

Anti-Bullying Alliance Wellbeing Indicators Wave one report



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Summary

This report presents findings from the Anti-Bullying Alliance (ABA) Wellbeing Indicator Survey of children and young people in England, conducted by the Anti-Bullying Alliance between June 2015 and January 2016 as part of the programme to reduce bullying of disabled children and those with special educational needs (SEN).

In total, 8,665 children and young people, aged between 7 and 16, and attending 82 schools distributed throughout the UK, completed the survey. All schools were located within 12 Champion Areas; local authorities and academy chains which had been chosen by the ABA to receive specialised anti-bullying training which specifically focuses on disabled children and those with SEN.

The survey was developed by the Anna Freud Centre and the Evidence Based Practice Unit at University College London on behalf of the Anti-Bullying Alliance, and covered five areas relating to bullying and wellbeing: being bullied; bullying others; school experiences; emotional difficulties; and behavioural difficulties. Data analysis was conducted among the whole sample, and also separately for disabled children and those with SEN (N = 1,356) to examine their experiences of school bullying.

Key Findings:

Being Bullied

- 1 in 4 of all children and young people were bullied a lot or always.
- 1 in 3 disabled children and those with SEN were victims of frequent bullying.
- Disabled children and those with SEN were more than twice as likely as their non-disabled peers to be called mean names, to be teased, to be hit, pushed or kicked, or to be excluded by others.
- The risk of being frequently bullied declined with age, both overall, and also among disabled children and those with SEN.
- Males were more often frequently bullied than females (28% vs. 25%).
- Both male and female disabled children and young people and those with SEN were equally likely to be bullied (38% vs. 39%).
- Children who were eligible for free school meals were more likely to be victims of frequent bullying (32%) than those who were not eligible (26%).

Bullying Others

- 1 in 20 of all participants had bullied others.
- Around 1 in 10 disabled children and those with SEN had bullied someone else.
- 3 in 4 disabled children and those with SEN who bullied others were also frequently bullied.
- The number of children who perpetrated bullying increased with age.

- Males were more likely to perpetrate bullying than females, both overall, and among disabled children and those with SEN.

School Experiences

- Children and young people who experienced school bullying enjoyed school less, had poorer relationships with their teachers, and were less likely to feel safe or included within the school.
- Disabled children and those with SEN reported more negative school experiences than children without a disability or any SEN.
- Almost one half of disabled children and those with SEN who had experienced bullying did not enjoy going to school.
- 1 in 2 disabled children and those with SEN who experienced bullying did not feel included at school.

Emotional Difficulties

- Being a victim or bully-victim was associated with a wide range of emotional difficulties.
- Disabled children and those with SEN who were bully-victims reported significantly more emotional difficulties than bully-victims who did not have a disability or SEN.
- Disabled children and those with SEN who were involved in bullying in any way reported almost twice as many emotional problems as those who had not experienced bullying.

Behavioural Difficulties

- Any form of involvement in school bullying was associated with more behavioural difficulties.
- Disabled children and those with SEN who were victims, perpetrators or bully-victims reported more behavioural difficulties than those not involved in bullying.
- Disabled children and those with SEN who bullied others (as perpetrators or bully-victims) reported more than twice as many behavioural difficulties as those who did not perpetrate bullying.

Methods

This report examines bullying, school experiences and emotional and behavioural wellbeing among a sample of 8,665 English children and young people, with a specific focus on the experiences of disabled children and those with special educational needs (SEN).

Participants

The data used in this report was collected as part of the Anti-Bullying Alliance's programme to reduce bullying of disabled children and those with special educational needs (SEN) in schools in England. The survey was distributed to schools located within 12 Champion Areas; 11 local authorities and 1 academy chain that had been selected by the Anti-Bullying Alliance to receive specific training and support to tackle bullying among disabled children and those with SEN. Over the past year, ABA have worked with each of these champion areas to deliver training to schools, the children's workforce, and parents and carers of disabled children and those with SEN. From this, schools have begun to adopt changes which are aimed to reduce the bullying of disabled children and those with SEN.

The data used in this report shows the baseline collection that schools involved in the project completed. Schools will complete the survey again before the end of the programme to ascertain if there has been any improvement.

Table 1 presents an overview of the 12 Champion Areas; to preserve confidentially the identity of each Champion Area has been masked, and is referred to through a randomly assigned letter (A-L).

Across the 12 Champion Areas, a total of 82 schools, representing the spectrum of educational institutions within England, participated in the first stage of the research. Of these, 56 were primary schools (68%), 5 were junior schools (6%), and 14 were secondary schools (17%) (an additional 7 schools were classified as other). Around two thirds of all participating schools were state maintained schools (N = 52, 63%), while 24 were academies (29%) and 5 were independent schools (6%). Although the majority were mainstream schools (N=75, 92%), 5 special schools also participated in the research. The number and types of school varied between each of the 12 Champion Areas (Table 2).

After screening all available data to remove invalid responses, a total of 8,665 children and young people participated in the study. The largest proportion of participants came from Area K (N = 1538, 18%), and the least number from Area E (N = 217, 3%). The number of children who completed the questionnaire differed widely between schools (Min no. of respondents = 5; Max no. of respondents = 550), with an average of 39 pupils from each school responding to the survey.

Table 1: Champion Area Characteristics

Area	Region	Location	Characteristics
A	West Midlands	Urban	<ul style="list-style-type: none"> ▪ High percentage of pupils eligible for free school meals ▪ High number of pupils from ethnic minorities ▪ High number of pupils who speak English as an additional language
B	South East	Urban/Rural	<ul style="list-style-type: none"> ▪ High percentage of looked after children ▪ Low percentage of pupils eligible for free school meals ▪ High percentage of schools judged good or outstanding in behaviour
C	East Midlands	Urban	<ul style="list-style-type: none"> ▪ High percentage of looked after children
D	South East	Urban	<ul style="list-style-type: none"> ▪ Low percentage of schools judged good or outstanding in behaviour ▪ High number of pupils from ethnic minorities ▪ High number of pupils who speak English as an additional language
E	East Midlands	Rural	<ul style="list-style-type: none"> ▪ High percentage of schools judged good or outstanding in behaviour
F	East Midlands	Urban/Rural	<ul style="list-style-type: none"> ▪ Low percentage of schools judged good or outstanding in behaviour ▪ High percentage of pupils eligible for free school meals ▪ High number of pupils from ethnic minorities ▪ High number of pupils who speak English as an additional language
G	East Midlands	Urban	<ul style="list-style-type: none"> ▪ Low percentage of looked after children ▪ Low number of pupils from ethnic minorities ▪ Low number of pupils who speak English as an additional language
H	South East	Urban	<ul style="list-style-type: none"> ▪ High percentage of pupils eligible for free school meals ▪ High number of pupils from ethnic minorities ▪ High number of pupils who speak English as an additional language
I	North West	Urban	<ul style="list-style-type: none"> ▪ High percentage of looked after children ▪ High percentage of pupils eligible for free school meals
J	South East	Rural	<ul style="list-style-type: none"> ▪ Low percentage of looked after children ▪ Low percentage of pupils eligible for free school meals
K	North East	Urban	<ul style="list-style-type: none"> ▪ High percentage of schools judged good or outstanding in behaviour ▪ High percentage of looked after children ▪ Low number of pupils from ethnic minorities ▪ Low number of pupils who speak English as an additional language
L	South West	Rural	<ul style="list-style-type: none"> ▪ Low percentage of looked after children ▪ Low percentage of pupils eligible for free school meals ▪ Low number of pupils from ethnic minorities ▪ Low number of pupils who speak English as an additional language

Participant's age was measured according to their Year Group, which ranged from Year 3 (aged approximately 7-8) through to Year 11 (aged 15-16). The overall distribution by year group was: Year 3 = 833 (10%); Year 4 = 1,486 (17%); Year 5 = 1,303 (15%); Year 6 = 1,489 (17%); Year 7 = 746 (9%); Year 8 = 1,273 (15%); Year 9 = 381 (4%); Year 10 = 1,009 (12%); Year 11 = 145 (2%). Among all children and young people, there was an approximately equal split by gender, with 4,161 males (48%) and 4,504 females (52%). Just under 1 in 5 participants (N = 1,543; 18%) were eligible to receive free school meals.

According to school type, 52% of all participants attended primary schools (N = 4,536), 37% attended secondary schools (N = 3,219), and 5% attended junior schools (N = 398). Additionally, just over one half of all participants attended maintained schools (N = 4,424, 51%), while one third attended academies (N = 3,245, 37%), and 5% independent schools (N = 515).

Among all participants, 1,356 (16%) had a disability or SEN. According to Year Group, the number of disabled children and those with SEN was: Year 3 = 122 (9%); Year 4 = 217 (16%); Year 5 = 214 (16%); Year 6 = 263 (20%); Year 7 = 134 (10%); Year 8 = 195 (14%); Year 9 = 75 (6%); Year 10 = 113 (8%); Year 11 = 23 (2%). Slightly under two thirds of disabled children and those with SEN were male (N = 901, 66%), and one third female (N = 455, 34%). Furthermore, one third of all disabled children and those with SEN (N = 439, 32%) were eligible to receive free school meals.

The highest proportion of disabled children and those with SEN was in Champion Area H (28%), while the lowest was found in Area E (5%). Comparing disabled children and those with SEN by school type, just over one half attended primary schools (N = 722, 53%), while one quarter attended secondary schools (N = 371, 27%), and 5% junior schools (N = 66). In line with the whole sample, around half of disabled children and those with SEN attended maintained schools (N = 688, 51%), while a further 42% attended academies (N = 568). Only a small proportion attended independent schools (N = 44, 3%). Over three quarters of disabled children and those with SEN attended mainstream schools (N = 1067, 79%), while 17% (N = 230) attended special schools.

Measures

The survey used in this study was developed by the Anna Freud Centre and the Evidence Based Practice Unit at University College London on behalf of the Anti-Bullying Alliance with the intention of developing a set of indicators which could assess the incidence and experience of bullying among children and young people and their wellbeing (for information see *Fink, E. et al., 2014, The development of a set of indicators to capture the incidence and experience of bullying, and well-being in children and young people with special educational needs/disabilities. London, ABA*).

To find out more about how the measures were developed please go to: <http://www.anti-bullyingalliance.org.uk/the-programme/wellbeing-online-questionnaire/>

Table 2: School and Sample Characteristics by Champion Area

Champion Area	Number of Schools	School Status	School Category	School Type	Participants (N)	Year Group (Range, Mean)	Sex (%)	SEND N (%)	Free School Meals N (%)
Area A	14	12 Maintained 2 Independent	14 Mainstream	9 Primary 4 Secondary 1 Junior	1370	3-11 M=6.56	45% Male 55% Female	192 (14%)	357 (26%)
Area B	10	7 Maintained 2 Academies 1 Independent	10 Mainstream	8 Primary 1 Junior 1 Other	381	3-10 M=5.25	47% Male 53% Female	75 (20%)	61 (16%)
Area C	3	2 Academies 1 Maintained	3 Mainstream	2 Primary 1 Secondary	386	3-10 M=7.20	46% Male 54% Female	57 (15%)	73 (19%)
Area D	4	2 Maintained 1 Academy 1 Independent	4 Mainstream	2 Primary 2 Other	469	3-7 M=5.60	48% Male 52% Female	48 (10%)	67 (14%)
Area E	2	2 Academies	2 Mainstream	1 Primary 1 Secondary	217	4-9 M=6.06	43% Male 57% Female	10 (5%)	86 (40%)
Area F	4	2 Maintained 2 Academies	4 Mainstream	3 Primary 1 Secondary	639	3-8 M=5.91	49% Male 51% Female	84 (13%)	39 (6%)
Area G	9	5 Maintained 4 Academies	7 Mainstream 2 Special	4 Primary 2 Secondary 1 Junior 2 Other	1018	3-11 M=6.68	51% Male 49% Female	156 (15%)	180 (18%)
Area H	4	2 Academies 1 Independent 1 Maintained	3 Mainstream 1 Special	2 Primary 1 Junior 1 Other	489	3-10 M=5.53	53% Male 47% Female	139 (28%)	113 (23%)
Area I	5	3 Maintained 2 Academies	4 Mainstream 1 Special	4 Primary 1 Other	360	3-10 M=4.94	52% Male 48% Female	87 (24%)	207 (58%)
Area J	10	5 Maintained 5 Academies	9 Mainstream 1 Special	9 Primary 1 Secondary	626	3-11 M=5.31	54% Male 46% Female	170 (27%)	87 (14%)
Area K	9	7 Maintained 1 Academy 1 Other	8 Mainstream 1 Other	6 Primary 3 Secondary	1538	3-10 M=6.87	43% Male 57% Female	193 (13%)	173 (11%)
Area L	8	7 Maintained 1 Academy	7 Mainstream 1 Other	6 Primary 1 Secondary 1 Junior	1172	3-11 M=6.60	51% Male 49% Female	145 (12%)	100 (9%)

Questionnaire items were developed through a review of literature, followed by a consultation with disabled children and young people and those with SEN, as well as experts within the field. To ensure the validity and reliability of the indicators, the survey was pilot tested among a sample of 554 primary and secondary school pupils.

Following this development process, the final questionnaire presented to participants in the present study was comprised of 36 multiple-choice items, presented in Table 3, which covered the following categories: experiences of being bullied; bullying behaviour directed towards others; school experiences; emotional problems; and, behavioural problems. To assess how well items within each of these categories correlated, reliability analysis was carried out. Cronbach's Alpha scores (α) for each category were all above 0.700 indicating a high level of internal consistency (see table 3).

Participant's demographic characteristics were recorded by school staff, who uploaded data relating to each child's year group, gender, eligibility for free school meals, and whether or not they had a disability or SEN. This ensured that accurate demographic data was collected for each pupil.

All items were assessed through a series of multiple-choice Likert scales. For items relating to bullying experiences, bullying behaviour, and school experiences, participants were asked to indicate how frequently each of these behaviours had occurred: Never, A Little, A Lot, or Always. As bullying is considered to be a repetitive behaviour, frequent victimisation or bullying perpetration was identified if children had experienced any behaviour either A Lot or Always.

For the items which focused on emotional and behavioural difficulties, participants were asked how often they had experienced each of these difficulties: Never, Sometimes, or Always. To explore associations between bullying and school experiences, emotional difficulties, and behavioural difficulties, items on being bullied and bullying others were combined to identify four roles of involvement: Non-involved; Victims; Perpetrators; and Bully-Victims. Items pertaining to emotional and behavioural difficulties were summed to create overall scales. Analysis of categorical data was carried out using chi-squared tests of association, and logistic regression. Scale data pertaining to emotional and behavioural outcomes was assessed using Univariate ANOVA'S. All analysis was conducted using IBM SPSS version 22.

Table 3: Survey Items

	No. of Items	Description	α
Demographics	3	Gender Year Group Disability or SEN Eligibility for free school meals	-
Bullying Experiences	8	How often (Never, A Little, A Lot, Always): <ul style="list-style-type: none"> • Other pupils tease me • I am hit, pushed or kicked by other pupils • Other pupils stop me from joining in during lunch and break time • Other pupils say bad things about me when I'm not there • Other pupils don't like me • Other pupils stop me from joining in classroom activities • Other pupils pick on me because I am a bit different • I am called mean names by other pupils 	0.835
Bullying Behaviour	5	How often (Never, A Little, A Lot, Always): <ul style="list-style-type: none"> • I say bad things about other pupils when they aren't there • I hit, push or kick other pupils • I pick on other pupils • I call other pupils mean names • I tease other pupils 	0.781
School Experiences	4	How often (Never, A Little, A Lot, Always): <ul style="list-style-type: none"> • I like going to school • I get on well with my teachers • I feel safe at school • I feel like I belong at school 	0.739
Emotional Difficulties	10	How often (Never, Sometimes, Always): <ul style="list-style-type: none"> • I feel lonely • I cry a lot • I am unhappy • Nobody likes me • I worry a lot • I have problems sleeping • I wake up in the night • I am shy • I feel scared • I worry when I am at school 	0.840
Behavioural Difficulties	6	How often (Never, Sometimes, Always): <ul style="list-style-type: none"> • I get very angry • I lose my temper • I hit out when I am angry • I do things to hurt people • I am calm (reversed) • I break things on purpose 	0.772

Results

Being Bullied

All Participants

Among the whole sample of 8,665 children and young people, just over one quarter (26.6%, N = 2,237) reported being bullied in any way on a frequent basis (either a lot or always). Taking into account less serious or one time incidents of bullying, a further 50% of participants (56.4%, N = 4,731) reported having been bullied 'a little' in any way; only 17% of all children and young people (N = 1,426) had not experienced any form of bullying at all. Confirming the validity of the measures used, the results are largely consistent with large-scale self-report studies of school bullying in the UK, which find that around 1 in 4 children experience being bullied regularly, while the majority are not bullied or experience only occasional incidents.

Table 4: Frequency of being bullied according to type of victimisation

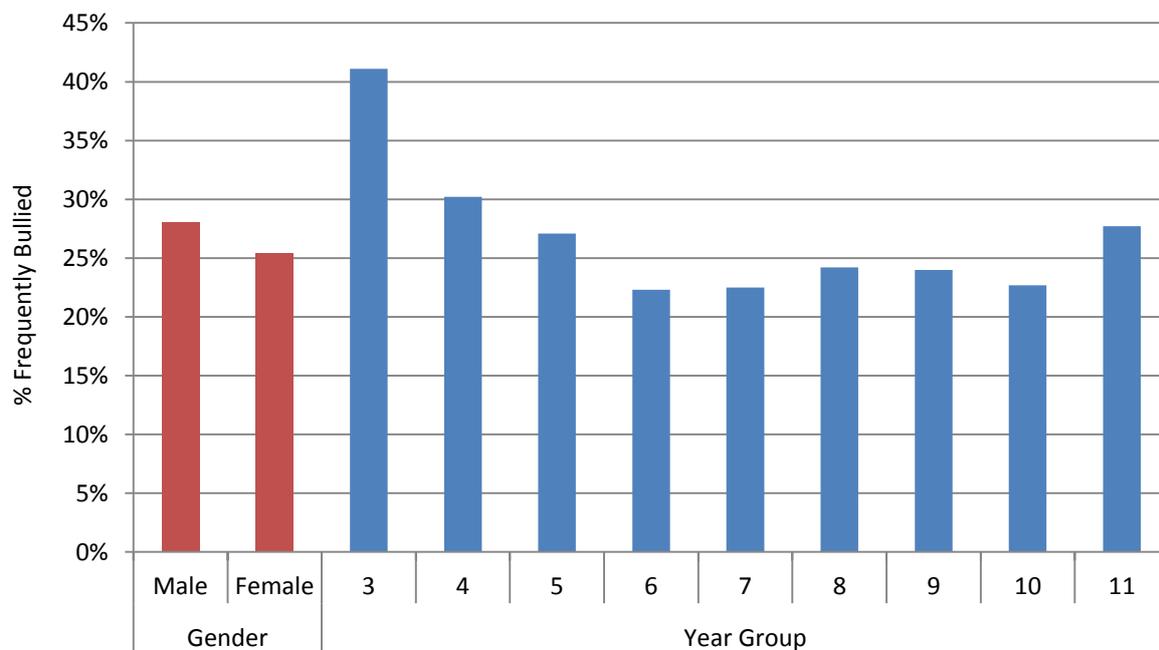
	Never	A Little	A Lot*	Always*
Other pupils tease me	3908 (45.4%)	3967 (46.0%)	537 (6.2%)	203 (2.4%)
I am hit, pushed or kicked by other pupils	5925 (68.8%)	2289 (26.6%)	269 (3.1%)	124 (1.4%)
Other pupils stop me from joining in during lunch and break time	6101 (70.9%)	2038 (23.7%)	305 (3.5%)	166 (1.9%)
Other pupils say bad things about me when I'm not there	4395 (51.6%)	3142 (36.9%)	645 (7.6%)	341 (4.0%)
Other pupils don't like me	3632 (42.5%)	4055 (47.4%)	574 (6.7%)	285 (3.3%)
Other pupils stop me from joining in classroom activities	6627 (77.2%)	1593 (18.6%)	234 (2.7%)	128 (1.5%)
Other pupils pick on me because I am a bit different	5738 (67.0%)	2200 (25.7%)	420 (4.9%)	207 (2.4%)
I am called mean names by other pupils	5178 (60.5%)	2677 (31.3%)	484 (5.7%)	223 (2.6%)

* Indicate frequent victims of bullying

Table 4 presents the number of participants who reported experiencing each type of bullying behaviour. Among all participants, the most common types of victimisation were not being liked by other pupils (57% had ever experienced this; 10% on a regular basis), being teased by other pupils (55% ever; 9% regularly), and having bad things said about them when they were not there (48% ever; 12% regularly). Being stopped from joining in classroom activities was the least commonly reported way of being bullied (23% ever; 4% regularly).

Overall prevalence rates differed by age (see Figure 1), with the youngest participants, those in Years 3 and 4, being significantly more likely to report being bullied either a lot or always (41% and 30% respectively) ($F=16.17$, $p<0.001$). Year 3 pupils were likely to experience all types of bullying more regularly than all other year groups, while additionally, Year 4 pupils more often reported being hit, pushed or kicked ($F=18.25$, $p<0.001$), or stopped from joining in during lunch and break times ($F=13.87$, $p<0.001$) when compared to older pupils. Lowest rates of being bullied were found among participants from Years 6 and 10 (22% for both). The reduced risk of being bullied in these year groups may result from these pupils being among the eldest within the school, as perpetrators of school bullying tend to pick on those who have the least power, such as children younger than themselves.

Figure 1: Percentage of frequent victims by age and gender (All participants)



Gender also had an impact on whether children were likely to experience being bullied. Males were significantly more likely to be victims of frequent bullying compared to females (28% vs. 25% respectively) ($\chi^2 = 7.25$, $p<0.005$). These gender differences were found for all forms of bullying, with the exception of not being liked, which both females and males reported experiencing equally often.

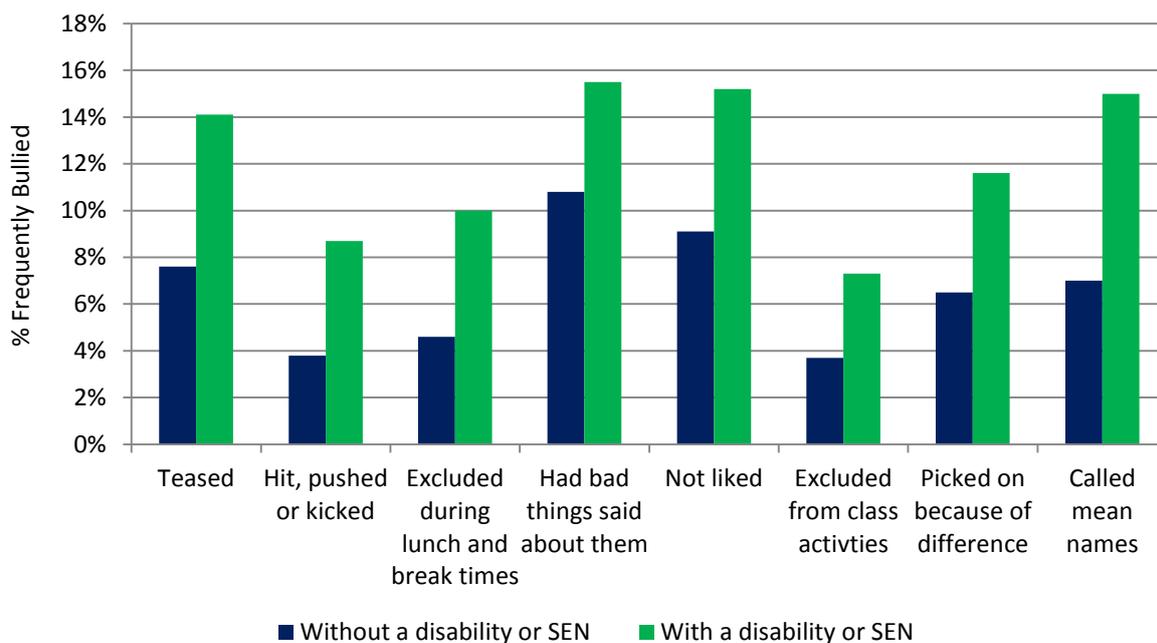
Children who were eligible for free school meals were more likely to be victims of frequent bullying (32%) than those who were not eligible (26%) ($\chi^2 = 23.43$, $p<0.001$). According to the type of bullying, children and young people receiving free school meals were more often teased ($\chi^2 = 5.08$, $p<0.05$), hit, pushed or kicked ($\chi^2 = 13.28$, $p<0.001$), left out at lunch and break times ($\chi^2 = 11.41$, $p<0.005$), had bad things said about them ($\chi^2 = 17.41$, $p<0.001$), picked on because they were different ($\chi^2 = 11.75$, $p<0.005$), and teased ($\chi^2 = 24.73$, $p<0.001$).

Overall rates of bullying varied slightly between schools. Concordant with the findings across year groups, significantly more bullying was observed within primary schools (29% experienced being bullied in any way a lot or always) compared to secondary (23%) or junior schools (26%) ($\chi^2 = 32.71, p < 0.001$). No differences were found according to school status however, with fairly similar rates of bullying observed in maintained schools (28%), academies (26%), and independent schools (27%).

Disabled children and those with SEN

In total, 1,356 disabled children and those with SEN responded to the survey. When asked how often they had experienced being bullied in any way, the findings showed that more than 1 in 3 disabled children and those with SEN (38%) had been bullied either a lot or always. Furthermore, an additional 48% had experienced occasional or one time incidents. Only a small minority (14%) reported that they had never experienced any form of bullying. Comparing these prevalence rates with all other participants (where 25% were bullied a lot or always), the findings showed that disabled children and those with SEN were almost twice as likely as those without disabilities or SEN to be the victims of frequent school bullying (OR = 1.91, 95% CI = 1.69-2.17).

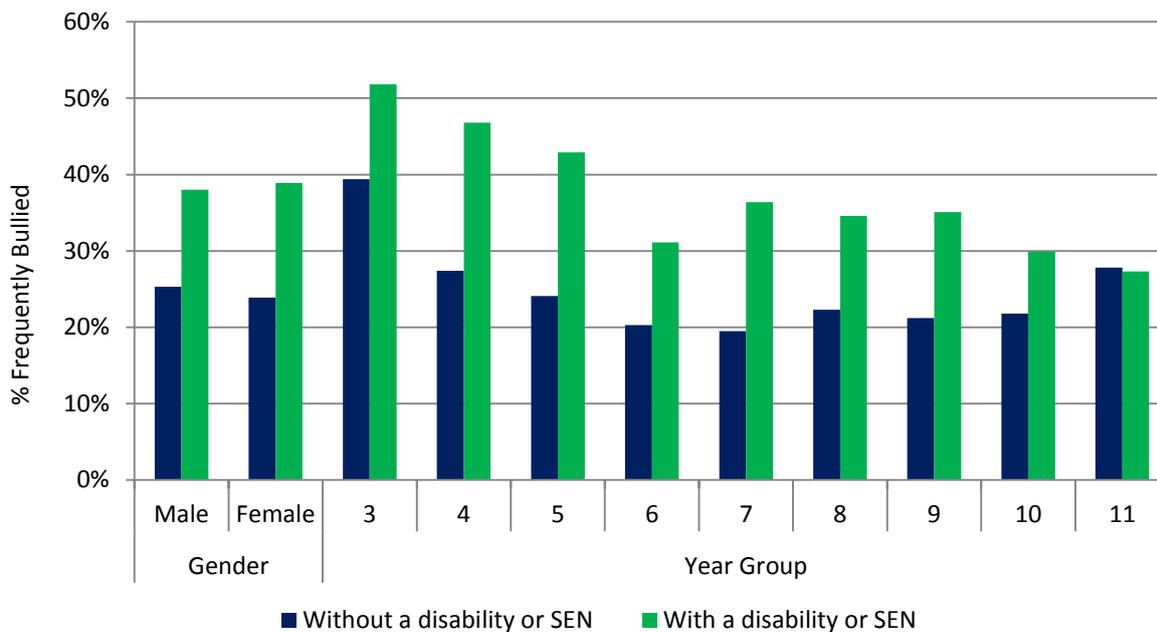
Figure 2: Percentage of children frequently bullied according to whether they have a disability or SEN



Prevalence rates for each type of bullying are depicted in Figure 2. As the graph illustrates, disabled children and those with SEN were at a much greater risk of being bullied, and experienced all forms of bullying much more frequently than children who did not have a disability or SEN. For most forms of bullying, on average, 5% more disabled children and those with SEN reported being bullied in that way compared to those without a disability or SEN. Accordingly, disabled children and young people were significantly more likely to be teased ($\chi^2 = 62.23, p < 0.001$), hit, pushed or kicked ($\chi^2 = 60.81, p < 0.001$), excluded during lunch and break times ($\chi^2 = 62.97, p < 0.001$), have bad things said about them ($\chi^2 = 23.79, p < 0.001$), not be liked ($\chi^2 = 46.33, p < 0.001$), be stopped from joining in classroom activities ($\chi^2 = 36.15, p < 0.001$), and be picked on because they were different ($\chi^2 = 41.82, p < 0.001$).

When compared to all others participants, the most significant difference was found in relation to being called mean names; 15% of disabled children and those with SEN were frequently bullied in this way, compared to 7% of children without a disability or SEN ($\chi^2 = 96.27, p < 0.001$). Although all forms of victimisation were more common, in particular, disabled children and those with SEN were more than twice as likely to be called mean names, be teased, be hit, pushed or kicked, or be excluded by others during lunch and break times.

Figure 3: Percentage of frequent victims by age and gender according to whether a disability or SEN



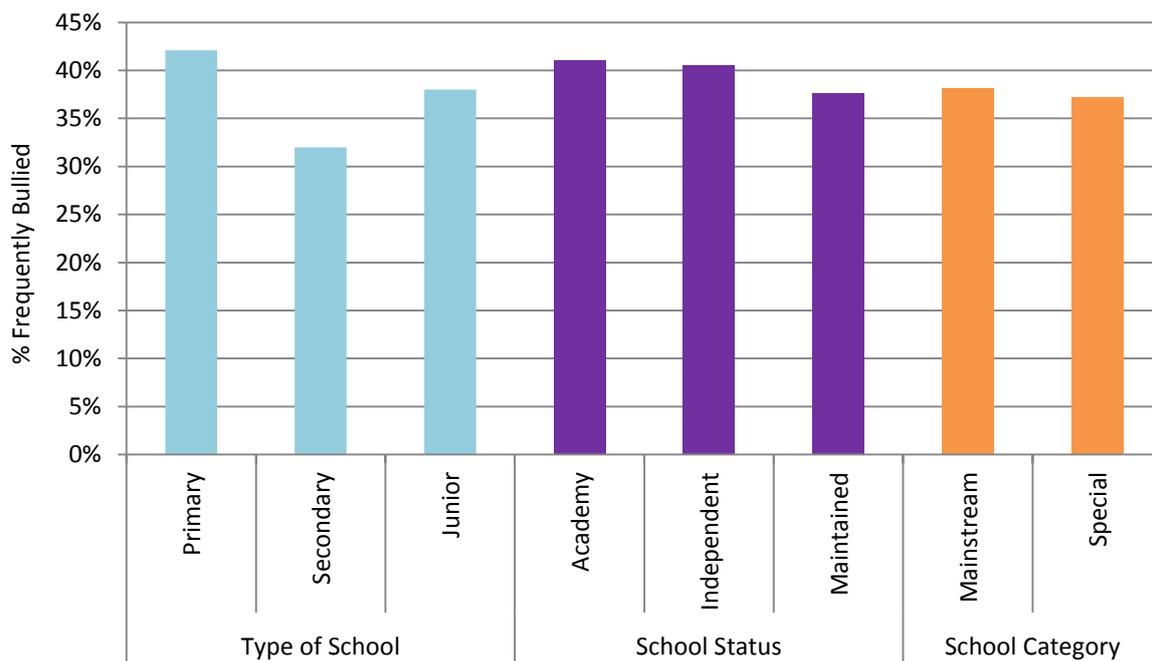
Similar to the findings among the whole population, overall rates of being bullied among disabled children and those with SEN declined with age ($\chi^2 = 28.27, p < 0.001$). Disabled children and those with SEN in Year 3 experienced the greatest amount of bullying (52%), with this declining slightly among Year 4 (47%) and Year 5 (43%) pupils. Lower rates were found among secondary school pupils, with just over one third of disabled children and those with SEN from year groups 7, 8 and 9 (between 35-36%) being frequently bullied, dropping to 29% among Year 10 pupils, and 27% among Year 11's. Examining this by type of bullying, disabled children and those with SEN in Year 3 were more likely to be hit, pushed or kicked ($\chi^2 = 36.09, p < 0.001$), excluded during lunch and break times ($\chi^2 = 19.24, p < 0.05$), stopped from joining in classroom activities ($\chi^2 = 18.78, p < 0.05$), and be picked on because they were different ($\chi^2 = 18.00, p < 0.05$), when compared with pupils from other all other Year Groups. These findings suggest that, as with rates of being bullied generally, the likelihood of disabled children and those with SEN being bullied is greatest during their early years at school, and tends to decline slightly as they grow older.

Comparing rates of bullying among disabled children and those with SEN according to gender showed no substantial differences. Among females, 39% reported being frequently bullied, compared to 38% among males. Furthermore, both disabled male and female and those with SEN were equally likely to experience most forms of victimisation. Only one difference was observed, whereby male disabled children and those with SEN were more likely to be hit, pushed or kicked compared to females (11% vs. 4% respectively) ($\chi^2 = 18.27, p < 0.001$). In contrast to the general population, where males were significantly more likely to

be victims of bullying, there appeared to be no difference among disabled children and those with SEN, among whom both males and females were equally likely to be victimised.

Overall, disabled children and those with SEN who were eligible for free school meals were not more likely to be bullied than those who did not receive free school meals (41% vs. 37% respectively). There were some differences according to type of bullying however, with disabled children and those with SEN who received free school meals more often being hit, pushed or kicked ($\chi^2 = 5.57, p < 0.05$), or picked on because they were different ($\chi^2 = 4.87, p < 0.05$) compared to disabled children and those with SEN who did not receive free school meals.

Figure 4: Percentage of frequent victims by school characteristics



Few differences in the number of disabled children and those with SEN who were bullied were found according to school characteristics. As observed among the whole population, higher rates of bullying were found in primary schools (42% of disabled children and those with SEN were bullied a lot or always), compared with secondary (32%) or junior schools (38%) ($\chi^2 = 10.02, p < 0.01$). Exploring this by type of bullying showed that more primary school students with a disability or SEN had been hit, pushed or kicked ($\chi^2 = 7.13, p < 0.05$), or excluded during lunch or break times ($\chi^2 = 12.47, p < 0.005$), however no differences were observed for other forms of bullying.

Whether participants attended maintained schools, independent schools or academies had no impact on their likelihood of being bullied. In maintained schools, 38% of disabled children and those with a SEN were bullied frequently, compared to 41% in independent schools, and 41% in academies. Accordingly, comparisons by type of bullying also showed no differences between these school types.

One important finding was that overall rates of being bullied were found to be the same in both mainstream schools (38% of disabled children and those with SEN were frequently bullied) and in special schools (37%). Despite some slight, but non-significant differences, the most common forms of bullying among disabled children and those with SEN in both

mainstream and special schools were being called mean names (18% in special schools, 14% in mainstream schools), having other pupils say bad things about them (15% in mainstream schools, 14% in special schools), and being teased (14% in both mainstream and special schools).

While these findings suggest that attending a specific school type does not substantially contribute to the risk of being bullied, a worryingly high proportion of disabled children and those with SEN are bullied on a frequent basis, irrespective of the school they attend. There is a clear and urgent need for interventions to be put in place which can limit the amount of bullying that these children and young people are regularly exposed to.

Bullying Others

All Participants

Among all 8,665 children and young people who completed the survey, around 1 in 20 (5.4%, N=461) reported that they bullied other pupils in any way either a lot or always. Most children and young people had not engaged in any bullying behaviour (61%, N=5,192), while one third (33%, N=2,822) reported doing so only a little. This is consistent with findings from UK self-report studies of school bullying, which suggest that between 5-13% of children bully others on a regular basis¹.

The number of participants who reported perpetrating each type of bullying behaviour is reported in Table 5. Among all participants, the most commonly reported forms of bullying others were saying bad things about someone when they weren't there (24% had ever done this; 2.6% on a regular basis), or teasing someone (17.3% ever; 1.8% regularly). Fewer participants reported that they had picked on other pupils (10.3% ever; 1.3% regularly).

Table 5: Frequency of bullying others according to type of behaviour (All participants)

	Never	A Little	A Lot*	Always*
I say bad things about other pupils when they aren't there	6482 (75.8%)	1851 (21.6%)	127 (1.5%)	91 (1.1%)
I hit, push or kick other pupils	7475 (87.5%)	928 (10.9%)	81 (0.9%)	63 (0.7%)
I pick on other pupils	7676 (89.8%)	766 (9.0%)	56 (0.7%)	48 (0.6%)
I call other pupils mean names	7274 (85.1%)	1115 (13.1%)	79 (0.9%)	76 (0.9%)
I tease other pupils	7057 (82.7%)	1323 (15.5%)	83 (1.0%)	71 (0.8%)

¹ Hymel, S., & Swearer, S. M. (2015). Four decades of research on school bullying: An introduction. *American Psychologist*, 70(4), 293.

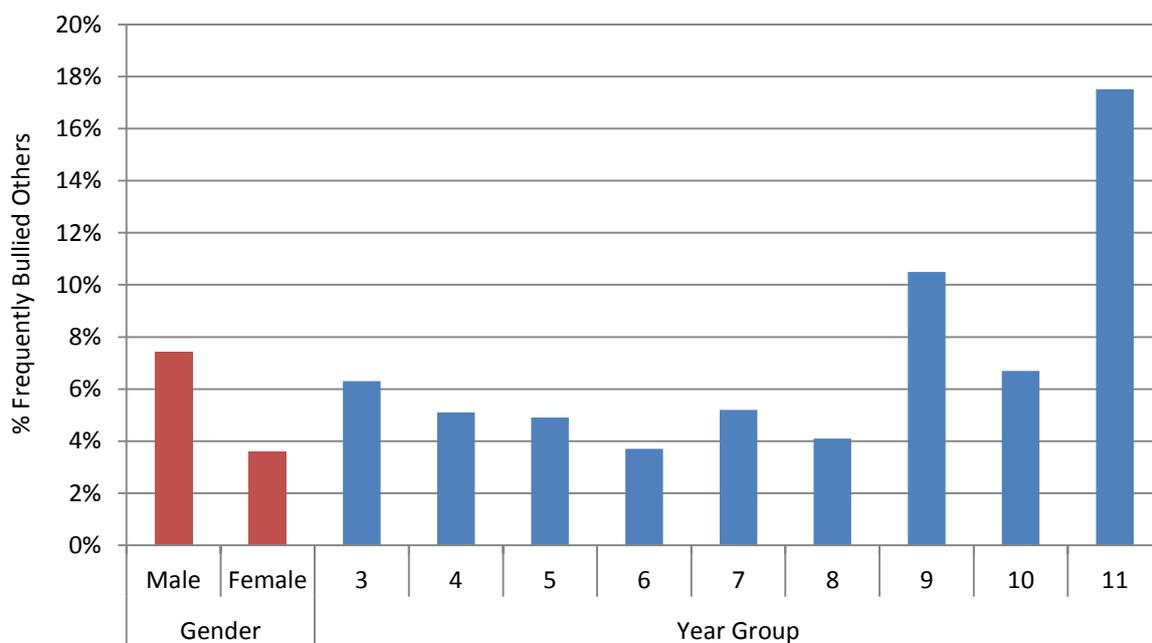
Rates of bullying others according to age and gender differences are displayed in figure 5. Overall, older pupils in Years 9 and 11 were more likely to report that they bullied others a lot or always (11% and 18% respectively) compared to other year groups ($F=9.55, p<0.001$). Participants from Years 6 and 8 were the least likely to have perpetrated bullying (4% for both). Exploring this by type of bullying, participants from Year 9 were more likely to hit, push or kick others ($F=5.15, p<0.001$), while those from Year 11 were more likely to pick on someone ($F=4.40, p<0.001$), or tease someone ($F=4.89, p<0.001$). Both of these Year Groups were also more likely to say bad things about someone ($F=14.20, p<0.001$), and to call others bad names ($F=8.06, p<0.001$), when compared with all other ages.

Comparing results by gender, overall, males were significantly more likely to frequently bully others than females (7% vs. 4% respectively) ($\chi^2 = 57.92, p<0.001$). This difference was found for all forms of bullying, with males being more likely to say bad things about someone ($\chi^2 = 7.89, p<0.005$), hit, push or kick other people ($\chi^2 = 47.76, p<0.001$), pick on others ($\chi^2 = 17.47, p<0.001$), call others mean names ($\chi^2 = 26.45, p<0.001$), and tease others ($\chi^2 = 27.49, p<0.001$).

Among all pupils, those who received free school meals were more likely to frequently bully others than those who did not receive free school meals (9% vs. 5% respectively) ($\chi^2 = 41.07, p<0.001$). This difference was found for all types of bullying, with children and young people who received free school meals being more likely to say bad things ($\chi^2 = 20.69, p<0.001$), hit, push or kick ($\chi^2 = 28.90, p<0.001$), pick on others ($\chi^2 = 10.48, p<0.005$), call others mean names ($\chi^2 = 17.07, p<0.001$), and tease others ($\chi^2 = 42.51, p<0.001$).

Rates of bullying differed slightly according to school characteristics. More secondary school pupils reported frequently bullying others (5.6%) compared to primary (4.8%) or junior school pupils (4.1%) ($\chi^2 = 39.23, p<0.001$). Additionally, maintained schools showed slightly lower rates of bullying perpetration (5.3%) compared with academies (5.9%) and independent schools (6.3%) ($\chi^2 = 11.14, p<0.05$).

Figure 5: Percentage of frequent perpetrators by age and gender (All participants)



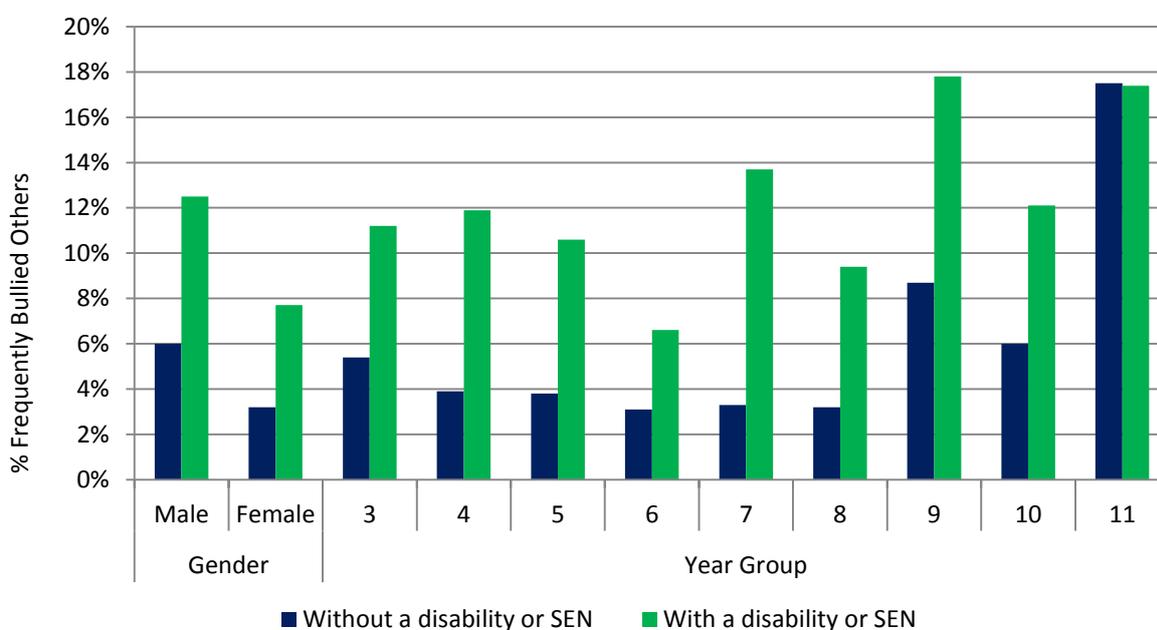
Disabled children and those with SEN

Among the 1,356 disabled children and those with SEN who participated in the study, around 1 in 10 (11%, N=143) reported that they frequently bullied others either a lot or always. Just under one-third had perpetrated bullying only occasionally (32%, N=427), while the majority of disabled children and those with SEN had never displayed bullying behaviour (57%, N=747). Overall, disabled children and young people were more likely to perpetrate bullying behaviour than those who did not have a disability or SEN (11% vs. 4% respectively) ($\chi^2 = 89.00, p < 0.001$). This was found for all forms of bullying behaviour, with disabled children and young people and those with SEN more often reporting that they had said bad things ($\chi^2 = 34.49, p < 0.001$), hit pushed or kicked ($\chi^2 = 72.20, p < 0.001$), picked on others ($\chi^2 = 29.14, p < 0.001$), called others mean names ($\chi^2 = 21.63, p < 0.001$), and teased others ($\chi^2 = 33.78, p < 0.001$).

Overall, the number of disabled children and young people who bullied others did not show any clear variation with age (see Figure 6). A greater number of participants in Years 10 and 11 reported bullying others (18% and 17% respectively) however this may be due to lower numbers of participants within these year groups. Furthermore, no clear age differences were found according to the type of bullying, which varied only slightly by Year Group.

In terms of gender, disabled males and males with SEN were more likely to have bullied others than females (13% vs. 8% respectively) ($\chi^2 = 6.89, p < 0.01$). According to type of bullying, differences were only found for hitting, pushing or kicking ($\chi^2 = 14.50, p < 0.001$), whereby disabled males and males with SEN were more likely to be involved. This difference is comparable to the findings among the whole sample, in which males were more often perpetrators, particularly for any forms of bullying which involved physical behaviours, such as hitting or kicking.

Figure 6: Percentage of frequent perpetrators by age and gender according to whether they have a disability or SEN



Disabled children and those with SEN who were eligible for free school meals were more likely to perpetrate bullying overall than those who did not receive free school meals (16% vs. 8% respectively) ($\chi^2 = 18.55, p < 0.001$). This difference was found for all forms of bullying

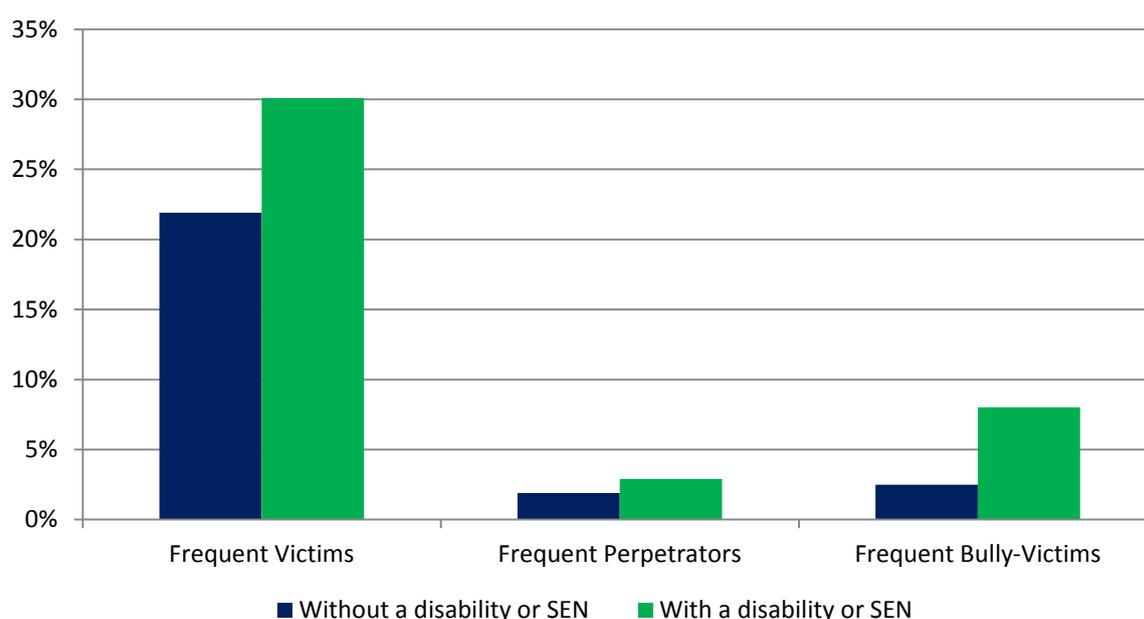
others, with higher rates of perpetration among disabled children and those with SEN who received free school meals for saying bad things about someone ($\chi^2 = 7.51$, $p < 0.01$), hitting, pushing or kicking others ($\chi^2 = 9.80$, $p < 0.005$), picking on others ($\chi^2 = 7.11$, $p < 0.05$), calling others mean names ($\chi^2 = 9.47$, $p < 0.05$), and teasing others ($\chi^2 = 9.27$, $p < 0.005$).

Examining differences in rates of bullying perpetration by school type, the number of disabled children and those with SEN who bullied others did not differ between primary schools (9%), secondary schools (11%), and junior schools (11%). Some variation was observed by school status, with a greater percentage of disabled children and those with SEN reporting that they bullied others in academies (13%) and maintained schools (10%) compared with independent schools (4%), however this difference was not statistically significant.

The most substantial difference was found between mainstream schools and special schools. Among all disabled children and those with SEN, 9% of those attending mainstream schools reported bullying others frequently, however this rose to 20% among those attending special schools ($\chi^2 = 22.07$, $p < 0.001$). Furthermore, differences were found according to type of bullying behaviour, each of which were significantly more common in special schools than in maintained schools. In contrast to rates of victimisation, which did not differ between mainstream and special schools, there appears to be a much greater risk of disabled children and those with SEN bullying others within special schools.

Finally, one of the most important findings to emerge from this research, was the fact that almost three quarters (74%) of disabled children and those with SEN who bullied others reported that they had also been victims of bullying. This suggests that a large majority of disabled children and young people who bully others may actually be bully-victims; children who are both victims but also perpetrators of bullying behaviour. Many children who become bully-victims do so because they are unsure of how to respond to being bullied, and choose to fight back rather than asking for help or telling someone. In most cases, retaliating only serves to inflame the situation, creating a vicious circle whereby victims encourage greater amounts of bullying by attempting to fight back.

Figure 7: Percentage of victims, perpetrators and bully-victims according to disability or SEN



As Figure 7 shows, this appears to be a particular problem among disabled children and those with SEN; 8% of disabled children and those with SEN are bully-victims compared to just 3% of children without disability or any SEN (8% vs. 3% respectively). Considering all forms of bullying, the risk of being a bully victim is over 3 times greater among disabled children and those with SEN (OR=3.33, 95% CI = 2.59-4.28). The findings indicate that disabled children and those with SEN are particularly in need of support regarding how to respond to bullying. The high proportion of bully-victims suggests many of these children are choosing to fight back against being bullied, thereby worsening their situation, and making it harder for them to escape the bully-victim cycle. Increasing awareness over how to respond to bullying, and ensuring there are routes through which all children and young people can report incidents of victimisation may be particularly effective in reducing the number of disabled children and young people who are bully-victims at school.

Bullying Involvement by Champion Area

This section outlines key findings regarding children and young people's experiences of being bullied and bullying others within each Champion Area. Following the 3 month intervention period (currently in process), during which anti-bullying work will be carried out within each area, the present findings will be compared with the results of a follow-up survey to assess the effectiveness of anti-bullying interventions within each area. Table 6 presents the main findings according to Champion Area.

Table 6: Rates of being bullied and bullying others by champion area

	Being Bullied				Bullying Others			
	Total %	No SEND %	With SEND %	Sig (χ^2)	Total %	No SEND %	With SEND %	Sig (χ^2)
Area A	25.0	22.7	39.2	0.001	6.0	5.1	11.4	0.005
Area B	31.4	29.5	38.9	-	4.8	3.7	2.1	-
Area C	23.7	20.7	40.4	0.005	7.1	5.9	14.3	0.05
Area D	31.9	31.2	38.3	-	7.4	6.3	17.0	0.05
Area E	32.5	32.7	30.0	-	7.1	7.4	0	-
Area F	20.0	18.4	30.5	0.05	2.7	2.8	2.4	-
Area G	28.0	26.3	37.4	0.01	5.0	3.9	11.2	0.005
Area H	31.2	26.7	42.3	0.005	7.9	6.1	12.4	0.05
Area I	28.9	23.5	46.3	0.001	9.0	6.6	16.7	0.01
Area J	27.4	21.8	42.4	0.001	5.7	2.5	14.5	0.001
Area K	24.3	23.3	31.4	0.05	3.6	3.3	6.4	0.05
Area L	27.4	26.0	37.9	0.001	5.3	4.8	9.4	0.05

For being bullied, the highest rates among all participants were found in Areas D and E, with around one third of children and young people (32% and 33% respectively) being frequently victimised. Area F had the lowest overall rate of victimisation (20%). In interpreting these findings, it is important to note that in some areas, including Areas D and E, only a small number of schools participated in the survey and therefore rates of being bullied may be more reflective of the schools themselves, rather than the area as a whole. Investigating

differences according to the type of bullying, compared to all other areas, significantly more teasing ($\chi^2 = 30.68$, $p < 0.001$), hitting, pushing and kicking ($\chi^2 = 30.90$, $p < 0.005$) and name calling ($\chi^2 = 23.53$, $p < 0.05$) took place in Area D, while pupils from Areas I and J reported more often being excluded at lunch and break times ($\chi^2 = 27.68$, $p < 0.005$). Children and young people in Areas A and F ($\chi^2 = 21.34$, $p < 0.05$) were the least likely to report that other pupils did not like them.

Disabled children and those with SEN reported being bullied more often than those without disabilities or SEN in all areas - with the exception of Area E. The highest rates of frequent victimisation were found in Areas H, I, and J (between 42 and 46%), while disabled children and those with SEN in area E were the least likely to be bullied (30%). The greatest discrepancy was found in Area I, where almost 1 in 2 (46%) disabled children and those with SEN were frequently bullied, compared to just 1 in 4 (24%) among children without a disability or SEN. Overall, disabled children and those with SEN were significantly more likely to be frequently bullied in 9 of the 12 champion areas (Areas A, C, D, E, F, G, H, I, J, K, L). Due to the small numbers of disabled children and those with SEN in some of the Champion Areas, it was not possible to identify whether there were any further differences according to the type of bullying experienced.

Considering perpetrators of bullying, among all participants, the highest number of children and young people who bullied others was found in Area I, where almost 1 in 10 children (9%) were identified as frequent perpetrators. Area F had the lowest number of perpetrators overall (3%). According to the type of bullying, participants in Area I reported significantly more often hitting, pushing or kicking others ($\chi^2 = 35.46$, $p < 0.001$), or picking on others ($\chi^2 = 35.83$, $p < 0.001$). Children and young people in Area H were also more likely to pick on others ($\chi^2 = 35.83$, $p < 0.001$), as well as call others mean names ($\chi^2 = 23.52$, $p < 0.05$). Respondents in Area K were significantly less likely than those in all other areas to engage in any type of bullying behaviour.

In the majority of champion areas, more disabled children and those with SEN reported bullying others compared to those without a disability or SEN. Overall, disabled children and those with SEN in Areas D and I were the most likely to have bullied others (17% for both), while those in Area B were the least likely to have perpetrated acts of bullying. Although no disabled children and those with SEN reported frequently bullying others in Area E, this is more likely due to the very low number of disabled children and those with SEN that responded to the survey within this area. Area J showed the largest difference between participants, with 15% of disabled children and those with SEN bullying others, compared to just 3% among children without a disability or SEN. As found for rates of victimisation, disabled children and those with SEN were more likely to have perpetrated frequent bullying in 9 out of the 12 champion areas (Areas A, C, D, G, H, I, J, K, L). No further comparisons were possible according to type of bullying due to the low number of participants in some areas.

School Experiences

All Participants

Among all participants, most children and young people appeared to be happy with their school experience (Table 7). Over three quarters of participants reported getting on well with their teachers always or a lot (79%), and almost 60% liked going to school always or most of the time. The majority of children and young people also felt that they were safe at school (80%) and that they belonged there (65%). It was clear that some pupils did not enjoy the experience as much, with 5% reporting that they never liked going to school, and a further

5% stating that they never felt safe there. Furthermore, around 1 in 10 respondents indicated that they never felt as though they belonged at their school.

Table 7: Frequencies According to School Experiences

	Never	A Little	A Lot	Always
I like going to school	473 (5.5%)	2839 (33.0%)	2778 (32.2%)	2525 (29.3%)
I get on well with my teachers	295 (3.4%)	1525 (17.7%)	2888 (33.6%)	3890 (45.2%)
I feel safe at school	449 (5.2%)	1306 (15.2%)	2519 (29.4%)	4296 (50.1%)
I feel like I belong at school	974 (11.4%)	1976 (23.2%)	2528 (29.6%)	3056 (35.8%)

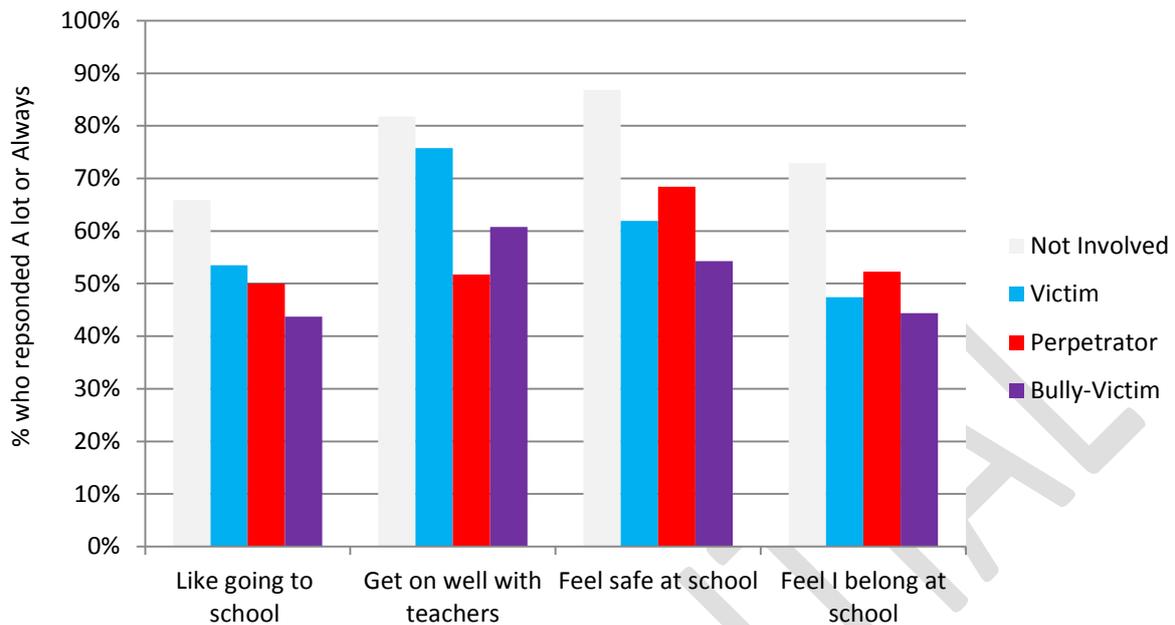
The extent to which children and young people felt safe and happy at school decreased slightly with age. Pupils in Years 3 through to 6 were the most likely to always enjoy going to school ($\chi^2 = 807.28$, $p < 0.001$), always have good relationships with their teachers ($\chi^2 = 1397.24$, $p < 0.001$), and always feel safe ($\chi^2 = 548.61$, $p < 0.001$), and part of the school environment ($\chi^2 = 572.63$, $p < 0.001$). In contrast, participants from Years 10 and 11 were more likely to state that they never liked going to school, never got on well with teachers, and did not feel safe, or as though they belonged.

Some gender differences were also apparent. Females more often reported that they liked going to school always or a lot (63%) compared with males (60%) ($\chi^2 = 12.24$, $p < 0.001$), and were also more likely to state that they got on well with teachers always or a lot (81% vs. 77%) ($\chi^2 = 30.20$, $p < 0.001$). Despite this, both males and females were equally likely to feel safe, and to feel as though they belonged while at school.

Pupils who were eligible for free school meals reported significantly poorer school experiences than those who were not eligible. Pupils who received free school meals liked school less ($\chi^2 = 6.04$, $p < 0.05$), had poorer relationships with teachers ($\chi^2 = 8.33$, $p < 0.01$), felt less safe ($\chi^2 = 24.03$, $p < 0.001$), and felt less like they belonged at their school ($\chi^2 = 12.75$, $p < 0.001$).

Pupil's school experiences differed slightly according to their school's characteristics. Children and young people attending maintained schools reported enjoying school more ($\chi^2 = 31.93$, $p < 0.001$), getting on better with teachers ($\chi^2 = 39.83$, $p < 0.001$), and feeling like they belonged ($\chi^2 = 13.04$, $p < 0.005$), compared with those who attended academies or independent schools. Similar to the findings by year group, differences were also found by school type, with secondary school pupils being less likely to enjoy going to school ($\chi^2 = 329.22$, $p < 0.001$), having poorer relationships with teachers ($\chi^2 = 574.76$, $p < 0.001$), and feeling less safe ($\chi^2 = 73.38$, $p < 0.001$), and less like they belonged ($\chi^2 = 111.61$, $p < 0.001$) compared with primary and junior school pupils.

Figure 8: Positive school experiences by bullying involvement (All participants)



Above all, the most significant factor affecting children's school experiences was whether or not they were involved in bullying (Figure 8). Compared to those not-involved in bullying, victims were less likely to enjoy school, and to feel less safe and less integrated. Furthermore, both perpetrators and bully-victims also reported having significantly poorer relationships with their teachers. Overall, children and young people who were victims, perpetrators or bully-victims were significantly more likely to never enjoy going to school ($\chi^2 = 146.32$, $p < 0.001$), never get on well with their teachers ($\chi^2 = 175.31$, $p < 0.001$), never feel safe ($\chi^2 = 682.72$, $p < 0.001$), and never feel as though they belonged ($\chi^2 = 492.02$, $p < 0.001$).

Disabled children and those with SEN

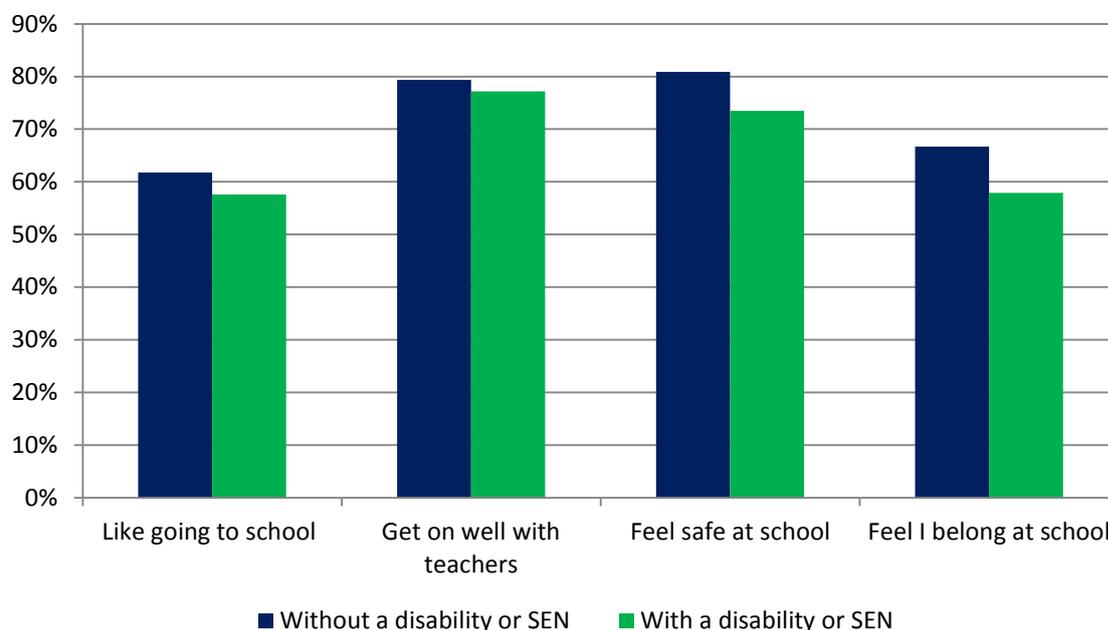
Overall, the majority of disabled children and those with SEN had positive school experiences. Around 3 in 4 disabled children and those with SEN reported having good relationships with their teachers always or a lot (77%), and a similar proportion also said they mostly felt safe at school (74%). Not all experiences were positive however, with 10% of participants stating that they never liked going to school, and 17% reporting that they never felt as though they belonged. Comparing responses to all other participants, disabled children and those with SEN tended to have poorer school experiences (See Figure 9), enjoying school less ($\chi^2 = 7.21$, $p < 0.005$), feeling less safe ($\chi^2 = 33.46$, $p < 0.001$), and being less likely to feel that they belonged at their school ($\chi^2 = 34.19$, $p < 0.001$).

Some slight variations by age group were found. Disabled children and those with SEN in older year groups, particularly Year 10, were more likely to report that they did not like going to school ($\chi^2 = 27.47$, $p < 0.005$), and had poorer relationships with their teachers ($\chi^2 = 36.23$, $p < 0.001$) compared to pupils from younger year groups. The best school experiences were reported by disabled children and those with SEN in Years 4, 5 and 6, who were the most likely to enjoy school, had the best quality relationships with teachers, and tended to feel safer and more included at school.

Gender had very little impact on the school experiences of disabled children and those with SEN. A significant difference was only found in regards to relationships with teachers,

whereby females were slightly more likely to report that they got on well with teachers always or a lot, compared to males (81% vs. 75% respectively) ($\chi^2 = 5.10$, $p < 0.05$).

Figure 9: School experiences according to disability or SEN



There were no differences in the school experiences of disabled children and those with SEN associated with whether or not they were eligible for free school meals.

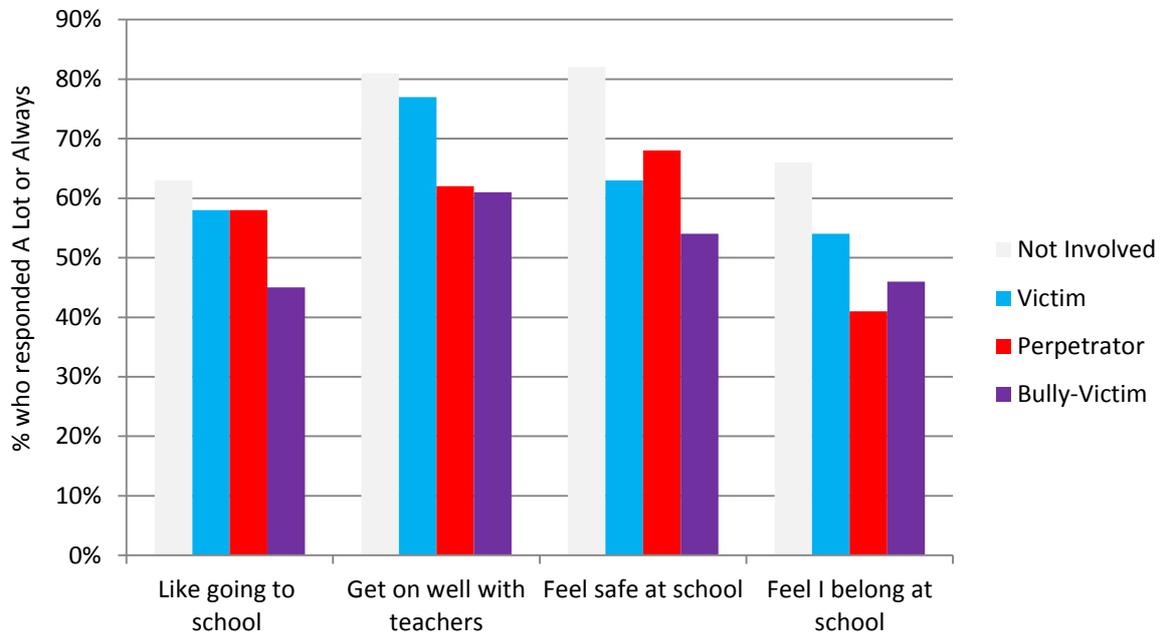
According to school characteristics, no differences in the school experiences of disabled children and those with SEN were found depending on whether they attended maintained schools, independent schools or academies. As found among the whole sample, disabled children and those with SEN attending secondary schools tended to report more negative experiences. Compared to primary and junior schools participants, disabled children and those with SEN who attended secondary schools were less likely to like enjoy going to school ($\chi^2 = 15.13$, $p < 0.005$), had poorer relationships with teachers ($\chi^2 = 34.72$, $p < 0.001$), felt less safe ($\chi^2 = 10.04$, $p < 0.01$), and were less likely to feel as though they belonged ($\chi^2 = 8.77$, $p < 0.05$).

Whether children attended a mainstream or special school was also a critical factor. Over two thirds of disabled children and those with SEN (66%) who attended special schools reported that they liked going to school a lot or always, compared to 57% who attended mainstream schools ($\chi^2 = 6.19$, $p < 0.05$). Furthermore, disabled children and those with SEN attending mainstream schools were more likely to feel as though they belonged, compared to those attending a mainstream school (69% vs. 58% respectively) ($\chi^2 = 10.26$, $p < 0.005$). No further differences were found however, with pupils attending both mainstream and special schools being equally likely to get on with their teachers, and to feel safe at school.

Closely mirroring the findings among all participants, disabled children and young people who had been involved in bullying in any way reported significantly more negative school experiences. Disabled children and young people who had been victimised were less likely to feel safe ($\chi^2 = 68.15$, $p < 0.001$) or to feel as though they belonged at school ($\chi^2 = 29.42$, $p < 0.001$), while those who perpetrated bullying reported poorer relationships with teachers ($\chi^2 = 25.10$, $p < 0.001$), and a lower sense of school belonging ($\chi^2 = 29.42$, $p < 0.001$). Disabled children and those with SEN who were victimised but also perpetrated bullying

were the least likely to enjoy going to school ($\chi^2 = 11.87, p < 0.01$) and felt the least safe out of everyone involved ($\chi^2 = 68.15, p < 0.001$).

Figure 10: Positive school experiences by bullying involvement (Disabled children and those with SEN)



Emotional and Behavioural Difficulties

To examine the association between bullying involvement and emotional or behavioural difficulties, 16 items which identified specific types of feelings or behaviours were included in the questionnaire. Ten of these items focused on emotional difficulties, such as worrying about going to school, having problems sleeping or crying a lot. These 10 items were summed to create a scale ranging from 0-20, which measured the number of emotional problems experienced by children and young people. Higher scores represented a greater range of emotional problems.

The remaining 6 items related to behavioural difficulties, and covered a range of externalising and aggressive behaviours, such as hurting others or breaking things. Similarly, these six items were summed to create a scale ranging from 0-12, which assessed whether participants had experienced any behavioural difficulties. As before, a higher score represented a greater range of behavioural issues.

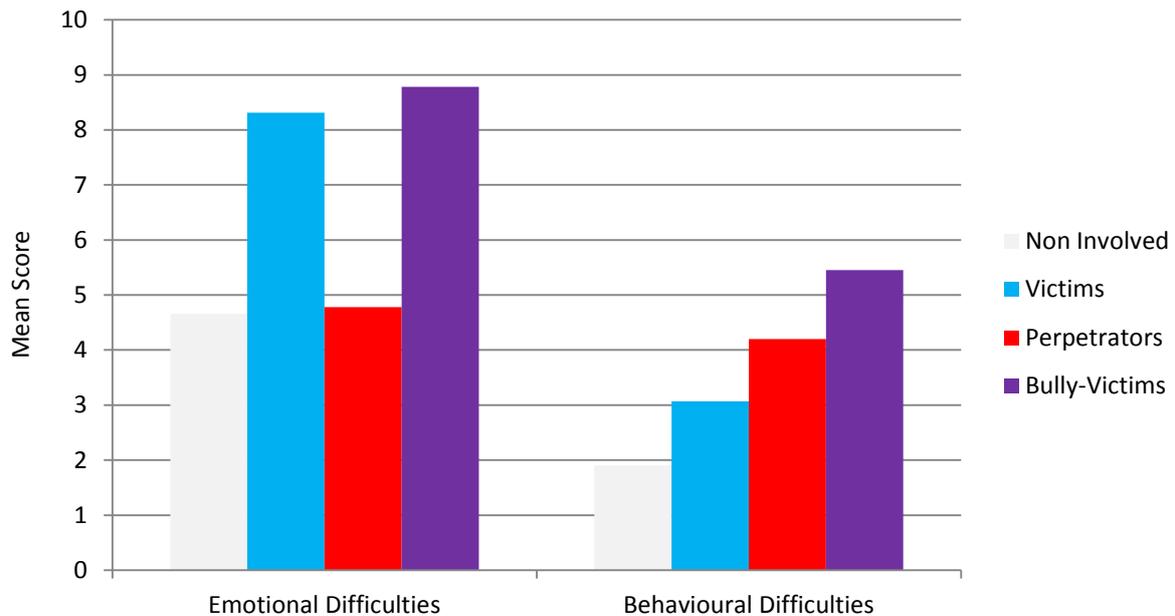
All Participants

The association between emotional and behavioural difficulties and school bullying is presented in Figure 11.

Being bullied at school, either as a victim or bully-victim, was associated with significantly more emotional problems ($F=573.52, p < 0.001$). Participants not-involved in bullying reported a mean score of 4.7, indicating they had experienced a small number of emotional difficulties occasionally, but not often. In contrast, the mean score among victims of school bullying rose to 8.3, and among bully-victims to 8.8, suggesting that being bullied was significantly associated with a wider range of emotional difficulties, which were experienced on a more

frequent basis. Breaking these down, the most common emotional problems reported by victims were worrying a lot (26% reported doing this always), having problems sleeping (25%), and waking up in the night (28%). Bully-victims reported similar problems (31% had difficulty sleeping and 28% worried a lot), however, 22% also reported that they were always lonely, were unhappy, and worried while they were at school. In contrast, children who bullied others did not differ significantly from those not involved in bullying, suggesting that perpetrating bullying is not associated with emotional difficulties.

Figure 11: Emotional and behavioural difficulties associated with involvement in school bullying (All participants)



Compared to those not involved in bullying, victims, perpetrators and bully-victims all displayed a greater range of behavioural difficulties ($F=408.69$, $p<0.001$). The mean score for non-involved participants was 1.9, indicating few and infrequent behavioural problems. Among victims, this score rose to 3.1, however, both perpetrators and bully-victims scored significantly higher again (Means of 4.2 and 5.5 respectively). This suggests that any involvement in bullying is associated with a wider range of, and more frequent, behavioural difficulties, particularly for those that engage in bullying behaviour against others (as perpetrators or bully-victims).

Examining the specific types of behaviours associated with each role revealed some key differences. Victims of school bullying were more likely to report always getting angry (15%) or losing their temper (13%). Perpetrators reported the same (24% getting angry; 18% losing their temper), but additionally were more likely to say that they always hit out when they did get angry (19%). Children and young people who were identified as bully-victims showed the widest range of behavioural problems, and were the most likely to get very angry (39%), lose their temper (33%), hit out (30%) and break things on purpose (18%).

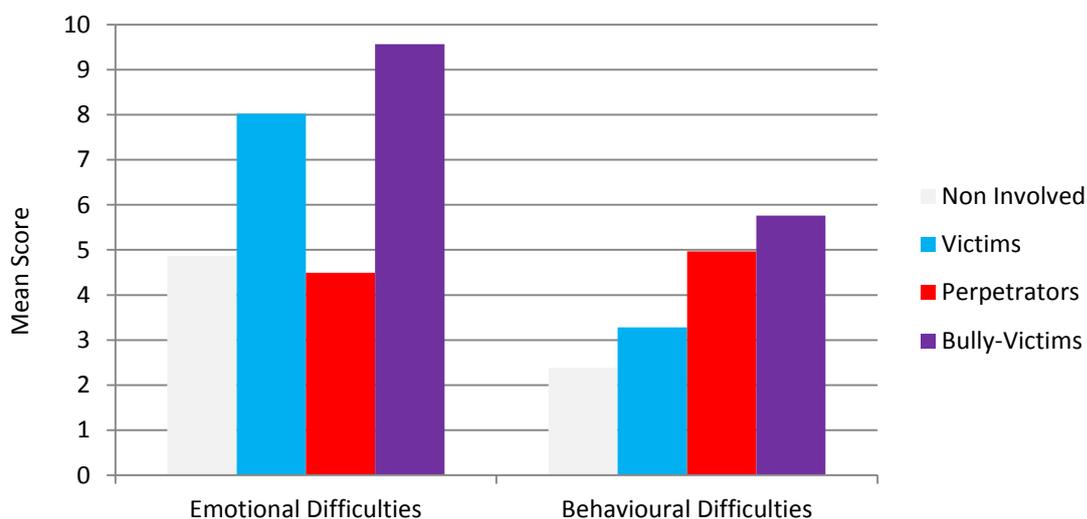
Disabled children and those with SEN

Emotional and behavioural difficulties associated with bullying among disabled children and those with SEN are presented in Figure 12.

As found among all participants, being victimised in any way was associated with greater emotional problems. Disabled children and those with SEN who were either victims or bully-victims experienced significantly more emotional problems than those who were not involved in bullying ($F=88.57$, $p<0.001$). Among victims, the most commonly reported emotional problems were waking up in the night (30% experienced this always), having problems sleeping (29%), and worrying a lot (24%). Disabled children and those with SEN who were bully-victims reported the same problems (38% always woke up in the night, 31% had problems sleeping), but additionally were also likely to report that they always felt lonely (30%), and that they worried a lot while they were at school (25%).

Comparing emotional outcomes according to whether or not children had a disability or SEN showed few differences. Disabled children and those with SEN who were either victims or perpetrators of bullying behaviour did not score any differently on emotional problems compared to all other participants. Differences were only observed for bully-victims; disabled children and those with SEN who were both victimised and bullied others displayed significantly more emotional problems than children with no disability or SEN who were identified as bully-victims ($F=4.38$, $p<0.05$).

Figure 12: Emotional and behavioural difficulties associated with involvement in school bullying (Disabled children and those with SEN)



Disabled children and young people who were involved in bullying as either victims, perpetrators or bully-victims all displayed significantly more behavioural problems than those who were not involved in bullying ($F=73.72$, $p<0.001$). The findings closely resembled those among all participants, with disabled children and those with SEN who were bully-victims showing the highest number of behavioural problems overall. Examining specific problems according to how participants were involved in bullying, victims were more likely to report always getting very angry (16%) or losing their temper (15%), while perpetrators were most likely to get very angry (30%), and hit out at others (19%). Bully-victims were more likely to display all behavioural problems, particularly getting angry (41%), losing their temper (36%), and breaking things on purpose (27%).

No differences in terms of behavioural difficulties were found when comparing disabled children and those with SEN to all other participants. Disabled children and those with SEN who were victims, perpetrators or bully-victims displayed the same behavioural difficulties as those children who did not have a disability or SEN, suggesting that the impact that bullying has on children's behaviour is equally harmful to everyone who experiences it.