

Assumptions about the bullying of disabled pupils and the differences between physical and verbal bullying

Candidate: Liane Fulford (4159767)

Supervisor: David Clarke

Degree: BSc Psychology and Philosophy

University of Nottingham

Contents

1. Abstract.....	3
2. Introduction	3
3. Method	6
3.1 Design	6
3.2 Participants	6
3.3 Apparatus and materials	6
3.4 Procedure.....	7
4. Results.....	8
5. Discussion	15
6. References	20
7. Appendices.....	22
Appendix 1: Cover Sheet with Instructions	22
Appendix 2: Consent Form	23
Appendix 3: Four versions of school letter	24
Appendix 4: Dependent variables on a Likert scale	28
Appendix 5: list of dependent variables and composite variables.....	32

1. Abstract

Previous research suggests that bullying is perceived in different ways in different situations, as are the people involved in the bullying. For example, disabled pupils are thought to be less able to cope with bullying; and physical bullying is generally thought to be a more serious issue than verbal bullying. Perceptions of bullying in primary school, relating to disabilities and types of bullying, is explored. Participants indicated how much they agreed or disagreed with 40 statements after reading a letter about a bullying episode. A 2x2 ANOVA produced mixed results; assumptions tended to confirm previous research, in particular French and Swain's (2008) Tragedy Model, and the assumption that physical bullying is more aggressive and harmful than verbal bullying. However, less effects than expected were found, suggesting that people do not hold as many preconceptions as first thought. Ideas for future investigation are discussed.

2. Introduction

Bullying can manifest itself in different ways. Most studies, like Fitzgerald (1999), now recognise three types of bullying – physical, verbal and relational. Physical bullying refers to hitting, kicking, and similar – intentionally causing someone physical harm. Verbal bullying is when the victim is called names and teased – intentionally hurting someone's feelings (Griffiths 1993). Relational bullying is a more indirect form of bullying and may involve actions like spreading rumours; it will not be discussed in this study. Teachers are more likely to intervene in physical bullying than relational or verbal (Craig, Henderson, Murphy 2000), perhaps because physical bullying is more easily detected than these more subtle kinds (Jacobsen and Bauman 2007), but maybe another reason is because people tend to think of physical bullying as being more prevalent and more damaging for the victim (Rivers and Smith 1994).

However, verbal bullying can be just as damaging (Griffiths 1993; Jacobsen and Bauman 2007) – and is nearly twice as prevalent as physical bullying (Whitney and Smith 1993, cited in Wei et al 2007). Craig et al (2000, cited in Duy, 2013) found that when teachers defined bullying they tended to exclude verbal forms, and thought of physical bullying as more serious than other types – even though all types of bullying are classed under a subset of aggression (Shore 2005). Even if there are no physical marks from bullying, it is still an aggressive behaviour which can have damaging consequences. Limber and Small (2003) noticed that schools' anti-bullying policies tend

to focus on zero tolerance of violence; less emphasis is placed on zero tolerance towards verbal taunts.

Martlew and Hodson (1991) discovered that children with learning disabilities reported being bullied more than children without. They may be more likely to be bullied because they have low self-esteem (due to their disability), making them an 'easy target', or perhaps because they are seen as different to the other children. If someone is in a wheelchair, for example, perhaps they won't be bullied for being in a wheelchair but will be bullied because of certain characteristics they have that stem from this disability.

However, once Martlew and Hodson's data were controlled there was not any significant difference in rates of bullying between these children compared to other children. Graham and Juvonen (1998) suggest self-reports of bullying may not be valid as they tend to differ from peer reports. Perhaps those with disabilities may not actually be bullied more, but society has certain expectations – such as 'people with disabilities are more likely to be bullied' – which influence the disabled person themselves, and so because they expect bullying, they are more likely to notice and report it.

Terasahjo and Salmivalli (2003) say that "'being different' is...commonly included in the bullying debate of the media and in the scientific debate about reasons for bullying". If 'being different' is highlighted as a reason for being bullied, children will pick up on this and maybe start to believe it themselves. Emphasis is put on their disability (which makes them seem 'different'), and this can lead to them being, or even simply feeling, victimised.

People with disabilities are often perceived in a negative light, as being inferior and incapable – they are pitied and thought to be inadequate. French and Swain (2008) call this the Tragedy Model. People often define those who are disabled by their disability, and fail to see their other qualities; actions are explained by noting that the person is disabled. Having these attitudes about disabled people is unhelpful, and could affect children's attitudes. French (2006, cited in Bourke 2010) found that disabled children felt the extra support they were given actually encouraged the bullying, rather than being helpful.

Fitzgerald (1999) showed that common misconceptions of bullying are that the victim can defend himself, and that bullying is 'character building' and doesn't hurt anyone – but this is not true. An important factor in tackling bullying is to strive to get people to see that, no matter the type of bullying or who the victim of bullying is, it always has the potential to cause harm to the victim.

This study attempts to find out if this fact is recognised. We know adults are more likely to notice physical bullying, but do they also see it as being more damaging and a more punishable offence than verbal bullying?

Studying children can only tell us limited amounts; it is questionable whether children's responses to bullying are valid, and sample sizes are often small. This study has a larger sample size, and focuses on perceptions of young adults towards bullying; looking at different displays of bullying and whether certain types are likely to be perceived differently, as well as studying participants' preconceptions towards a bullying incident involving a child in a wheelchair as the 'victim', as opposed to an able-bodied child as the victim. The study investigates whether these factors (type of bullying and disability) affect how the bullying is perceived, and how the characteristics of the bully and victim are perceived.

Four vignettes portraying each of the two independent variables crossed with each other were presented to participants in the form of a school letter. Participants responded to statements about the characters and incidents depicted in the letter, indicating the extent to which they agreed or disagreed, to give us an idea of their opinions towards them.

Rather than having a directional hypothesis, this study will be investigating if the type of bullying affects people's perceptions of the bully, victim and situation – and if so, how. It will investigate if people's perceptions of the bully, victim and situation change depending on if the victim is in a wheelchair – and if so, how. From previous research, we predicted that people will perceive the victim to be more in need of intervention and less able to defend himself when he is in a wheelchair compared to when he is not; the bully may also be seen as crueller when he/she victimises someone in a wheelchair, the bullying may be seen as more serious, and the bully may be seen as being in need of a harsher punishment. We also predicted that when the victim is bullied physically it will be seen as more serious than when the victim is bullied verbally – the victim may be seen as more in need of intervention, the bullying may be seen as more damaging to the victim, the bully may be seen as more aggressive and perhaps even less likely to be successful in later life. We will also be looking for interactions between the two independent variables.

3. Method

3.1 Design

A two-way between-groups design was used; a between-groups design being appropriate as it meant participants did not see other variations of the experiment, so could not guess the aim.

The two independent variables were: i) whether or not Luke (the victim of bullying) was disabled, and ii) the type of bullying (verbal or physical). These variables were crossed with each other, making four conditions in total and allowing us to look for interactions between disability and type of bullying. There was a different vignette to represent each condition, in the form of a school letter. All other aspects of the questionnaire remained identical in all four conditions.

The dependent variables were 40 statements about Luke and the bully, testing participants' judgement of their characteristics. A 7-point Likert scale was used for each of the statements, allowing participants to indicate how strongly they agreed or disagreed with the statement while bearing in mind the information they had read in the letter (they were told that 1=strongly disagree and 7=strongly agree). The statements appeared in the same order for all conditions. Participants were randomly assigned to a condition.

3.2 Participants

The participants consisted of 93 undergraduate students from the University of Nottingham, aged 20-24 ($M=20.9/SD=0.98$). There were 58 females and 35 males, studying a variety of degrees including Psychology and Philosophy.

A convenience sample was used, with students around campus being asked to take part. Participants were randomly allocated to one of the four conditions of the experiment.

3.3 Apparatus and materials

Participants were given a cover sheet, instructions (Appendix 1), and a consent form (Appendix 2). These informed them that they were free to withdraw from the study at any time, and that their responses would be kept anonymous. After this, they were presented with a vignette in the form of a letter from the head teacher of a (fictional) school to other members of staff in the school, informing them that there had been some incidents of bullying between a pupil Luke and another pupil in his year, both in Year 6 (Appendix 3). There were four letters, each slightly different from

the others to reflect the independent variables in the study, and each participant was given one of these four.

Following the letter came 40 statements relating to the scenario in the letter, on a 7-point Likert scale (Appendix 4). The 40 statements were the same regardless of which letter preceded them.

A few changes were made due to comments of participants who took the pilot study. Some mentioned they did not know what to put for some of the statements because they had not been given enough information in the letter to be able to give the appropriate view. Therefore, it was made clearer in the instructions that there was no correct answer to the statements and that participants had to use their own judgement. A few statements were altered in an attempt to avoid ceiling effects.

3.4 Procedure

Each participant was presented with one of the four variations of the questionnaire at random: i) disabled/physical, ii) disabled/verbal, iii) not disabled/physical, iv) not disabled/verbal. Participants were unaware that there were other variations of the questionnaire. The cover sheet and appearance of the letter were identical in each condition, so participants completing the questionnaire alongside others would not be able to tell if the people around them had been placed in a different condition to themselves. The only part of the whole questionnaire that was altered was the letter itself.

Participants first read the instructions, where they were told that the study was investigating bullying in schools and were asked to read a letter about an instance of bullying in a primary school. The letters in all four conditions were kept as similar as possible; the only differences being the ones necessary for the independent variables. They were informed that after reading the letter, they would have to indicate how much they agreed or disagreed with 40 statements; 1 being 'strongly disagree' and 7 being 'strongly agree'. The instructions stressed that there was no right or wrong answer and so participants were supposed to use their own judgement about whether each statement was true or false.

4. Results

Firstly, an item analysis was performed on the dependent variables, and those that shared 30% of variance or more were grouped together into composite variables. Three of the dependent variables correlated with three others, making three pairs of two dependent variables (which were then averaged together), bringing the resulting number of dependent variables to be tested in this study 37. See Appendix 5 for a list of final dependent variables.

The skew and kurtosis of the data were tested to see if the data was normally distributed. Skew was less than +/-3.6 for all dependent variables, and kurtosis was less than +/-14.9 for all dependent variables, meaning the data's distribution was near enough normal and an ANOVA could be performed.

A 2x2 between-groups ANOVA was performed on each dependent variable, with the independent variables 'type of bullying' and 'disability'. Three dependent variables had a significant main effect for disability, four had a significant main effect for type of bullying, and an interaction between the independent variables was found in six of the dependent variables. There were some results that, despite not being significant, indicate a tendency towards a certain opinion; showing a 10% trend towards a certain view, and mostly complementing the significant findings. Six of the dependent variables had a mentionable main effect for disability, and two had a mentionable main effect for type of bullying. These will be discussed later.

When a Levene's test was performed on the results of each dependent variable to test for homogeneity of variance, DV9's data was not homogeneous. Two transformations were performed on the data to attempt to rectify this; for the first transformation the base-10 logarithm of each result was used, and for the second, the square root of each result was used – but neither transformation proved successful. The original data showed a 10% trend in the direction of disability compared to non-disability; in addition, the transformed data also showed a 10% trend in the direction of physical bullying as compared to verbal bullying. Here we will treat DV9 as though it has mentionable effects for both independent variables, but this result must be read with caution.

Dependent variables C1,C3,DV3,DV4,DV5,DV8,DV10,DV11,DV12,DV16,DV19,DV20,DV21,DV22, DV26,DV27,DV30,DV32,DV33,DV36,DV38 were found to have no significant or noteworthy effects and so will not be discussed further.

C2 'The bully is aggressive'/'The bully is violent'

The bully was seen as significantly more aggressive and violent when the bullying was physical compared to verbal ($F(1,89)=45.14, p<.00$), and when the bullying was directed towards a non-disabled child compared to a disabled child ($F(1,89)=4.26, p<.05$).

DV1 'Luke needs protecting against bullies because he is not as physically strong as they are'

Participants thought Luke needed protecting significantly more when he was disabled than when he was not disabled ($F(1,89)=9.71, p<.01$).

DV6 'The bully is discriminating'

The bully was seen as more discriminatory against Luke when Luke was disabled compared to when he was not disabled ($F(1,89)=11.76, p<.001$).

DV14 'The bully is popular'

A significant interaction was found between type of bullying and disability ($F(1,89)=7.45, p<.01$),
Figure 1.

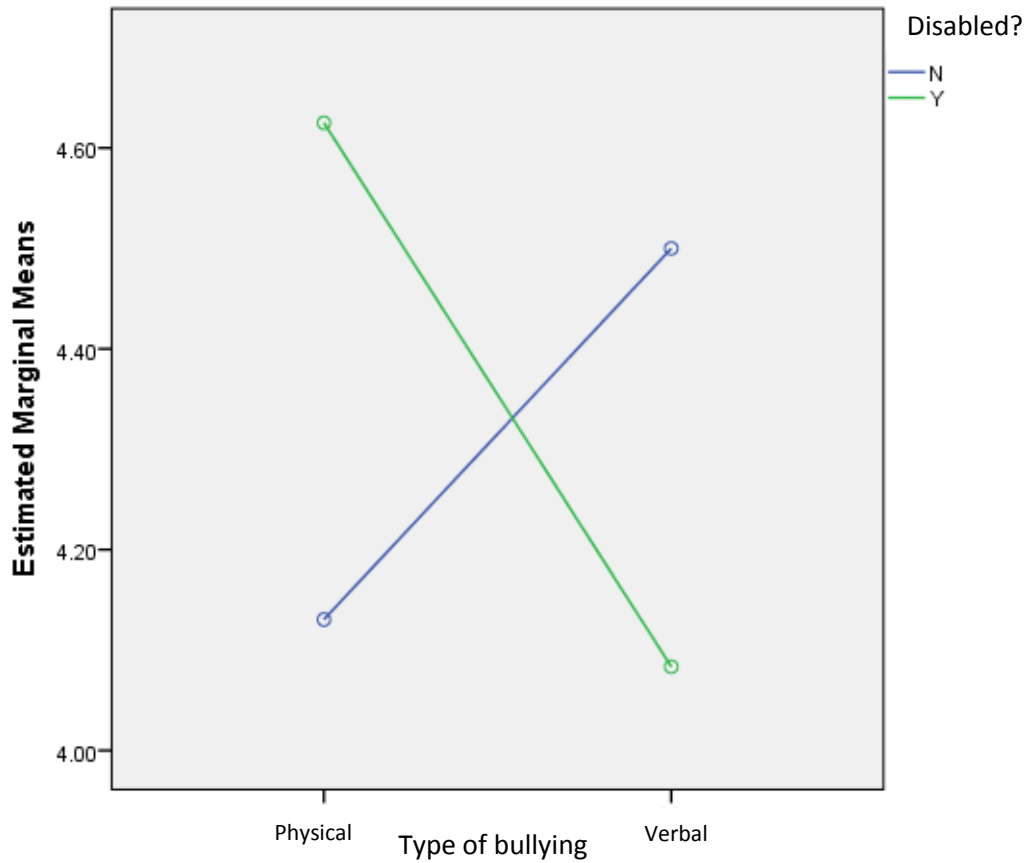


Figure 1: Graph to show interaction between type of bullying and disability for DV14: 'The bully is popular'

DV15 'Luke is shy'

Luke was judged as significantly shyer when he was bullied verbally as opposed to physically ($F(1,89)=7.78, p=.006$). A significant interaction was found between type of bullying and disability ($F(1,89)= 4.69, p<.05$), Figure 2.

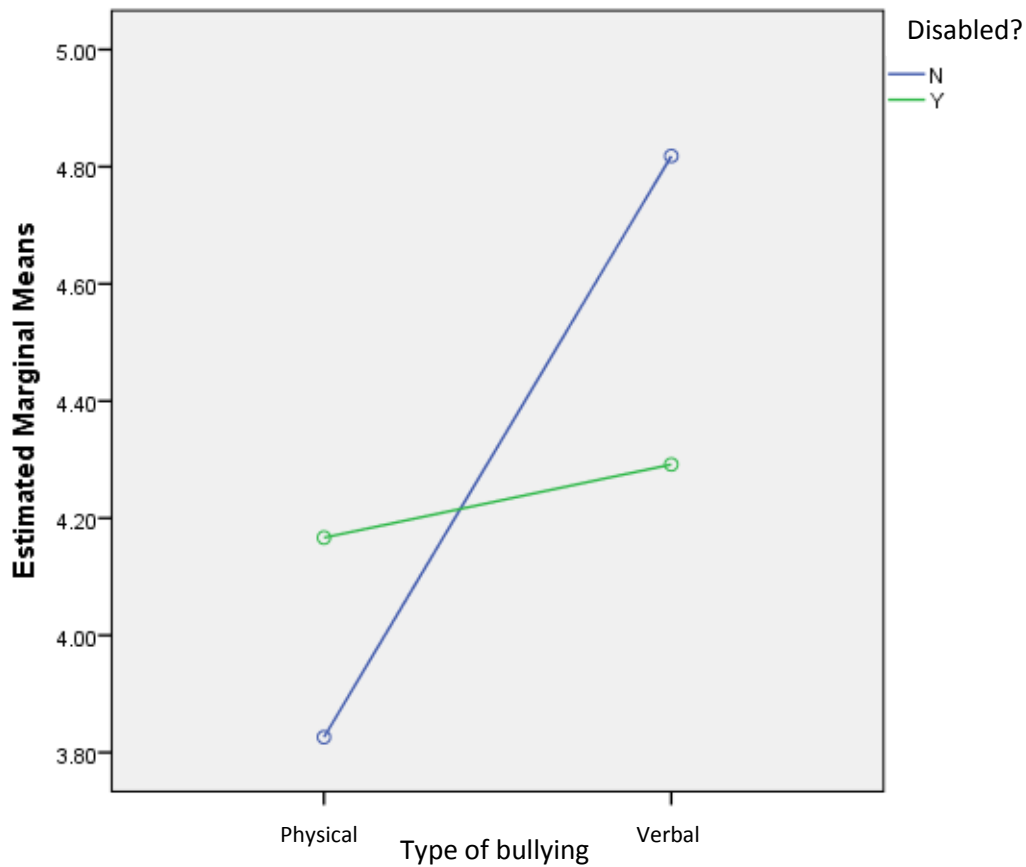


Figure 2: Graph to show interaction between type of bullying and disability for DV15: 'Luke is shy'

DV17 'Other pupils think Luke is weird'

Participants judged that pupils would think of Luke as 'weird' significantly more in the verbal condition ($M=4.46$, $SD=0.81$) compared to the physical condition ($F(1,89)= 4.78$, $p=.031$). There is a significant interaction between type of bullying and disability ($F(1,89)=4.78$, $p<.05$), Figure 3.

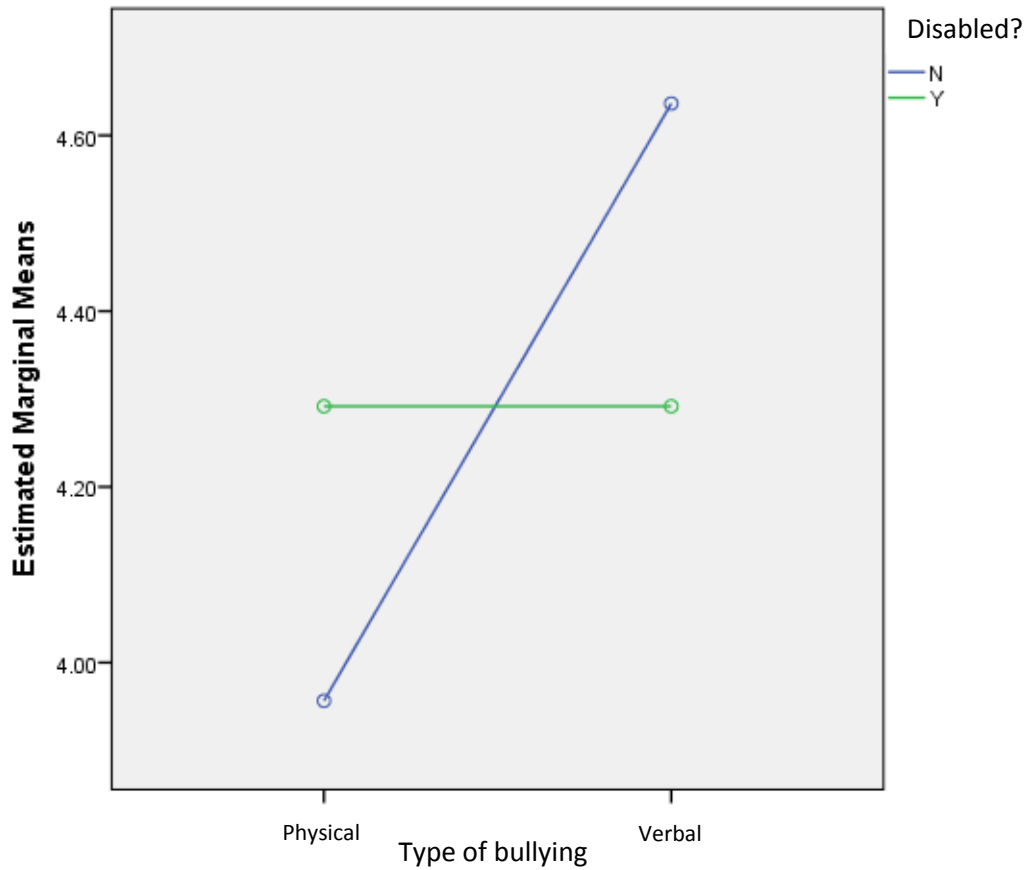


Figure 3: Graph to show interaction between type of bullying and disability for DV17: 'Other pupils think Luke is weird'

DV23 'The bully is picking on someone who has no hope of defending himself'

A significant interaction was found between type of bullying and disability ($F(1,89)=9.02, p<.01$), Figure 4.

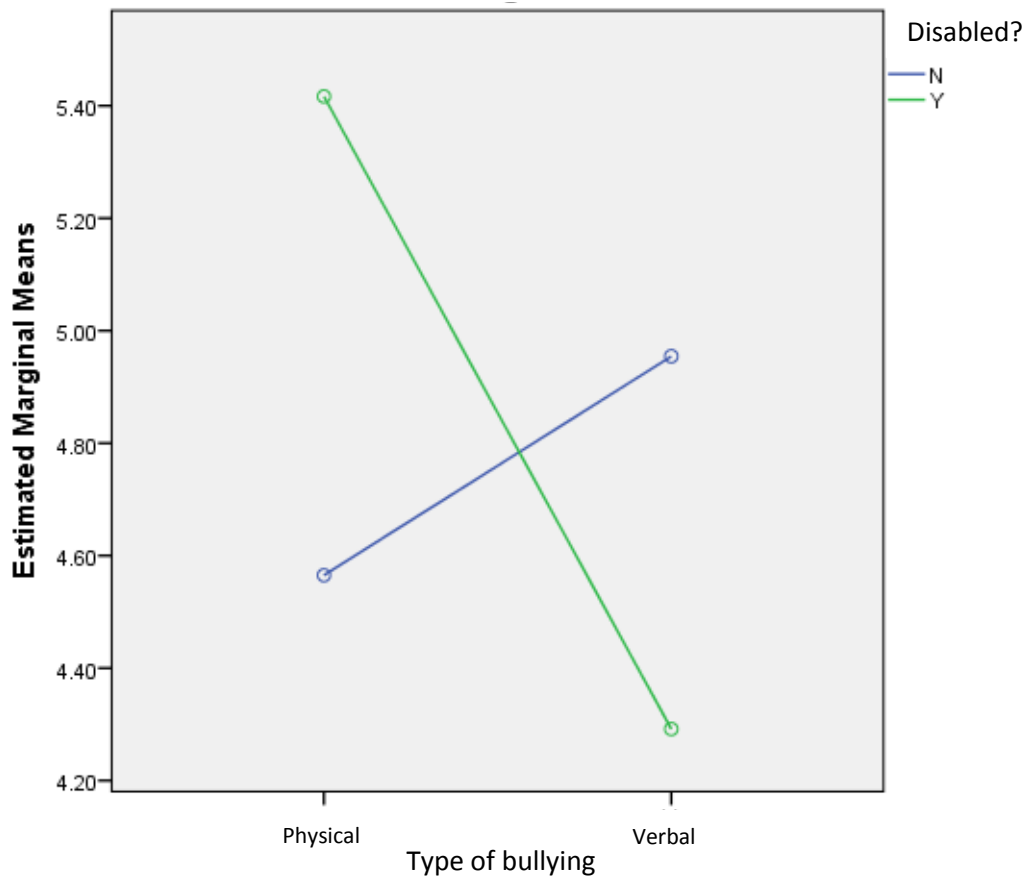


Figure 4: Graph to show interaction between type of bullying and disability for DV23: 'The bully is picking on someone who has no hope of defending himself'

DV28 'The bully will commit a crime when older'

A significant interaction was found between type of bullying and disability ($F(1,89)=5.06, p<.05$),

Figure 5.

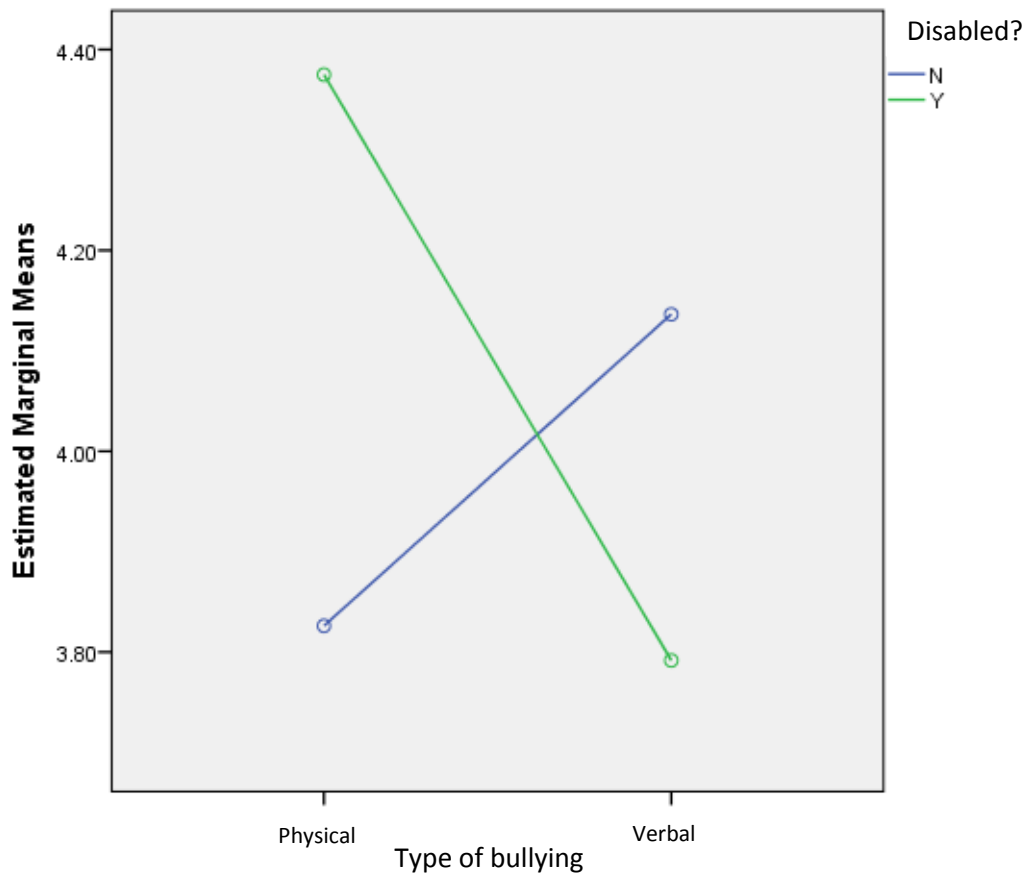


Figure 5: Graph to show interaction between type of bullying and disability for DV28: 'The bully will commit a crime when older'

DV37 'Luke has caused the bullying'

On average, participants disagreed with this statement in all conditions, but thought Luke was significantly more likely to have caused the bullying when the type of bullying was physical ($F(1,89)=7.54, p<.01$).

DV40 'The bully is doing this for the attention'

A significant interaction was found between type of bullying and disability ($F(1,89)=6.58, p<.05$), Figure 6.

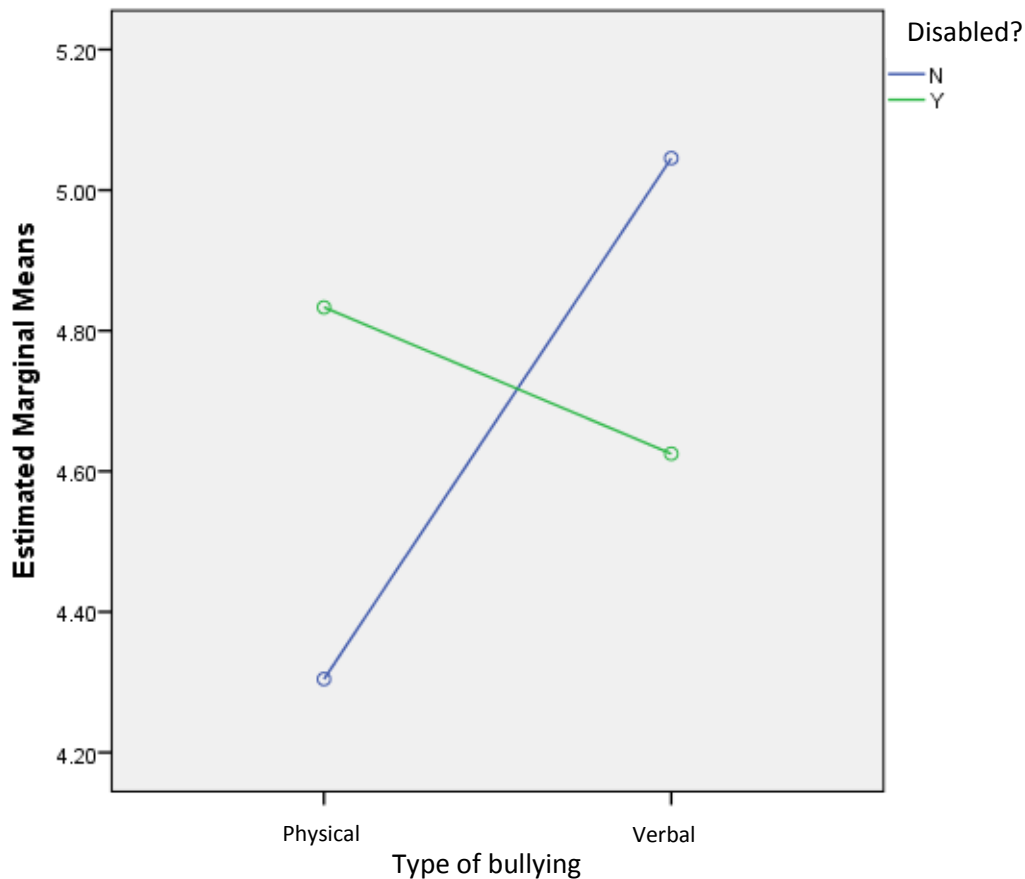


Figure 6: Graph to show interaction between type of bullying and disability for DV40: 'The bully is doing this for the attention'

5. Discussion

This study investigated how bullying, and the children involved in bullying, were perceived under different circumstances. Participants indicated how much they agreed or disagreed with 40 statements after reading a letter about a bullying episode. The results found that three dependent variables had a significant main effect for disability, four had a significant main effect for type of bullying, and six showed an interaction. Some results showed a 10% trend in a certain direction.

Results for the statement 'the bully is aggressive' correlated with results for the statement 'the bully is violent', suggesting that people assumed aggression to be physical (C2). However, verbal bullying is also a form of aggression (Shore 2005) and should be recognised as such. There was also a trend towards the idea that physical bullying is more unacceptable than verbal bullying

(DV9), and that the long-term consequences of physical bullying for the bully are greater (DV2); suggesting physical bullying is viewed as more serious.

Participants felt Luke was more likely to be shy (DV15) and also more likely to be seen as 'weird' (DV17) when he was bullied verbally. Perhaps people assume that those who are verbally taunted are more likely to be the quieter, more studious children, whereas those who are bullied physically could have provoked the bully in some way, so have a degree of confidence. This would also explain DV37; Luke was thought to have been more likely to have caused the bullying when he was bullied physically. Maybe physical bullying is perceived to be a more 'equal' fight between two children, whereas verbal bullying is seen as the traditional 'imbalance of power' (as in Olweus 2000). This is a mistaken view; all bullying involves some imbalance of power.

A significant interaction was found for DV15 – with Luke being seen as largely more shy when verbally bullied and not disabled, compared to the other conditions. This is unusual, considering what we've found about perceptions of people with disabilities so far. DV17 also showed a significant interaction. Here, when Luke was not disabled, participants agreed more with the statement in the verbal condition as opposed to the physical condition. When Luke was disabled, there was not much difference in opinion between the physical and verbal conditions – answers on average slightly agreed with the statement.

Luke was seen as needing more protection against bullies when he was disabled as opposed to not disabled (DV1), the reason being because 'he is not as physically strong as (bullies) are'. Although this may be the case for physical bullying, there was no interaction between the independent variables meaning the effect was also found for verbal bullying – despite the fact that whether or not Luke is in a wheelchair is irrelevant to verbal bullying. This finding complements French and Swain (2008); those with a disability are seen as weaker and more in need of support. Although not quite significant, a 10% trend was found for statements DV18 and DV25, which also support this. Participants thought it was less surprising that Luke was being bullied when he was disabled (DV25) – presumably assuming the bullying was to do with the fact Luke was disabled. They also thought that the bully was less responsible for his/her own actions when Luke was disabled (DV18) – again assuming that because Luke is disabled, other children are expected to bully him more.

The bully was seen as significantly more discriminatory against Luke when Luke was disabled (DV6), even though it was not specified that Luke was bullied because of his disability. This again ties in with French and Swain (2008); people tend to define those who are disabled by their

disability. Here, participants thought that Luke was being bullied because of his disability, rather than for another reason – they assumed the bullying was a discriminating act against a disabled student. It is worth mentioning that participants who took part in the pilot study admitted that Luke’s disability stuck out for them and influenced their answers.

It is unusual that participants thought the bully was significantly more aggressive/violent when bullying a non-disabled child, compared to a disabled child (C2). We might expect it to be the other way around. Perhaps they had the idea that the bullying in general might be more violent with an able-bodied child, since Luke would be more able to fight back.

The effects of two other dependent variables, although not significant, show a trend in a particular direction. Participants thought the bully was behaving more unacceptably (DV9), and should be punished more (DV31), when Luke was disabled. This again relates back to French and Swain (2008) and their idea of disabled people being more in need of assistance.

Now we move on to the other significant interactions. When the type of bullying was physical, participants deemed the bully to be more popular if the victim was disabled. Whereas, if the bullying was verbal, participants deemed the bully to be more popular if the victim was not disabled (DV14). Average answers for all conditions agreed with the statement to some extent. Interestingly, Hoover and Halpern (1991, cited in Griffiths 1993) found that bullies are generally more unpopular than the average student, even though this effect shows that we assume bullies are popular children.

When Luke was bullied physically, participants judged him to be less able to defend himself if he was disabled than if he was not disabled (DV23). Participants on average agreed with DV23 the most in this condition compared to the other three conditions, on par with what we’ve already said. Participants agreed with the statement the least when Luke was disabled and he was being bullied verbally. This is a stranger result; we would expect Luke’s disability to cause participants to think he is unable to defend himself, regardless of the type of bullying.

When the bullying was physical, participants judged that the bully would be more likely to commit a crime when they were bullying a disabled child. When the bullying was verbal, the bully was judged to be more likely to commit a crime when they were bullying a non-disabled child (DV28). Although, the results are around 4 (neutral) for all conditions.

In the ‘physical bullying’ condition, participants were more likely to think that the bully was bullying Luke for the attention when Luke was in a wheelchair. When the bullying was verbal,

participants were more likely to think the bully was doing it for attention when Luke was not disabled (DV40).

The results from this study are mixed; although there are not as many strong effects as we predicted, several of the dependent variables suggest that some underlying assumptions are present. However we must not take these results as read; because there were 40 statements, we would expect to find an effect on at least a few of them purely by chance, as if you test enough dependent variables you are likely to find an effect eventually. Preferably further investigation would be undertaken to confirm these results, and to test again the unexpected results.

Also, despite the fact that some results showed a significant effect, suggesting participants made assumptions based on type of bullying and disability, we must not forget that there was a number of dependent variables which showed no effect, suggesting that preconceptions are less than we suspected. This is good news; hopefully it means people did not define Luke purely by his disability, and saw both physical and verbal bullying as real forms of bullying that have the potential to have serious consequences. However, since several effects were found, there is a possibility that demand characteristics had an effect; that participants did not respond to every statement honestly because they did not want to be seen to show prejudice towards someone with a disability.

Therefore, it is important that these effects be investigated further. This experiment has also brought up some other points which could use further examination. Firstly, it would be useful to do some research into whether the bullying expectations found affect subsequent behaviour. Are society's expectations that a disabled pupil is more likely to be bullied a factor that causes them to be bullied? And is the expectation that they need more protection against bullies transferred to the child's beliefs, making them feel powerless? This is when these assumptions would become a practical problem. It would also be interesting to perform this study on teachers only, and see if teachers' views differ from these results; if not, then perhaps better bullying information needs to be in place for teachers.

Several studies in this area use teachers (Martlew and Hodson 1991, Duy 2013) or school counsellors (Jacobsen and Bauman 2007). This study gives us the perspective of ordinary people who have not been trained to deal with bullying – the implications being that we can find out what it is important to emphasise in teacher training or school counsellor training; wrong

preconceptions can be eliminated. Bullying can be a serious issue whether it is of a verbal or physical kind, and regardless of whether or not the victim is disabled.

6. References

- Craig, W., Henderson, K. & Murphy, J. (2000) Prospective teachers' attitudes toward bullying and victimisation. *School Psychology International*, 21, 5-21.
- Craig, W., Pepler, D. & Atlas, R. (2000). Observations of bullying in the playground and in the classroom. *School Psychology International*, 21 (1), 22-36.
- Duy, B. (2013). Teachers' attitudes toward different types of bullying and victimization in Turkey. *Psychology in the Schools*, 50 (10), 987-1002.
- Fitzgerald, D. (1999). Parents and the Bullying Problem: A Guide to Bullying for Parents and Families. Blackhall Publishing Ltd, Blackrock, Dublin.
- French, S. and Swain, J. (2008). There but for Fortune. *Disability on Equal Terms*, SAGE Publications Ltd, 7-20.
- Graham, S. and Juvonen, J. (1998). Self-blame and peer victimisation in middle school: An attributional analysis. *Developmental Psychology*, 34, 587-99.
- Griffiths, C. (1993). A systemwide approach to changing attitudes towards the acceptability of bullying or harassment in schools and reducing its prevalence. *Student behaviour problems: Positive initiatives and new frontiers*, Hawthorn: ACER, 99-116.
- Hawker, D. and Boulton, M. (2000). Twenty Years' Research on Peer Victimization and Psychosocial Maladjustment: A Meta-analytic Review of Cross-sectional Studies. *Journal of Child Psychology and Psychiatry*, 41 (4), 441-55.
- Jacobsen, K. and Bauman, S. (2007). Bullying in schools: School counselors' responses to three types of bullying incidents. *Professional School Counseling*, 11 (1), 1-9.
- Limber, S. and Small, M. (2003). State law and policies to address bullying in schools. *School Psychology Review*, 32, 445-55.
- Martlew, M. and Hodson, J. (1991). Children with mild learning difficulties in an integrated and in a special school: comparisons of behaviour, teasing and teachers' attitudes. *The British Journal of Educational Psychology*, 61 (3), 355-72.
- Olweus, D. (1993). *Bullying at School: What We Know and What We Can Do*. Oxford: Blackwell Publishers, Inc.

Olweus, D. (2000). Sweden. In *Smith, Mortita, Junger-Tas, Olweus, Catalano, Slee, The nature of bullying: A cross-national Perspective*. New York, NY: Routledge. 7-27.

Rivers, I. and Smith, P. (1994). Types of bullying behaviour and their correlates. *Aggressive Behaviour*, 20 (5), 359-68.

Shore, K. (2005). *The ABCs of bullying prevention: A comprehensive schoolwide approach*. Port Chester, NY: Dude Publishing.

Terasahjo, T. and Salmivalli, C. (2003). "She is not actually bullied." the discourse of harassment in student groups. *Aggressive Behaviour*, 29 (2), 134-54.

Wei, H., Jonson-Reid, M. & Tsao, H. (2007). Bullying and Victimization Among Taiwanese 7th Graders: A Multi-Method Assessment. *School Psychology International*, 28 (4), 479-500.

7. Appendices

Appendix 1: Cover Sheet with Instructions

An investigation into bullying in primary schools

Investigator: Liane Fulford

University of Nottingham

This study is investigating bullying in schools.

All information collected from this study will remain anonymous. If for any reason and at any point in the experiment you do not want to continue, you can withdraw from the study and your data will not be used in the analysis.

In this study, you will be asked to read a short letter detailing an instance of bullying in a primary school. Following this, you will be presented with 40 statements. Indicate how much you agree or disagree with each statement by circling the appropriate number; 1 = strongly disagree and 7 = strongly agree.

Please respond to these statements carefully and honestly. Remember that you should respond to the statements from your own point of view; there is no right or wrong answer so please respond with your own inclination of whether you think the statement is likely to be true or not. The whole experiment should take no longer than 10 minutes.

Now, please read through the consent form to indicate you have understood these instructions and are happy to take part in the experiment. If you have any questions, do not hesitate to ask or to contact myself at lpylrf@nottingham.ac.uk

Thank you for your time.

CONSENT FORM

Investigator: Liane Fulford (Supervisor: David Clarke)

University of Nottingham

The participant should complete the whole of this sheet himself/herself. Please cross out as necessary:

- Have you read and understood the participant information sheet? YES/NO
- Have you had the opportunity to ask questions and discuss the study? YES/NO
- Have all the questions been answered satisfactorily? YES/NO
- Have you received enough information about the study? YES/NO
- Do you understand that you are free to withdraw from the study:
 - At any time? YES/NO
 - Without having to give a reason? YES/NO
- Do you agree to take part in the study? YES/NO

This study has been explained to me to my satisfaction, and I agree to take part. I understand that I am free to withdraw from this study at any time and without having to give a reason.

Signature of Participant:

Date:

Name (in block capitals):

I have explained the study to the above participant and he/she has agreed to take part.

Signature of Researcher:

Date:



PRIMROSE FIELDS PRIMARY SCHOOL

1st February 2014

Primrose Fields Primary School
Miller Street
Nottingham, NG9 2PQ

Dear Members of Staff,

The purpose of this letter is to inform you of a bullying incident involving Luke Peterson, a wheelchair user in Year 6. It has recently come to our attention that Luke has been a target of bullying by another individual in his year. This seems to be an ongoing problem and has become a cause for concern, which is why it is important that all members of staff are aware of the issue. Luke has informed his form teacher Miss Hope that another child has been pushing and kicking him in the playground, and generally acting aggressively towards him; seemingly with the intention to physically hurt him.

On further investigation, it seems this event has been witnessed by many of the children in Luke's year, some of whom have stood by and watched the bullying but have not tried to intervene. The fact that many children in Year 6 are fully aware that this has been going on implies that it has been happening on a regular basis.

We have a strict anti-bullying policy at Primrose Fields and it is important that this is enforced so that our pupils can enjoy a safe environment where they do not feel threatened or scared of other pupils. Therefore, we will be meeting with Luke to discuss this matter further. In the meantime, I ask all of you to make it clear to pupils that this kind of behaviour will not be tolerated, and if you see any malicious behaviour towards Luke I ask that you report it to me.

Kind regards,

ELENA MORRIS

Head Teacher



PRIMROSE FIELDS PRIMARY SCHOOL

1st February 2014

Primrose Fields Primary School
Miller Street
Nottingham, NG9 2PQ

Dear Members of Staff,

The purpose of this letter is to inform you of a bullying incident involving Luke Peterson, a wheelchair user in Year 6. It has recently come to our attention that Luke has been a target of bullying by another individual in his year. This seems to be an ongoing problem and has become a cause for concern, which is why it is important that all members of staff are aware of the issue. Luke has informed his form teacher Miss Hope that another child has been taunting him regularly by calling him unfriendly names such as 'wimp' and 'nerd', laughing at him, and making fun of his clothes and appearance – seemingly to hurt Luke's feelings and make him feel inferior.

On further investigation, it seems this event has been witnessed by many of the children in Luke's year, some of whom have stood by and watched the bullying but have not tried to intervene. The fact that many children in Year 6 are fully aware that this has been going on implies that it has been happening on a regular basis.

We have a strict anti-bullying policy at Primrose Fields and it is important that this is enforced so that our pupils can enjoy a safe environment where they do not feel threatened or scared of other pupils. Therefore, we will be meeting with Luke to discuss this matter further. In the meantime, I ask all of you to make it clear to pupils that this kind of behaviour will not be tolerated, and if you see any malicious behaviour towards Luke I ask that you report it to me.

Kind regards,

ELENA MORRIS

Head Teacher



PRIMROSE FIELDS PRIMARY SCHOOL

1st February 2014

Primrose Fields Primary School
Miller Street
Nottingham, NG9 2PQ

Dear Members of Staff,

The purpose of this letter is to inform you of a bullying incident involving Luke Peterson, a pupil in Year 6. It has recently come to our attention that Luke has been a target of bullying by another individual in his year. This seems to be an ongoing problem and has become a cause for concern, which is why it is important that all members of staff are aware of the issue. Luke has informed his form teacher Miss Hope that another child has been pushing and kicking him in the playground, and generally acting aggressively towards him; seemingly with the intention to physically hurt him.

On further investigation, it seems this event has been witnessed by many of the children in Luke's year, some of whom have stood by and watched the bullying but have not tried to intervene. The fact that many children in Year 6 are fully aware that this has been going on implies that it has been happening on a regular basis.

We have a strict anti-bullying policy at Primrose Fields and it is important that this is enforced so that our pupils can enjoy a safe environment where they do not feel threatened or scared of other pupils. Therefore, we will be meeting with Luke to discuss this matter further. In the meantime, I ask all of you to make it clear to pupils that this kind of behaviour will not be tolerated, and if you see any malicious behaviour towards Luke I ask that you report it to me.

Kind regards,

ELENA MORRIS

Head Teacher



PRIMROSE FIELDS PRIMARY SCHOOL

1st February 2014

Primrose Fields Primary School
Miller Street
Nottingham, NG9 2PQ

Dear Members of Staff,

The purpose of this letter is to inform you of a bullying incident involving Luke Peterson, a pupil in Year 6. It has recently come to our attention that Luke has been a target of bullying by another individual in his year. This seems to be an ongoing problem and has become a cause for concern, which is why it is important that all members of staff are aware of the issue. Luke has informed his form teacher Miss Hope that another child has been taunting him regularly by calling him unfriendly names such as 'wimp' and 'nerd', laughing at him, and making fun of his clothes and appearance – seemingly to hurt Luke's feelings and make him feel inferior.

On further investigation, it seems this event has been witnessed by many of the children in Luke's year, some of whom have stood by and watched the bullying but have not tried to intervene. The fact that many children in Year 6 are fully aware that this has been going on implies that it has been happening on a regular basis.

We have a strict anti-bullying policy at Primrose Fields and it is important that this is enforced so that our pupils can enjoy a safe environment where they do not feel threatened or scared of other pupils. Therefore, we will be meeting with Luke to discuss this matter further. In the meantime, I ask all of you to make it clear to pupils that this kind of behaviour will not be tolerated, and if you see any malicious behaviour towards Luke I ask that you report it to me.

Kind regards,

ELENA MORRIS

Head Teacher

Appendix 4: Dependent variables on a Likert scale

1. Luke needs protecting against bullies because he is not as physically strong as they are

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

2. The bully is less likely to be successful in their later career

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

3. The bully is manipulative

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

4. Luke needs someone to intervene

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

5. Luke is seen as 'cool'

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

6. The bully is discriminating

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

7. Luke can defend himself and does not need the teacher's support

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

8. Other pupils view Luke as a 'loser'

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

9. The bully is behaving unacceptably

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

10. Luke has good social skills

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

11. The bully is good at mathematics

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

12. Luke is likely to go on to bully someone else because of this experience

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

13. The bully is aggressive

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

14. The bully is popular

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

15. Luke is shy

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

16. The bully is kind to animals

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

17. Other pupils think Luke is weird

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

18. The bully is completely responsible for his actions

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

19. The bully is likely to have successful future relationships

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

20. Other pupils feel sorry for Luke

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

21. Luke is less likely to be successful in his later career

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

22. Other pupils admire the bully

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

23. The bully is picking on someone who has no hope of defending himself

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

24. Luke can deal with this on his own

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

25. It is surprising that Luke is being bullied

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

26. The bully is cruel

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

27. The bully is skilled socially

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

28. The bully will commit a crime when older

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

29. I feel pity for Luke

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

30. The bully comes from a violent home

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

31. The bully deserves to be punished

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

32. Luke is likely to have successful future relationships

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

33. The bully is probably male

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

34. The bully is violent

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

35. Luke deserves sympathy

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

36. The bully is clever

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

37. Luke has caused the bullying

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

38. Other pupils are scared of the bully

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

39. Luke has lots of friends

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

40. The bully is doing this for the attention

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Appendix 5: list of dependent variables and composite variables

C1	7. Luke can defend himself and does not need the teacher's support 24. Luke can deal with this on his own
C2	13. The bully is violent 34. The bully is aggressive
C3	29. I feel pity for Luke 35. Luke deserves sympathy
DV1	Luke needs protecting against bullies because he is not as physically strong as they are
DV2	The bully is less likely to be successful in their later career
DV3	The bully is manipulative
DV4	Luke needs someone to intervene
DV5	Luke is seen as 'cool'
DV6	The bully is discriminating
DV8	Other pupils view Luke as a 'loser'
DV9	The bully is behaving unacceptably
DV10	Luke has good social skills
DV11	The bully is good at mathematics
DV12	Luke is likely to go on to bully someone else because of this experience
DV14	The bully is popular
DV15	Luke is shy
DV16	The bully is kind to animals
DV17	Other pupils think Luke is weird
DV18	The bully is completely responsible for his actions
DV19	The bully is likely to have successful future relationships
DV20	Other pupils feel sorry for Luke
DV21	Luke is less likely to be successful in his later career
DV22	Other pupils admire the bully
DV23	The bully is picking on someone who has no hope of defending himself
DV25	It is surprising that Luke is being bullied
DV26	The bully is cruel
DV27	The bully is skilled socially
DV28	The bully will commit a crime when older
DV30	The bully comes from a violent home
DV31	The bully deserves to be punished
DV32	Luke is likely to have successful future relationships
DV33	The bully is probably male
DV36	The bully is clever
DV37	Luke has caused the bullying
DV38	Other pupils are scared of the bully
DV39	Luke has lots of friends
DV40	The bully is doing this for the attention