and reducing abusive and poor peer relations.
• Speakerbox to give evidence on the Bullying review.
Review: Local authority role in education - the council's role with maintained , academy and free schools - exploring what our governance and influencing levers are in a changing context, and how the council can promote good performance, and tackle poor performance.
Southwark Youth Council & Speakerbox review of Children's and Young People's Plan (CYPP).
Monitoring of cabinet members reports in response to reviews ; Obesity and Sports Provision
Community Restoration Fund report.
Rotherhithe School and Southwark Free Schools – regular report.
23 April 2013
Review: Universal Free Healthy School Meals
Review: Bullying - school and council policy in supporting vulnerable children and reducing abusive and poor peer relations
Review: Local authority role in education - the council's role with maintained , academy and free schools - exploring what our governance and influencing levers are in a changing context, and how the council can promote good performance, and tackle poor performance.
Safeguarding – annual report and interview of Independent chair.
Rotherhithe School and Southwark Free Schools – regular report.
Olympic and Paralympic legacy report.

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EDUCATION, CHILDREN'S SERVICES & LEISURE SCRUTINY SUB-COMMITTEE MUNICIPAL YEAR 2012-13

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Councillor Right Rev E Oyewole	1		
Councillor Sunil Chopra	1	Deborah Collins, Strategic Director of Environment & Leisure	1
Councillor Rowenna Davis	1		
Councillor Paul Kyriacou	1	Adrian Whittle, Head of Culture, Libraries, Learning and Leisure	1
Councillor Rose Shimell	1		
Councillor Cleo Soanes	1	Shelley Burke, Head of Overview & Scrutiny	1
		Sarah Feasey, Legal Services	1
Reserves		Eleanor Parkin, Policy Officer, Children's Services	1
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Councillor Chris Brown	1		
Councillor Poddy Clark	1		
Councillor Darren Merrill	1	Kerry Crichlow, Assistant Director, Children's Services	1
Councillor Althea Smith	1		
		Elaine Allegretti, Head of Strategy, Planning and Performance, Children's Services	1
Education Representatives			
		Merrill Haeusler, Deputy Director, Children's Services	1
Revd Nicholas Elder	1		
Colin Elliott	1	Yolanda Houston, Headteachers Executive business Manager	1
Leticia Ojeda	1		
Lynn Charlton	1	Tania Robinson, Environment Dept	1
		Chris Page, Principal Cabinet Assistant	1
		Alex Doel, Labour Political Assistant	1
Other Members		William Summers, Liberal Democrat Political Assistant	1
Councillor Dora Dixon-Fyle	1	Julie Timbrell, Scrutiny Team SPARES	10
Councillor Catherine Bowman	1		
Councillor Veronica Ward	1		
		Total:	44
		Dated: January 2013	