

# West Midlands Cybersurvey



Young people speak about Cyberbullying



Youthworks Consulting Ltd



## About the Cybersurvey

Data was collected online in the autumn term 2009

The Cybersurvey was designed and piloted by Adrienne Katz, with thanks to - Graham Tilby, Shirley Hackett, Rebecca Calnan, Toni Brettell, Katriona Lafferty of Dudley MBC and Diana LeCount, of Essex County Council. Thanks to Rennie Thompson and Jo Brown of Oxfordshire County Council for advice and suggestions. Our sincere thanks go to the young people of DDMK and the 158 young people who piloted the questionnaire.

Participating Local Authorities:

Solihull Metropolitan Borough Council     Birmingham City Council  
Dudley Metropolitan Borough Council     Oxfordshire County Council

Statistical analysis by Emma McManus.  
Report and project management by Adrienne Katz

### Method

The Cybersurvey questions were devised and tested with young people. Questions were then approved by a Safeguarding e-champion and colleagues in a Community Safety team and professionals in youth participation and anti-bullying. Questions were also submitted to the young people's Dudley Decision Makers group (DDMK) and amendments made. The survey was then piloted with 158 young people in different locations and further amended.

The Cybersurvey was uploaded and codes provided to each local authority. Young people answered anonymously. The total sample is 3348, of which 1,775 were girls and 1,544 were boys. 29 respondents did not answer this question.

We are very grateful to all the young people who responded.



## Contents

About this survey	2
Introduction and context	4
Executive Summary	8
Key Messages	11
About the sample	12

## Results and discussion

Access	14
Online: Experiences of cyberbullying	15
Mobile phone: Experiences of cyberbullying	21
Indirect: Experiences of cyberbullying	25
Cyberbullying others	27
Reporting and getting help	28
How did it make you feel?	30
e-safety education	32
Messages for e-safety educators	41
List of charts and tables	
Appendix:	
Local Authority differences.	
Questionnaire	

## Introduction

‘Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.’

Although bullying has been around for generations, Cyberbullying is relatively new, constantly changing and poorly understood by many adults.

Young people have swiftly adapted to take advantage of new technology in both positive and negative ways. They use it to keep in touch with friends, share jokes and images, download music and view TV and video clips. They search for information, learn, and play games. They also might send and receive hurtful or dangerous messages and images. They may be targeted by others with ill intent.

The technology opens up exciting new opportunities, but just as in driving a car - another freedom which technology offers – there are risks. We teach young people to become safe drivers and although serious accidents could occur through driving, we do not stop people using the roads. Instead, adults generally impart the rules of the road to children.

The difference with new technology is that there is a large proportion of adults who do not understand the online or mobile phone world of young people – or in some cases, any aspect of their digital world. This makes them ill equipped to teach children about e-safety or to help them avoid cyberbullying. It is also a form of bullying that no parent or teacher can have experienced when they were young, unlike real world bullying. This means there is no common experience or advice that parents can easily share.

One of the challenges we face therefore, is not only to educate young people in e-safety but also to educate their parents. In a 2009 poll by the Anti-Bullying Alliance 54% of parents of 8-14 year olds had not talked to their child about how they could protect themselves or deal with cyberbullying. Indeed 45% of these parents did not know about the ‘report abuse’ button on social networking sites. Despite this, 23% allowed their children aged 10 or under, unsupervised Internet access at home and 38% allowed children aged 10 or under to have their own mobile phone.

If parents believe cyberbullying does not happen to their young children, they might be distressed to find that one in five of year 6 primary school pupils surveyed by the Anti-Bullying Alliance in 2009 had been cyberbullied in the last twelve months. This does not include other dangers such as solicitation, harassment and problematic content which their child might inadvertently access.

Cyberbullying appears to increase as children grow up and adolescent girls make the most devastating use of it, spreading rumours and making humiliating images. While new technology has revolutionised young people’s social networks - being fun, cheap, convenient and instant and above all desirable – there is much to learn about the less positive ways it might be used.

### **What type of cyberbullying is seen?**

There are a number of methods of cyberbullying another person and these methods change and become more sophisticated each time there are new models, games or sites launched. A few are outlined below:

**+ Text message bullying** - messages via text that contain threats, harassment, insults or hurtful content including photos. Texts can also be used to spread rumours, set up victims for humiliation and to share information about someone.

**+ Picture/video clip bullying via mobile phone cameras**

Using photos taken on a phone to hurt or humiliate someone, with the images usually sent to several other people. 'Happy slapping' involves filming and sharing physical attacks. Intimate photos from a relationship are often misused after friends fall out.

**+ Phone call bullying via mobile phone** – silent calls or abusive messages are often used, with the caller disguising their number or using someone else's phone. The bullied person's phone may be stolen and used to harass others, who then think the phone owner is responsible.

**+ Email bullying** - bullying or threatening emails, with or without images, but often with an invented pseudonym or using someone else's name and email account to avoid discovery.

**+ Chat room bullying** – when children or young people are in a web-based chat room they may feel they are among friends. It is especially hurtful and embarrassing to receive menacing or upsetting responses in this public forum.

**+ Bullying through Instant Messaging (IM)** - unpleasant or threatening messages sent in real time, online conversations. Some games also permit messaging.

**+ Bullying via websites includes** – defamatory blogs, websites set up to humiliate someone (may use images) and online personal polling sites.

**+ Social Networking sites** – This Cybersurvey of 3348 respondents in 2009 found that 70% of young people had a Facebook page or used another social networking site. These sites allow users to seek, admit and reject friends in the glare of public view. Blocking of someone on a site is a common form of bullying. Rumour spreading via friends or posting malicious comments are frequently used.

**+ Using someone else's account or phone** – disguising identity by using a computer at a friend's house, stealing a phone or simply using it for a few minutes to send a bullying message that may get someone else into trouble.

**+ Via electronic games** – Hacking into someone's account or score to alter it or using a game box to send messages.

## Is cyberbullying increasing?

We know relatively little of the true extent of cyberbullying, because the research is fairly recent (since 2002) and it is not yet comprehensive. For example the questions used in some early work did not encompass all forms of cyberbullying, while figures obtained through teenage magazine surveys may reflect a self selected group of respondents. Another factor is age. Not all studies look at the same age groups and therefore are not suitable for comparison. Furthermore technology is ever-changing, offering new opportunities for bullying which may not have been present even a year earlier.<sup>1</sup>

### Does the response variation depend on *what* we ask?

For a while there has been a consensus that between 20% and 25% of children and young people were reporting that they had experienced some cyberbullying in response to a general question on the subject.<sup>2</sup>

However when respondents are asked whether they have experienced specific forms of harassment, responses tended to be higher. Hinduja and Patchin point out that 43% of respondents had experienced at least one form of abuse or harassment listed in their survey, in contrast to slightly more than 17% who said they had been cyberbullied in their lifetime.<sup>3</sup>

In the Cybersurvey under discussion here, a similar pattern may be seen. 48% had experienced at least one of the forms of online abuse described and 28% had experienced at least one on a mobile phone. This is higher than responses to more general questions on cyberbullying we have used in other surveys. Experiencing one of these forms of harassment only once may not constitute bullying in the strictest sense, but when combined with other victimising behaviour or as part of a campaign, it can be seen that this is a form of bullying.

It has also been pointed out that different forms of cyberbullying have varying impacts upon the recipient. This could affect whether or not they report the incident as bullying: Smith et al, 2006<sup>4</sup>; Ybarra and Mitchell, 2004)<sup>5</sup> have shown that although the effect of cyberbullying is generally perceived as highly negative by students, some categories of cyberbullying are viewed as more negative in impact compared to traditional bullying, in particular photo/video clip bullying. Some other categories (e.g. phone calls and text messaging) are also perceived as highly negative by some victims since they were perceived as very intentional and planned. By contrast 33% of males in the Cybersurvey who had experienced cyberbullying chose to say they were 'not bothered' by it – they would be unlikely therefore to report it and this could affect the incident rate reported.

### Does the response variation depend on *who* we ask?

Responses vary markedly if specific groups are questioned. For example: children seem more likely than their peers to be victims of cyberbullying if they are already being

---

<sup>1</sup> A brief list of some earlier studies is available in the Appendices

<sup>2</sup> NCH (2002), 25% had been victims of cyberbullying; NCH 2005, 20% had been bullied via electronic means. Li, (2006), 25%; Smith, Mahdavi, Carvalho & Tippett, (2006) 22%.

<sup>3</sup> Hinduja S. & Patchin, J. (2009), *Bullying Beyond the Schoolyard* p.49

<sup>4</sup> Smith, P.K., Mahdavi, J., Carvalho, M. and Tippett, N. (2006).

<sup>5</sup> Ybarra, M.L. and Mitchell, K.J. (2004).

badly bullied. While 11% of 2897 secondary school pupils reported being cyberbullied, this rose to 31% among those identified as badly bullied.<sup>6</sup> It seems that students' roles in traditional bullying might predict the same role in electronic bullying. Also, being a victim of bullying on the Internet or via text messages has been found to be related to being a bully at school.<sup>7</sup>

The age group questioned will also influence results while gender patterns indicate that certain types of abusive message tend to be more common among either males or females. This gender influence could affect some survey responses if samples are not balanced or the questions used favour one gender.

### **What else could be influencing the results of surveys?**

As cyberbullying has increasingly become defined and discussed, more recipients are likely to recognise that they are being bullied and come forward to report it. Cyberbullying may be increasing at the same time as research is expanding to examine it but we do know that increasing numbers of children have mobile phones and greater access to the internet than ever before. Certainly cheap phones with cameras are a recent development, allowing images to be made and sent in an instant. Therefore although there is clearly a trend showing cyberbullying increasing<sup>8</sup>, some of this increase might be due to greater recognition of cyberbullying and increased access to new technology.

### **Other issues for attention**

With these limitations in mind it would seem useful to focus not exclusively on whether rates of reported cyberbullying increase or fluctuate, but rather on the quality of support and education young people receive and above all, the effectiveness of this education to motivate behaviour change.

It would be valuable to identify other social triggers for behaviour change among peers and to find ways to challenge the feelings of inevitability and powerlessness described by young people faced with cyberbullying. Young people need methods of reporting cyberbullying effectively and service providers will need to play their part in protecting users.

Furthermore there is a challenge to privacy that needs addressing. Children and young people are giving out personal details and uploading photos without privacy protection, often thinking they are among friends. When friends fall out this material is often used maliciously and can find its way into a public sphere.

Personal details are also being collected by sites. In 2007 The Guardian reported on research by the University of Bath investigating how children's privacy is protected online. Out of 20 sites popular among children aged between 9 and 13, 85 per cent collected personal information on children and on each site it was possible for a child to disclose personal information without consent from parents. (Guardian, Media, 30 Jul 2007, p9)

---

<sup>6</sup> Katz, A. & McManus, E. (2009) 'Safe to Play', Dudley Metropolitan Borough Council.

<sup>7</sup> Raskauskas, J. and Stoltz, A.D. (2007) Involvement in traditional and electronic bullying among adolescents. *Developmental Psychology* v43 n3 p564-575 May 2007

<sup>8</sup> Hinduja S. & Patchin, J. 2009, *Bullying Beyond the Schoolyard* p.50

# The Cybersurvey Executive Summary

(NB % are rounded up)

## About the survey

The survey was undertaken in the autumn term of 2009 in Birmingham, Solihull, Dudley and Oxfordshire.

The sample is made up of 3348 young people, 53% female, 47% male, plus 29 people who did not answer this question.

Ages 10 -15 comprised the bulk of the responses, with the highest number coming from the 12 -13 age group (40%).

## ACCESS to computers and mobile phones without adult help or supervision is widespread.

92% have a mobile phone and 89% have a computer they can use on their own at home. Further independent access venues include clubs, libraries, cafes or friends' homes. Social Networking is popular with over two thirds of all the young people and more than three quarters of the girls.

## Experiences Online

47.6% of respondents had experienced at least one of the forms of cyber abuse described in the question. Half of them reported receiving a message from 'someone who was not who they said they were'. While one upsetting or abusive message does not necessarily denote bullying is taking place, it can easily escalate. The abuse may be part of an ongoing bullying campaign in the real world. More than a third said they received a message which showed that 'people were talking about you nastily online' and more than a quarter had a message from a stranger asking them 'to meet up' or trying to make them 'do something they did not want to do'.

\* calculated from responses from people who had experienced at least one of these forms of cyberbullying. These respondents form 47.6% of the total sample. 1753 missing.

Gender and age patterns tell us that it will be vital to address the needs of girls and boys with a more nuanced approach when addressing cybersafety. Girls are markedly more likely than boys to experience 'people talking about you nastily online' (43% vs. 28%). Girls also receive more messages with unwanted sexual suggestions, jokes or threats (29% vs. 25%) and messages from strangers asking to meet up (32% vs.22%).

Boys on the other hand are more likely to receive a message 'with insults calling you gay' (35% vs. 24%). Boys are also more likely to receive a message that tries to 'make you do something you don't want to do.' (33% vs.27%).

There is a large increase at age 14 -15 in most of the types of abusive message discussed. However one or two types of message were frequently experienced by the youngest age group including racist comments and 'messages that showed people were talking about you nastily online.'

Worryingly, over a third of the youngest age group had received a message 'trying to make them do something they did not want to do'. One in five had received a message



with unwanted sexual suggestions, jokes or threats and 31% had received homophobic insults. More than one in five had received a message from a stranger suggesting they meet up.

The peak age for unwanted sexual jokes and threats is 14 -17.

### **Experiences on Mobile phones**

28% of respondents had experienced at least one form of phone abuse described in the questionnaire. The experiences of these people included a variety of ingenious, manipulative or humiliating messages sometimes including images. Some messages demonstrated the total lack of inhibition shown by the sender shielded by this indirect medium.

Similar gender differences to those described in online abuse were found in reports of mobile phone bullying. For example, boys are almost twice as likely to experience homophobic bullying as girls (36% vs. 19%). Girls were more likely to suffer name calling by text (57% vs.45%) and to have humiliating photos of them sent to others (22% vs.17%).

More than one in four of 10 -11 year olds report cyberbullying carried on from their lives in school.

Deliberately making and changing social arrangements in order to humiliate or exclude the target child appears to be fairly common among all age groups..

### **Indirect bullying**

Cyberbullying does not have to be directly received by a young person in order to hurt or create a climate of fear. 16% of all respondents say others have deliberately sent round messages spreading rumours about them and as many as 37% know someone this has happened to. It is markedly more common for girls to know someone this has happened to than for boys (44% vs. 30%).

Among the youngest age group (10 -11) only 6% of respondents report that rumours are being spread about them, but by the age of 12-13 this increases to 15.5%. This suggests that work should be done among the 10-11 year olds before this behaviour takes hold.

### **Cyberbullying others**

Seventy five boys (5%) and seventy six girls (4%) admitted cyberbullying others.

### **Reporting and getting help**

38% of the total sample answered this question. Of these: 48% did tell someone but the majority did not. Asked whether they got help to stop the cyberbullying, fewer than half (48%) said they did. The younger age groups were far more likely to ask for and to receive help for cyberbullying they had experienced.

### **How did it make you feel?**

26% of the sample described their reactions.

Of these:

37% felt upset and angry. Girls were more likely to give this answer than boys. 25% felt 'a little upset and down'.

22% were 'not bothered'. A few said they were 'OK with their friends' and 11% took it as a joke.

### **E-safety education**

87% of the participants received e-safety education in school. 63% were taught by their parents. Smaller numbers learnt from their siblings, a website or at a youth club. Young people suggested a wide range of further sources which they were using to inform themselves with a strong thread of autonomy.

The quality of the e-safety education given was rated positively by 92% and it was generally thought to have been given at the appropriate time by 82%. Younger age groups are more likely to approve than the older ones, reflecting both recent improvements in the teaching of e-safety and the more independent views of older adolescents with experience.

Those most likely to say they were taught 'too late' are the oldest age group, for whom e-safety education may not have been as developed when they were ten as it is today for the 10-11 year olds.

However despite this near universal approval, large numbers said they did not follow these guidelines all the time. Just over 40% said that they *always* followed the guidelines, leaving a majority who at least occasionally do not follow what they have been taught. A hard core of 12% do *not really* follow these guidelines while as many as 46% only *sometimes* do so.

36% try to get round blocks at least occasionally and 6% have either a friend or sibling who gets past blocks.

These findings vary according to age and it is important to note that 19% of 14-15 year olds do *not really* or *never* follow the guidelines they have been taught to keep safe online. Only 29% of the 14-15 year olds say they *always* do so.

## Key messages

Access to new technology without an adult is widespread from the age of 10.

While an overwhelming majority has received e-safety education and rates it highly, a majority also say that they do not always follow the guidelines they have learned. The challenge is to move from delivery to behaviour change - making it the norm to observe e-safety guidelines.

Cyber abuse is experienced by children and young people alike with significant differences in gender and age patterns. Bullying is part of a continuum of aggressive behaviours using new technology and requires a more nuanced approach to the teaching of e-safety and acceptable behaviour.

The lack of inhibition shown in the examples of abusive message reported here is a challenge that goes beyond cyber safety and requires intensive work, with individuals and sometimes with groups to address the way they are participating in this victimisation and the behaviour itself.

Racism is more prevalent online than on mobile phones.

As greater numbers come to either experience cyberbullying personally, or know someone else who has experienced it, there is the potential for a growing climate of threat and fear. At the same time young people are becoming desensitised to language and actions that once would have been thought shocking.

Work in the age group of 10 -11 will be crucial with strong follow up in practical work with older age groups if guidance is to convert into behaviour change.

Specific work with girls is needed. It should go beyond e-safety and cyberbullying to explore friendships and relationships as well as how to break out of a group behaving in an unacceptable way.

There are barely any differences found between the local authority samples.

Further ways of reporting cyberbullying need to be developed and work is needed to improve young people's confidence that perpetrators can be traced. Their belief that 'nothing can be done' prevents many from reporting abuse.

The number of people reporting messages from 'strangers asking to meet up' needs further study. Our survey did not distinguish between predatory strangers asking to meet up or other young people wanting to meet the respondent and meet up fairly innocently.

\*This survey did not focus on vulnerable groups, or ethnic groups, but other work we have carried out shows that people who are badly bullied are more likely to also suffer bullying out of school and in cyberspace. This earlier research did not indicate any major ethnic group issues in relation to cyberbullying but did suggest that it was more prevalent among white British youth. Poverty played a role in a digital divide excluding those who did not have access to a mobile phone or computer. This may change as further data is developed. We do have ample evidence that vulnerable groups are bullied excessively and these include Looked after children, those who care for others (Young carers) and those with a disability or special need. However online people may be free to adopt a new persona and make other friends who know little or nothing of their real life circumstance offering a new chance to socialise.

### The sample: Age and Gender.

Total sample 3348, made up of girls: - 1,775, boys: -1,544, not stated:- 29

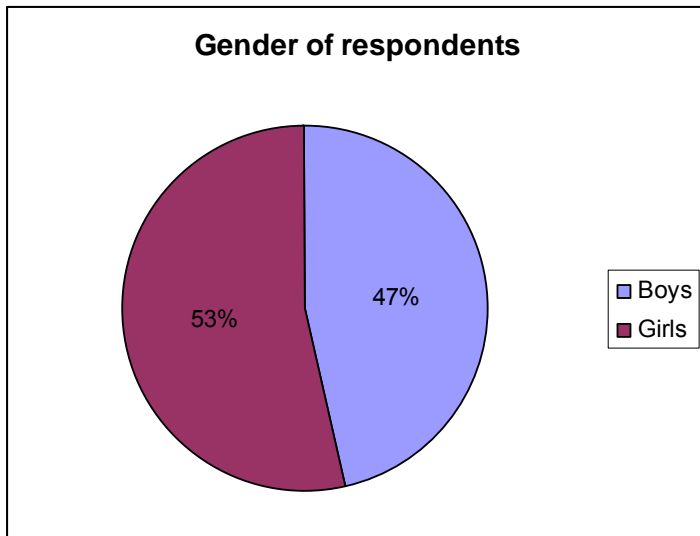


Chart 1 Missing = 29

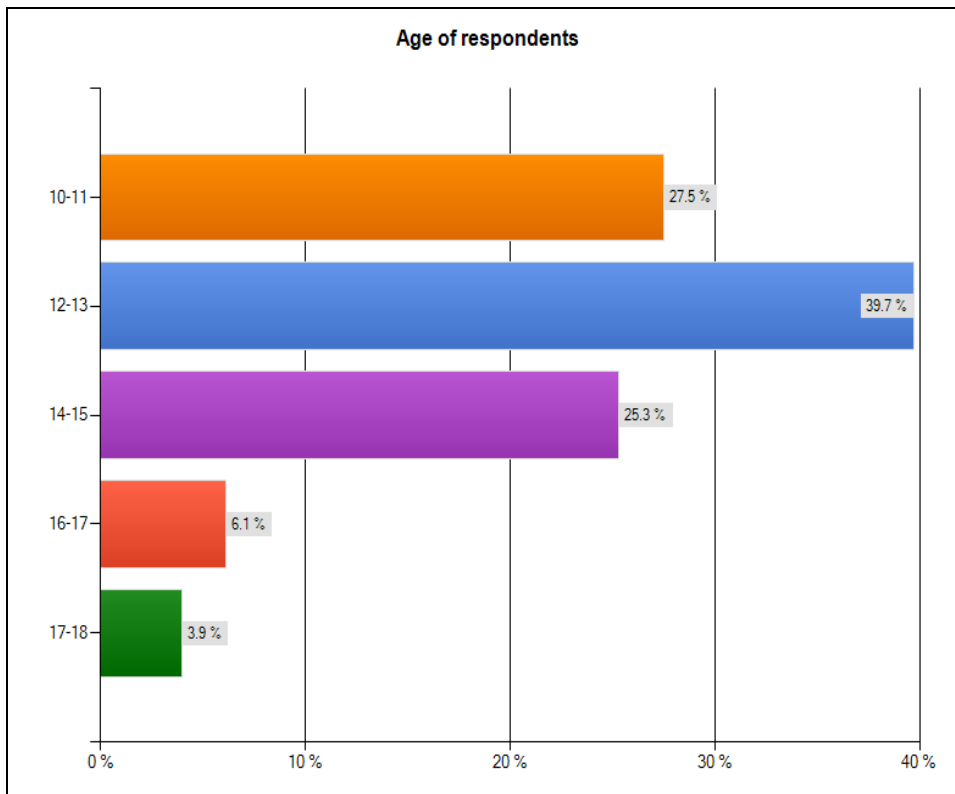


Chart 2

Missing = 29

Numbers- (Age 10-11 = 912, age 11-12=1,318, age 14-15=840, age 16-17 = 202, age 17-18 = 131)

\* Approximately 20 individuals ticked more than one box therefore percentages do not add up to 100.

Ages 10 -15 comprised the bulk of the responses, with the highest number coming from the 12 -13 age group (40%). 10% of responses came from people aged 16 +

## **Results and Discussion**

## Access

This question aimed to examine who owned a mobile phone and who had access to a computer without an adult present. It also asked about the use of chat rooms and social networking sites.

Access without adult help or supervision is widespread:

92% have a mobile phone

89% have a computer they can use on their own at home.

30% can access a computer at a club, library or café on their own.

41% have a computer they often use at a friend's house without an adult

69% have a Facebook or other social networking page

46% have chat rooms they regularly use

### Access: Gender patterns

#### Do you have...

Answer Options	a) I am a boy	b) I am a girl	Total sample (Percentage)	Total sample (Numbers)
a) A mobile phone?	90.4%	94.4%	91.6%	3068
b) A computer you can use by yourself at home?	88%	90.8%	88.7%	2967
c) A computer you can use by yourself at a club, library or cafe?	29.6%	31.1%	30.2%	1010
d) A computer you often use without adults at a friend's house?	41.1%	43.6%	42.1%	1409
e) A Facebook page? (Or other social networking site)	63.1%	75.8%	69.3%	2321
f) Chatrooms you regularly use?	41.2%	49%	45.8%	1507

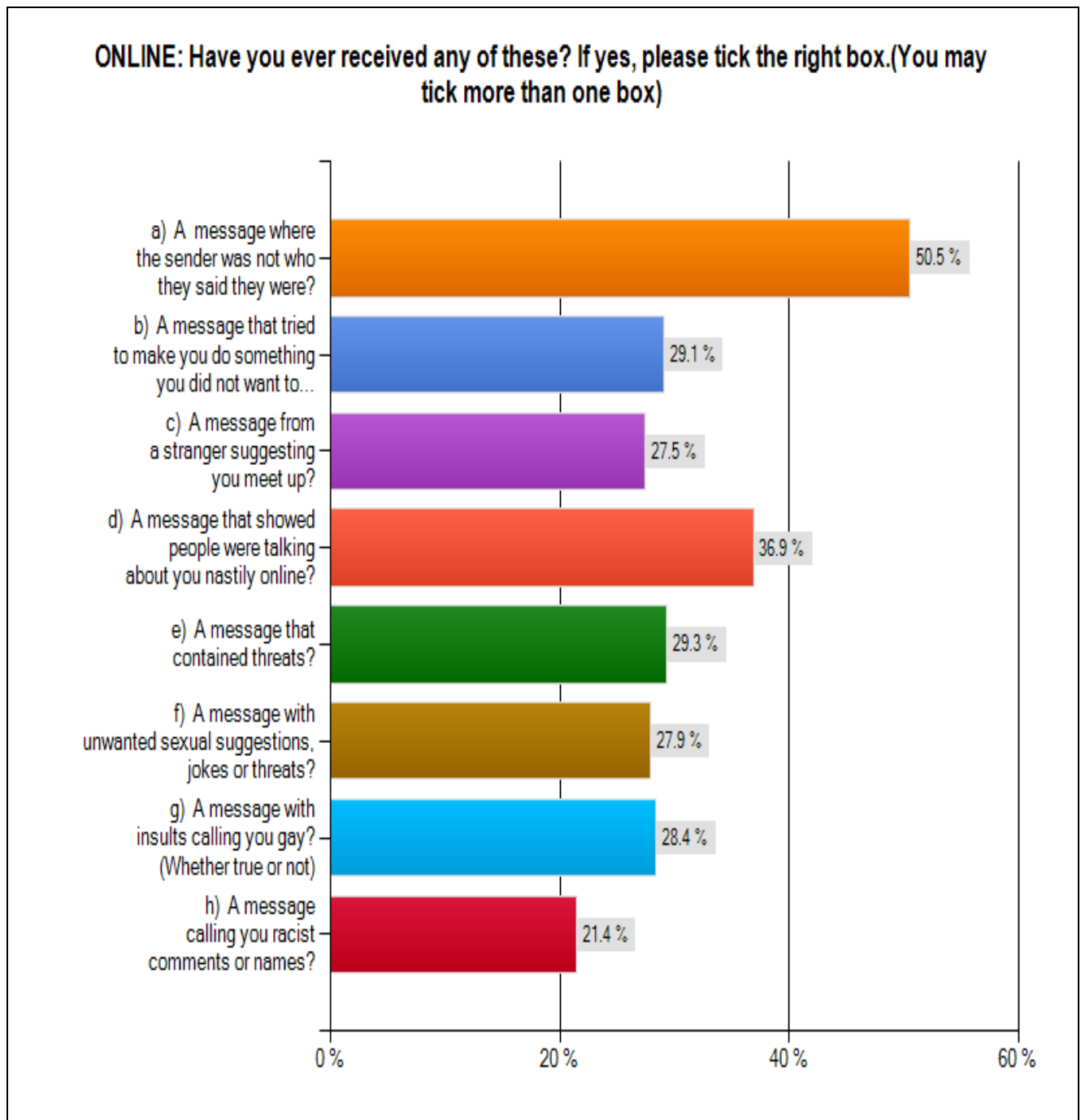
**Table 1** \* % calculated out of total sample (3,348), Missing = 60

As shown in Table 1, girls are slightly more likely than boys to answer positively to all the questions related to mobile phone ownership and computer access. More girls than boys have a mobile phone or have a computer they can use by themselves at home or at a club, library or café or at a friend's house.

Girls are more likely to have a Facebook page (76% vs. 63%<sup>9</sup>). Girls are also more likely than boys to use chatrooms regularly (49% vs. 41%).

<sup>9</sup> \*% have been rounded up in the text for ease of reading.

## Experience of cyberbullying online



**Chart 3 \* These percentages are calculated from those individuals who had received at least one of these forms of cyberbullying. Missing = 1,753**

*“People find it easier to say stuff to you on msn, Myspace and Facebook rather than at school when teachers can get involved”*

## Online: Types of bullying messages received

NB in the text percentages have been rounded up for ease of reading. Details can be found in the charts.

48% (1595) experienced one or more of the forms of cyberbullying outlined in the question (Chart 3).

The three most common forms experienced by those who responded, were: 'Receiving a message from someone who was not who they claimed to be' (51%), followed by 'a message that showed people were talking 'nastily about you online' (37%) and receiving 'a message that contained threats' (29%).

Further types of unwanted message were received. These were: a message trying to 'make you do something you did not want to do' (29%), a homophobic message (28%), a message with unwanted sexual suggestions, jokes or comments (28%), or a message from a stranger suggesting you meet up (28%). Lastly, 21% had received racist messages.

### Online: Gender differences

In the following chart (4) we see gender patterns emerge:

Girls are markedly more likely than boys to experience 'people talking about you nastily online' (43% vs. 28%). Girls also receive more messages with unwanted sexual suggestions, jokes or threats; and messages from strangers asking to meet up (38% vs. 22%).

Boys on the other hand are more likely to receive a message 'with insults calling you gay' (35% vs. 24%). Boys are also more likely to receive a message that tries to 'make you do something you don't want to do.' (33% vs. 27%)



## Online: gender patterns<sup>10</sup>

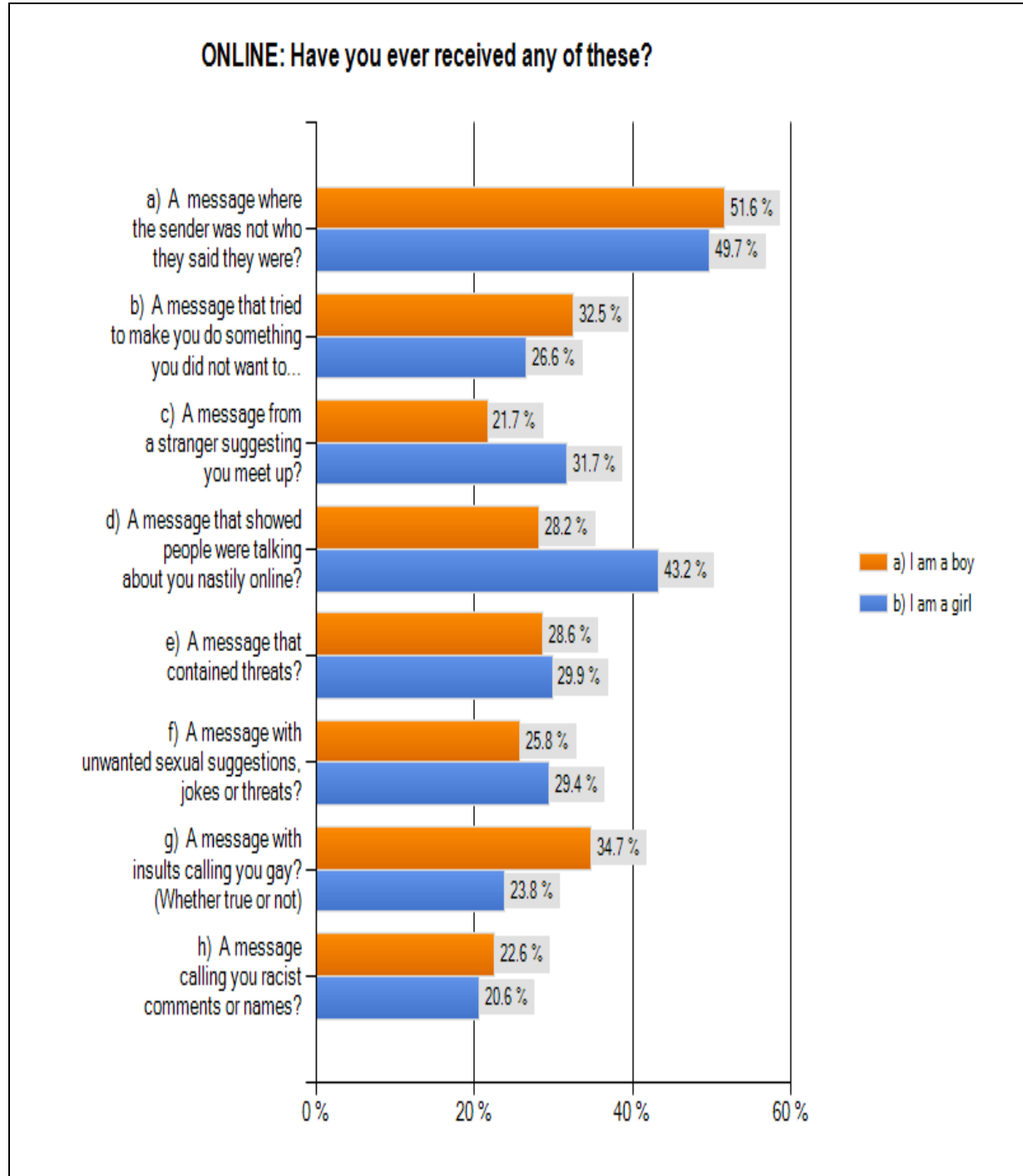


Chart 4 Missing= 1,724

<sup>10</sup> All calculations based on gender are based on the individuals who answered the question, 'are you a boy or a girl?' (3,319). All calculations on age are based on those who replied to the age question (3,319).

## Online: age patterns

<b>ONLINE: Have you received any of these? If yes please tick the right box (You may tick more than one box)</b>					
<b>Answer Options</b>	<b>10-11</b>	<b>12-13</b>	<b>14-15</b>	<b>16-17</b>	<b>17-18</b>
a) A message where the sender was not who they said they were?	49.6% (192)	50.3% (306)	51.4% (243)	54.6% (59)	58.8% (47)
b) A message that tried to make you do something you did not want to do?	33.6% (130)	26.6% (162)	28.8% (136)	25.9% (28)	43.8% (35)
c) A message from a stranger suggesting you meet up?	20.9% (81)	21.1% (128)	37.6% (178)	37% (40)	50% (40)
d) A message that showed people were talking about you nastily online?	38.2% (148)	34.4% (209)	37.8% (179)	46.3% (50)	56.3% (45)
e) A message that contained threats?	27.1% (105)	26.8% (163)	32.8% (155)	35.2% (38)	45% (36)
f) A message with unwanted sexual suggestions, jokes or threats?	20.4% (79)	22.9% (139)	38.3% (181)	37% (40)	36.3% (29)
g) A message with insults calling you gay? (Whether true or not)	31% (120)	28.1% (171)	29.4% (139)	23.1% (25)	33.8% (27)
h) A message calling you racist comments or names?	26.4% (102)	18.8% (114)	22% (104)	22.2% (24)	30% (24)

**Table 2 Missing- 1753**

52% didn't receive any of the above/skipped the question  
48% had received at least one of the above

There is an upward trend with age, including a large increase at 14 -15 in most of the types of abusive message discussed in Table 2. However one or two types of message were frequently experienced by the youngest age group:

Racist comments were more frequent at age 10 -11 than in most of the older age groups except for the 17-18s as were 'messages that showed people were talking about you nastily online.'

Over a third of the youngest age group had received a message trying to make them do something they did not want to do. One in five had received a message with unwanted sexual suggestions, jokes or threats and 31% had received homophobic insults. More than one in five had received a message from a stranger suggesting they meet up.

There is a slight drop in the frequency of homophobic insults at age 16-17 which might suggest that some of the work on the Equality Strands within schools is having an effect. However the frequency of this type of insult rises among the 17-18 year olds.

Racism also appears to diminish as teenagers mature from a rate of 26% at ages 10 - 11, to 22% at age 16, but this is not seen in the very oldest age group..

In another study we have found that, although generally bullying diminishes with age as teenagers mature, certain prejudice driven forms of bullying do not diminish. It seems a few people do not change their views as they grow older and their prejudices can be even more severe and intense.<sup>11</sup> These tend to be people who have not changed their views through education. This may be the case here to explain the apparent rise of Homophobia and Racism among older respondents.

The peak age for unwanted sexual jokes and threats is 14 -17.

The older age groups are far more likely to report messages from strangers asking to meet up (37% at age 14 - 16 and even higher in the age group 17-18.

### **The content of messages**

Some of the forms of cyberbullying the young people are experienced are illustrated below in their own words. The level of abuse in the messages is sometimes shocking and very explicit. Some contain threats to beat up, rape or kill the victim. This is just a small sample of examples of the kinds of messages these young people said they were receiving, which also include racist, homophobic, disablist and sexually explicit messages.

#### **Racist messages**

*"I was a stupid sweaty P\*ki and should get back to my own country". (but I am not Muslim)*

*"People tell me I'm a F\*cking Jew and stuff about my circumcised d\*ck"*

#### **Personal insults about appearance**

*"Like you are 'ugly and what's with that picture?"*

*"That I was a fat bitch"*

#### **Homophobic insults**

*"Saying I'm gay and other stuff I get threats online saying I'm going to get beat up... "*

#### **Disablist bullying**

*"I have cerebral palsy so people sent messages say nasty things about my legs they called me a spastic"*

---

<sup>11</sup> Safe To Play 2009 Katz, A, and Mcmanus, E. Youthworks Consulting

## **Threats**

*“A death threat or something that is black mailing you or anything else that is not nice, saying that they were going to kill me !!! and rape me anally.”*

*“They said they would rape me and they did”*

*“I’ve had some one saying meet me in Northfield and I’ll batter you, and my mom and dad blocked and deleted the contact”*

## **Unwanted messages from strangers**

*“Someone asked to come on webcam to strip but I blocked them and then deleted them and they couldn’t speak to me again and I reported them and then they were banned off msn !!”*

## **Messages of a sexual nature**

*“When I was a member on a site called Netlog it was disgusting and pervy you get 20-30 year old saying sexual things to teenage girls and I deleted my account”*

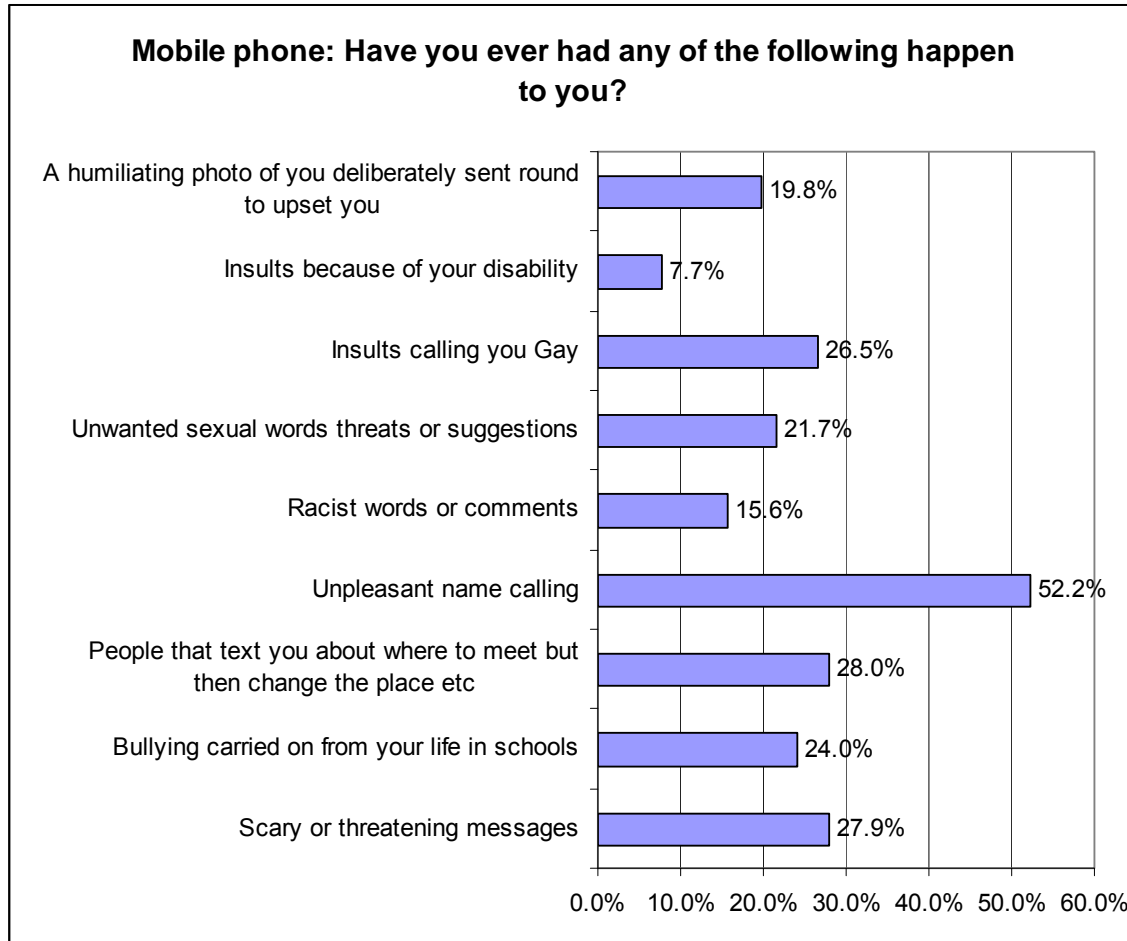
## **Abuse on social networks**

*“I was bullied on MySpace by people who are still at my college now, they called me horrible names and really upset me and did it publicly so everyone on MySpace could see what they were writing. They also put pictures of me on MySpace and people commented on it and I also had a website made about me. I still don't talk to them now because of everything they did to me”.*

## Mobile phones:

### Types of bullying:

Have you ever had any of the following happen to you?



**Chart 5** \* Percentages are calculated out of individuals who had received at least one of the listed forms of cyberbullying. 931 people answered this question (27.8% of the sample) Missing = 2,417

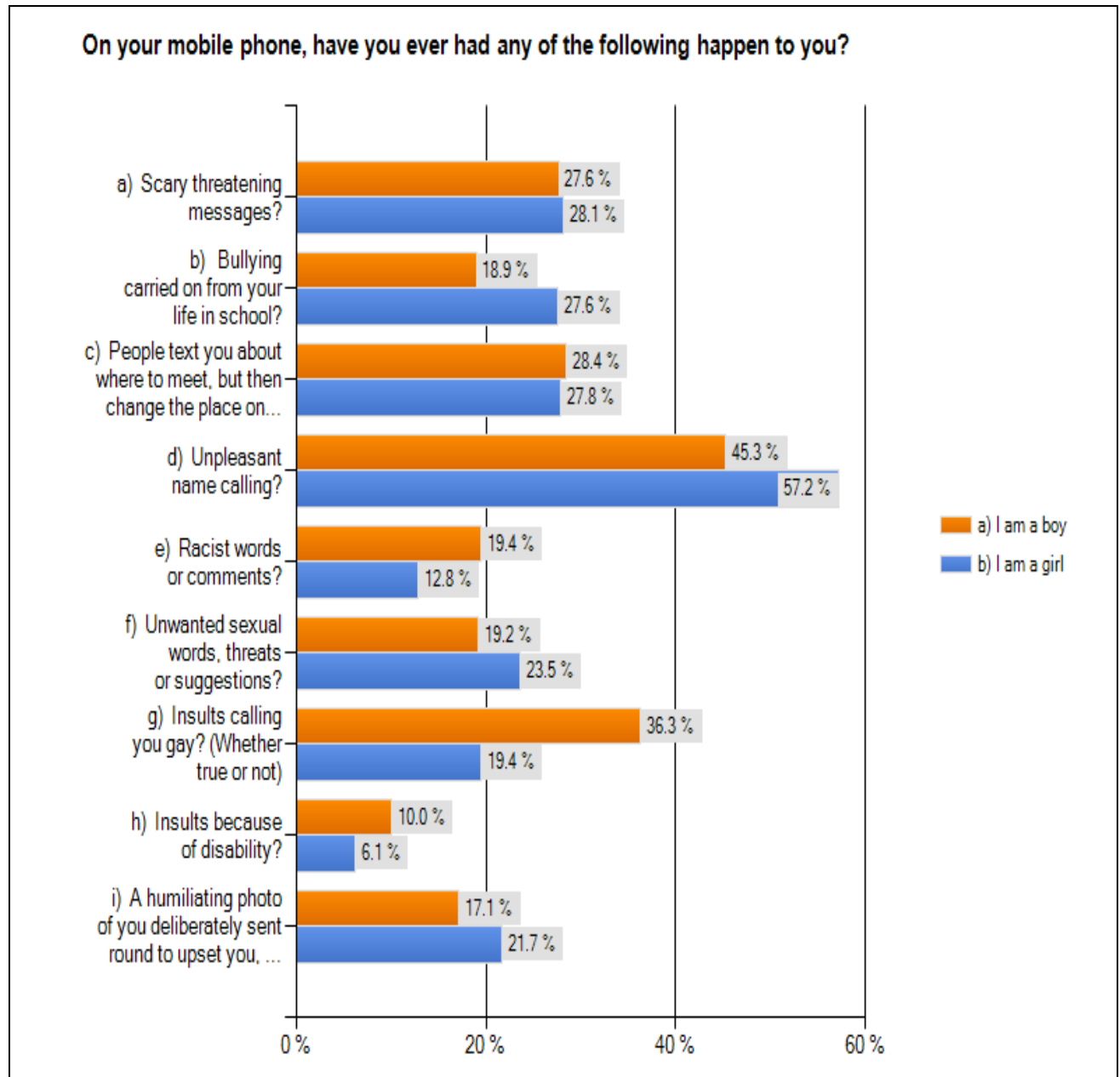
### Cyberbullying on mobile phones.

28% (931) of the entire sample experienced one or more of these forms of cyberbullying on a mobile phone. Those who had received abusive messages from peers, most commonly selected name calling (55%), followed by deliberate misinformation on arrangements - texting where to meet but then changing the location in order to isolate and ridicule the victim (28%), threatening messages (28%) and homophobic insults (27%).

Almost a quarter (24%) said that the bullying was carried on from life in school. Smaller but significant percentages had received messages containing unwanted sexual words, threats or suggestions – this was selected by 202 respondents.

Almost one in five had a humiliating/embarrassing photograph of themselves circulated and 16% had received racist messages. Disablist messages were received by 8% or 72 people. (Chart 5)

### Mobile phone: Gender patterns



**Chart 6. Missing = 2,388 Calculated from the % of those who had stated their gender and experienced these forms of mobile phone bullying.**

Similar gender differences to those described in online bullying were found in mobile phone bullying. For example, boys are almost twice as likely to experience homophobic bullying as girls (36% compared to 19%) and also more likely to receive racist texts (19% compared to 13%).

Girls were more likely to suffer name calling by text (57% compared to 45%) and to have humiliating photos of them sent to others (22% compared to 17%). Girls are slightly more likely to experience sexist/sexual bullying than boys (24% compared to 19%).

## Mobile phone: Age patterns

<b>ON YOUR MOBILE PHONE. Age Patterns</b>					
<b>Using your mobile phone, have you ever had any of the following happen to you? (If the answer is yes, please tick the right box. You may tick more than one box).</b>					
Answer options:	10-11	12-13	14-15	16-17	17-18
a) Scary threatening messages?	26.0% (65)	26.1% (92)	29.0% (76)	42.9% (21)	54.3% (25)
b) Bullying carried on from your life in school?	28.0% (70)	23.3% (82)	21.8% (57)	22.4% (11)	43.5% (20)
c) People text you about where to meet, but then change the place on purpose without telling you - so that they can make fun of you or leave you out?	30.4% (76)	27.8% (98)	26.7% (70)	32.7% (16)	37.0% (17)
d) Unpleasant name calling?	53.6% (134)	50.3% (177)	55.0% (144)	49.0% (24)	58.7% (27)
e) Racist words or comments?	19.2% (48)	14.8% (52)	14.1% (37)	18.4% (9)	30.4% (14)
f) Unwanted sexual words, threats or suggestions?	16.4% (41)	15.3% (54)	29.8% (78)	44.9% (22)	50.0% (23)
g) Insults calling you gay? (Whether true or not)	28.8% (72)	25.9% (91)	27.1% (71)	24.5% (12)	41.3% (19)
h) Insults because of disability?	9.2% (23)	6.3% (22)	8.0% (21)	8.2% (4)	30.4% (14)
i) A humiliating photo of you deliberately sent round to upset you, laugh at you or embarrass you? (Not meant as a shared joke).	22.8% (57)	15.9% (56)	22.5% (59)	22.4% (11)	34.8% (16)

**Table 3 Missing 2,367**

### Mobile phones: age patterns

28% of 10 -11 year olds report cyberbullying carried on from their lives in school and more than one in four received scary threatening messages. The frequency of scary threats increases markedly in older age groups.

Deliberately making and changing arrangements to meet in order to humiliate the target appears to be fairly common among all age groups. It is surprisingly experienced by as many as 30% of the youngest age group.

Racist words or comments diminish between the ages of 12 and 15 and then rise once more in the oldest age groups.

**Real life experiences**

*"My friends all ganging up on me for something I didn't even do!! I really didn't like it, so I told a teacher and my mom"*

*"They told me I should go die in a hole and slit my wrists."*

*"Slag, sket, whore, two faced."*

*"Saying stuff about my dead relatives"*

*"I have had a text telling me that someone was spreading things about me behind my back."*



## Indirect experiences of cyberbullying

Cyberbullying can be experienced indirectly and the target can get to hear of people sending round messages or images or posting them online, without receiving them personally. Being excluded from chat is hurtful, but if it appears that others are talking about you – this can be extremely upsetting. It can also make bystanders fear that this could happen to them.

In this section we have attempted to look at indirect cyberbullying and also whether respondents know someone else who has experienced rumour spreading or the use of humiliating messages.

37% of respondents said they know someone who has been the subject of rumours or humiliating photos being sent round. This was more common among girls, of whom 44% said they knew someone to whom this has happened. 19% of girls said that they had personally experienced rumours being spread about them

By the age of sixteen, 45% of respondents knew someone this had happened to and over half the seventeen year olds did so.

Questions raised for future research involve exploring the effects on children of knowing others who have been cyberbullied and the fear or guilt this might engender.

### Real life experiences

*“People have spoke to each other on msn about me before”*

*“People left unpleasant comments about my friend on my Facebook, so I deleted the photos the comments were on”*

### Indirect cyberbullying

Answer Options	Response	Numbers
a) Have other people ever deliberately sent each other humiliating or embarrassing photos of you in order to upset or hurt you?	5.6%	189
b) Has anyone deliberately sent round a message spreading rumours about you?	16%	536
c) Do you know anyone this has happened to?	37%	1239

**Table 4 \*Calculated out of whole sample= 3,348**

Over one third of all respondents of all ages knew someone who had experienced humiliating or embarrassing photos being deliberately sent around in order to upset or hurt them.

### Indirect cyberbullying: Gender differences

Answer Options	a) I am a boy	b) I am a girl
a) Have other people ever deliberately sent each other humiliating or embarrassing photos of you in order to upset or hurt you?	5.7% (88)	5.7% (101)
b) Has anyone deliberately sent round a message spreading rumours about you?	13.1% (202)	18.8% (334)
c) Do you know anyone this has happened to?	29.9% (461)	44% (781)

**Table 5 Calculated out of the whole sample- 3,348**

It is apparent that girls are far more likely than boys to know someone who has had rumours or a humiliating photo used against them (44% vs. 30%).

Among the youngest age group (10 -11) only 6% of respondents report that rumours are being spread about them but by the age of 12-13 this increases to 16%. This suggests that work should be done among the 10-11 year olds before this behaviour takes hold. By the age of 17, more than half of the respondents knew someone this had happened to (Table 6). This can engender fear that it could happen to them and guilt in the bystanders, if they feel that they have been unable to do anything about it.

### Indirect cyberbullying: Age differences

Answer Options	10-11	12-13	14-15	16-17	17-18
a) Have other people ever deliberately sent each other humiliating or embarrassing photos of you in order to upset or hurt you?	6.5% (59)	4.6% (60)	6.5% (55)	5.9% (12)	16.8% (22)
b) Has anyone deliberately sent round a message spreading rumours about you?	5.8% (143)	15.5% (204)	18.7% (157)	14.4% (28)	23.7% (31)
c) Do you know anyone this has happened to?	27.6% (252)	36.4% (480)	29.6% (390)	45% (91)	52.7% (69)

**Table 6 Based on whole sample (those who answered the age question)**

## Cyberbullying others

A small minority (4.5%, 151) of the whole sample admitted to cyberbullying others using the forms of bullying described in Tables 5 and 6 above.

### Cyberbullying others: Age and gender difference

Seventy five boys (5%) and seventy six girls (4%) admitted cyberbullying others. This is remarkably similar in both males and females.

The older age groups were more likely to admit cyberbullying others than the younger age groups.

The highest proportion of those who admitted cyberbullying others were the 17-18 year olds

17-18 years old(10.7% or 14 people)  
14 -15 years old (7.6% or 64 people).  
15-16 years old (5% or 10 people),  
10 -11 years old (3.5% or 32 people)  
11-12 years old (3.1%, or 41people)

### Some real life examples (*taken from the open questions*)

*“(I do it) When I have an argument on facebook or msn to my worst enemy who I hate sooo much”*

*“Just when fallen out and we were having a fight on msn”*

## Reporting and getting help

Respondents were asked:-

'If you have been cyberbullied, did you tell anyone?' Answers were not expected from those who had not been cyberbullied.

38% (1,279) answered the question. Out of these, 48% did tell someone but the majority did not.

Asked whether they got help to stop the cyberbullying, fewer than half (48%) said they did.

It is important to make clear what is meant by bullying and the questionnaire carried this definition taken from DCSF Safe To Learn 2007:

*"Bullying is behaviour that intentionally hurts others, either physically or emotionally. It is usually repeated over time and can make us feel powerless. Cyberbullying is when mobiles or the internet are used as tools to bully".*

### Reporting and getting help: Age and gender

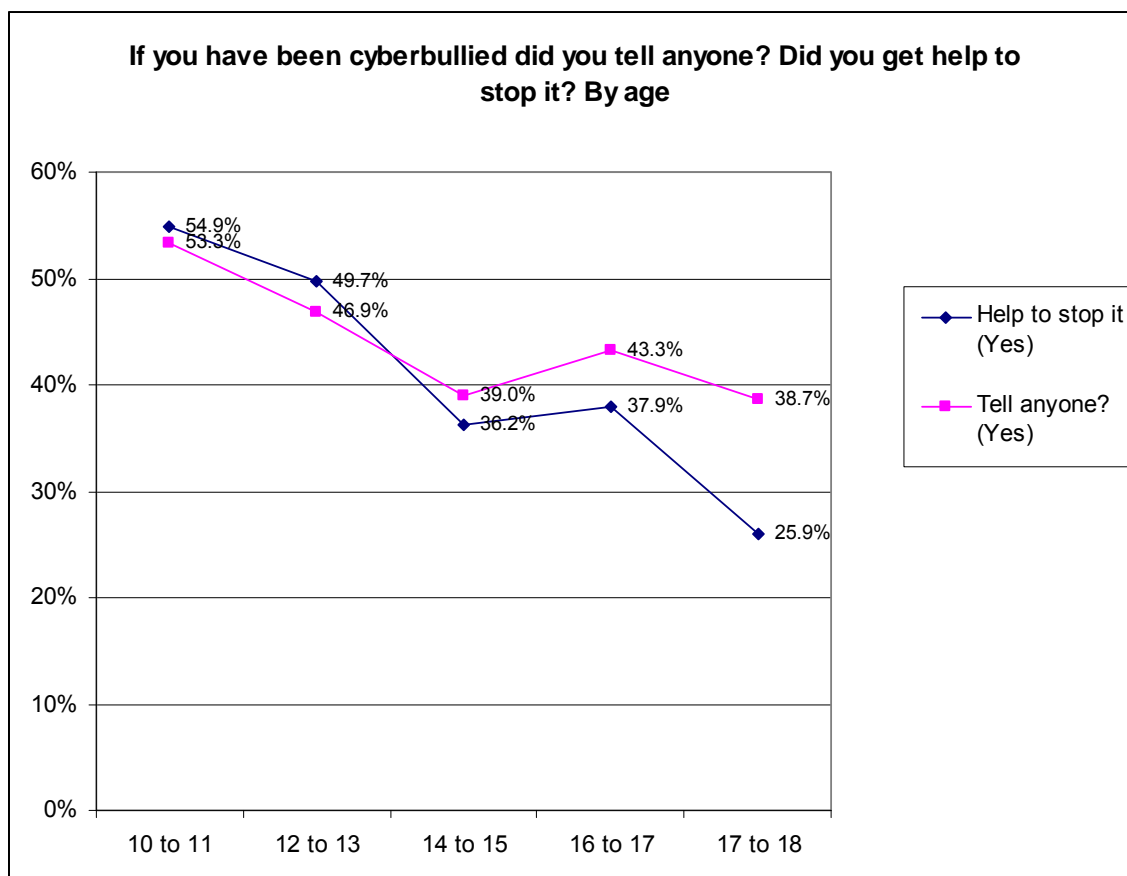
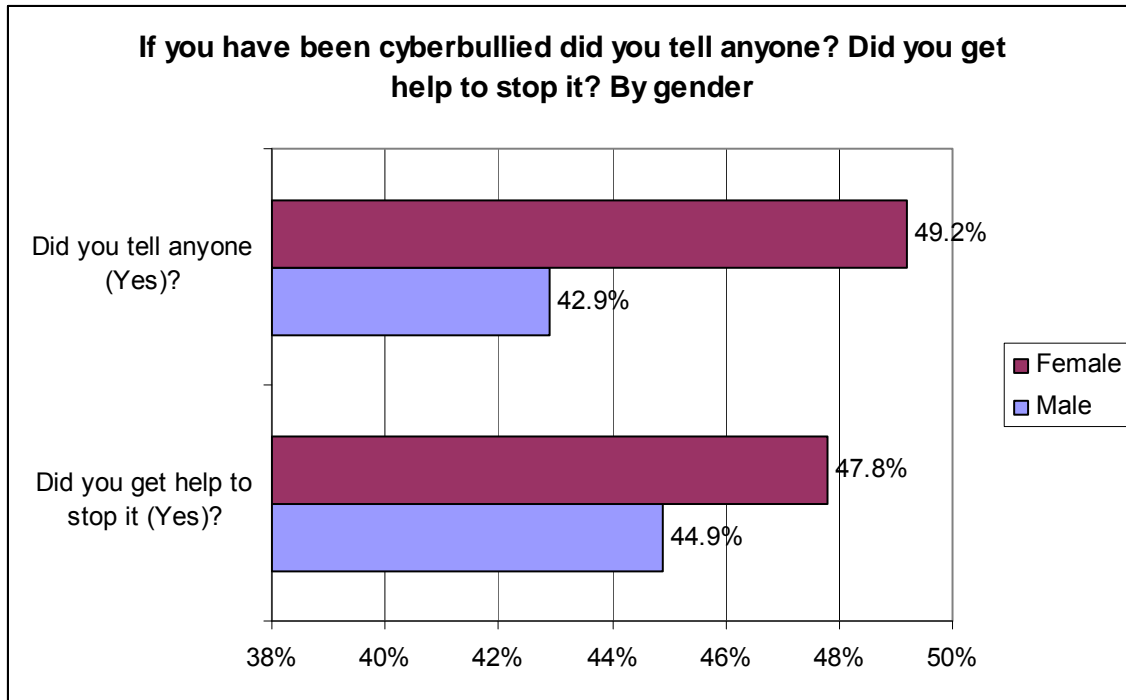


Chart 7, 38.2% (1,279) answered the question. Missing = 2,069

The younger age groups were far more likely to ask for and to receive help for cyberbullying they had experienced. The tables generally show a gradual decrease in

the proportion of the age groups who reported the bullying and who received help. This is to be expected as teenagers become more self reliant.

**If you have been cyberbullied: did you get help to stop it? Gender**



**Chart 8 Missing = 2,069**

Girls were more likely than boys to tell someone about the abuse and get some help, although there were only small differences between these groups. It should be noted that more girls than boys answered this question.

## How did it make you feel?

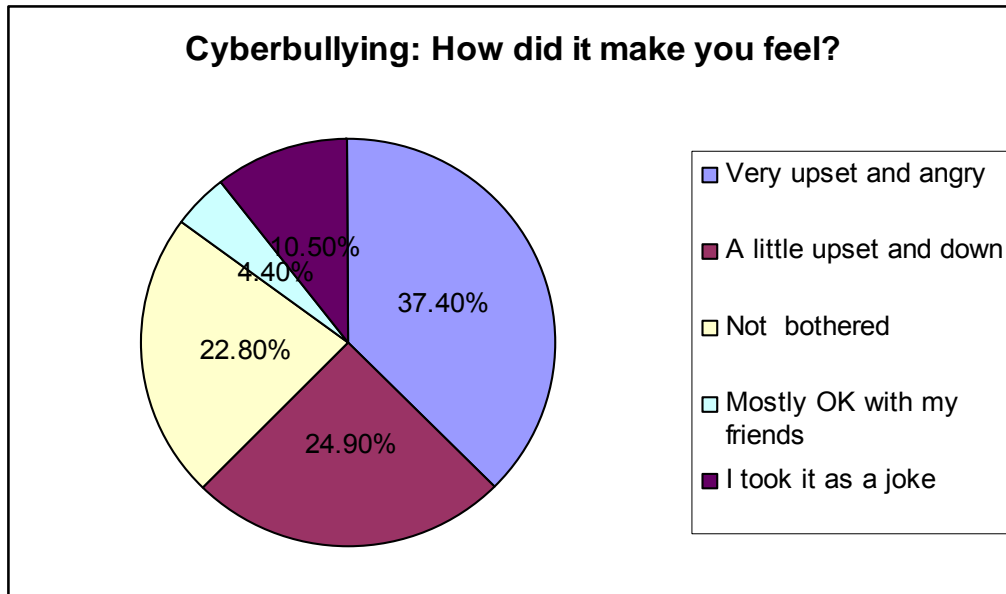


Chart 9

- 64% (2127) answered this question, 37% (1,221) were missing.
- However 58% (1,238) answered N/A to this question, suggesting they hadn't experienced cyberbullying. The percentages have therefore been calculated out of the 889 respondents (27% of the sample) who described their reaction.

It is assumed that cyberbullying will always be upsetting but the answers here show that more than one in five people are not bothered – or choose to take this stance, while some 10% said they take it 'as a joke'. Some researchers have argued that young people may become desensitised as insults and name calling are so common. Nevertheless for a greater number it was indeed upsetting, 37% felt 'very upset and angry' and one quarter felt 'a little upset and down.'

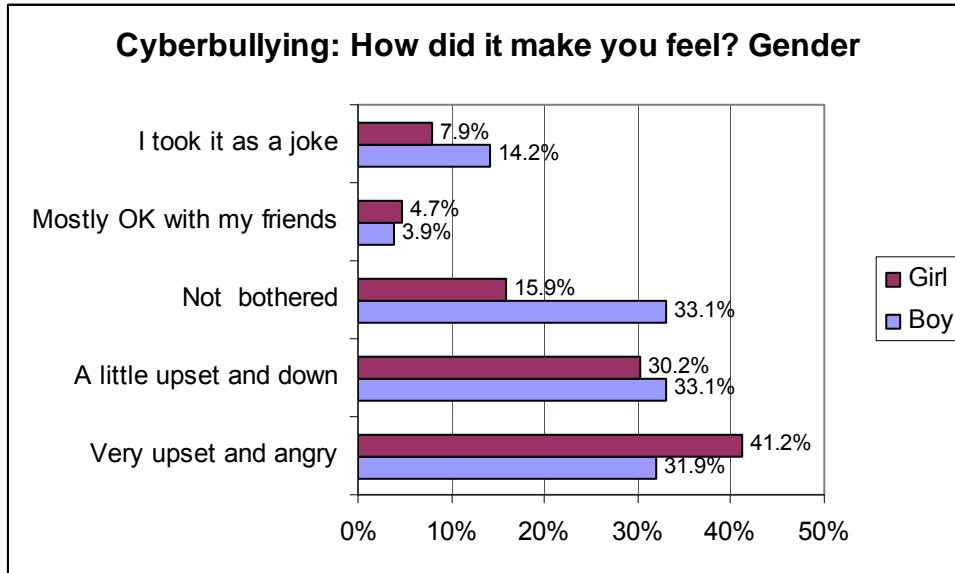
### How did it make you feel? Age patterns

If you have been cyberbullied, how did it make you feel? Please choose the answer closest to how you felt.					
Answer Options	10-11	12-13	14-15	16-17	17-18
Very upset and angry	44.1% (115)	38.2% (126)	29.5% (69)	34.9% (15)	39.5% (17)
A little upset and down	25.3% (66)	23.3% (77)	26.1% (61)	23.3% (10)	20.9% (9)
Not bothered	18.4% (48)	26.1% (86)	25.2% (59)	20.9% (9)	18.6% (8)
Mostly OK with my friends	5% (13)	4.5% (15)	4.3% (10)	0% (0)	2.3% (1)
I took it as a joke	7.2% (19)	7.9% (26)	15% (35)	20.9% (9)	18.6% (8)
Total number of participants who selected one of the above options	261	330	234	43	43

**Table 7** \*Percentages are calculated out of those who selected one of the above options. Missing = 1,221 Answered 'N/A': 10-11 = 54.9% (318), 12-13 = 61.6% (530), 14-15 = 56.5% (304), 16-17 = 64.8% (79) 17-18 = 54.3% (51)

There were no clear age differences regarding how individuals felt after being cyberbullied. The most frequent response in all age categories was that those who were cyberbullied felt very upset and angry as a result. The 10 -11 year olds were most likely to feel this and the 14-15 year olds were the least likely, but there were relatively little overall differences between ages.

## How did it make you feel? Gender



**Chart 10**

**Missing= 1,221. Percentages are calculated from those which chose one of the above answered. Those who answered 'N/A' are excluded from the analysis. Answered N/A = Boys = 61.8% (582), Girls = 55.5% (659)**

Girls appeared to be more emotionally affected by cyberbullying than boys, with 41% saying they felt 'very upset and angry' compared to 32% of the boys. Boys were more likely to say that they 'weren't bothered' than girls (33% compared to 16%) or that they 'took it as a joke' (14% compared to 8%). However this might not necessarily be a reflection of their true feelings and could be because the boys in the sample were more reluctant to admit that they felt hurt by the abuse.

More boys than girls answered 'N/A' to this question (62% compared to 56%) suggesting that fewer had been cyberbullied or chose to acknowledge their feelings.

## e-safety education

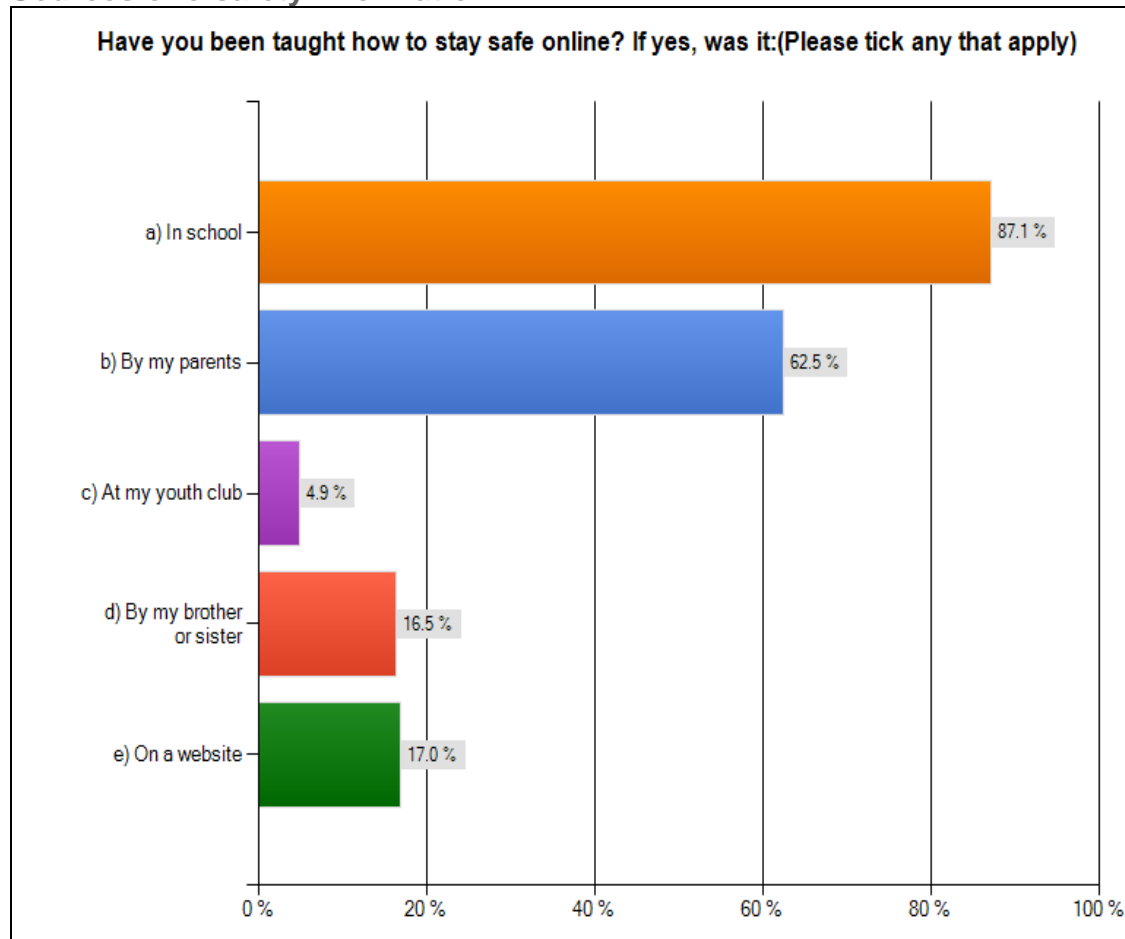
In this section the e-safety education received by the young people is explored. They were questioned about the sources of this information and how they rate its effectiveness.

The Cybersurvey also looked at the time when this information is given and asked young people whether they had received it at the right time, too early or late. It asked their opinion on when is the best age to deliver e-safety education in an open question.

This section also explores the extent to which they follow these guidelines or try to get around blocks set by adults to prevent them accessing certain websites.

Both age and gender differences are examined.

### Sources of e-safety information



**Chart 11. Missing = 5% (172). The percentages are calculated out of those who answered this question (94.9%, 3,176)**

It is positive that most of the young people had received some e-safety education and approval ratings are high. They thought it was mainly 'quite' or 'very good' as shown in chart 12. Only 172 people out of a sample of 3348 either did not receive e-safety education or chose not to answer,



The majority (87%) of the participants received e-safety education in school and almost two thirds were taught by their parents (63%). Smaller numbers learnt from their siblings, a website or at a youth club.

However in addition to the tick box questions, an open question was offered and young people chose to write in many other sources of information on e –safety they had used. These other sources could be acknowledged to a greater extent and information could be targeted at young people via these routes.

#### **Other sources of e-safety information:**

<i>Other family members</i>	<i>Computer engineer</i>
<i>The news</i>	<i>Police</i>
<i>Magazines</i>	<i>Leaflet</i>
<i>Friends</i>	<i>When I went to a safety presentation</i>
<i>I go on MSN and it has a bar and it tells you how to be safe</i>	<i>Posters</i>
<i>Common sense</i>	<i>'Parents hit me if I'm not careful'</i>
<i>At an assembly</i>	<i>'My anti-virus also informs me about internet security.'</i>
<i>Other people's mistakes</i>	<i>'An email from a friend</i>
<i>Childline</i>	<i><a href="http://www.staysafeonline.com">www.staysafeonline.com</a></i>
<i>Guides and Brownies</i>	<i>College</i>
<i>02</i>	<i>Government leaflet</i>
<i>My grandma; Nan and granddad –TV</i>	<i>Computer club</i>
<i>Taught by a bullying play</i>	

There was a strong theme of autonomy in the open responses, suggesting that young people like to be independent online and to find things out for themselves. Some examples are:

*'I know how to stay safe by myself because I know what sites are appropriate.'*  
*'I already knew'*  
*'I just know'*  
*'I just learnt'*  
*'I just know how to'*  
*'Taught myself'*  
*'On my own because I don't want to speak to perverts'*  
*'Me being smart'*  
*'By myself'*  
*'Own knowledge and being sensible'*  
*'I found out myself'*  
*'Self taught'; 'Common knowledge'.*

Below we look at whether or not respondents thought the e-safety education or information was effective. Overwhelming numbers of young people thought the information was 'very' or 'quite good'; 50% and 42% respectively.

### How good was this information?

(The question refers to the sources listed: school; parents; youth club; brother or sister or website)

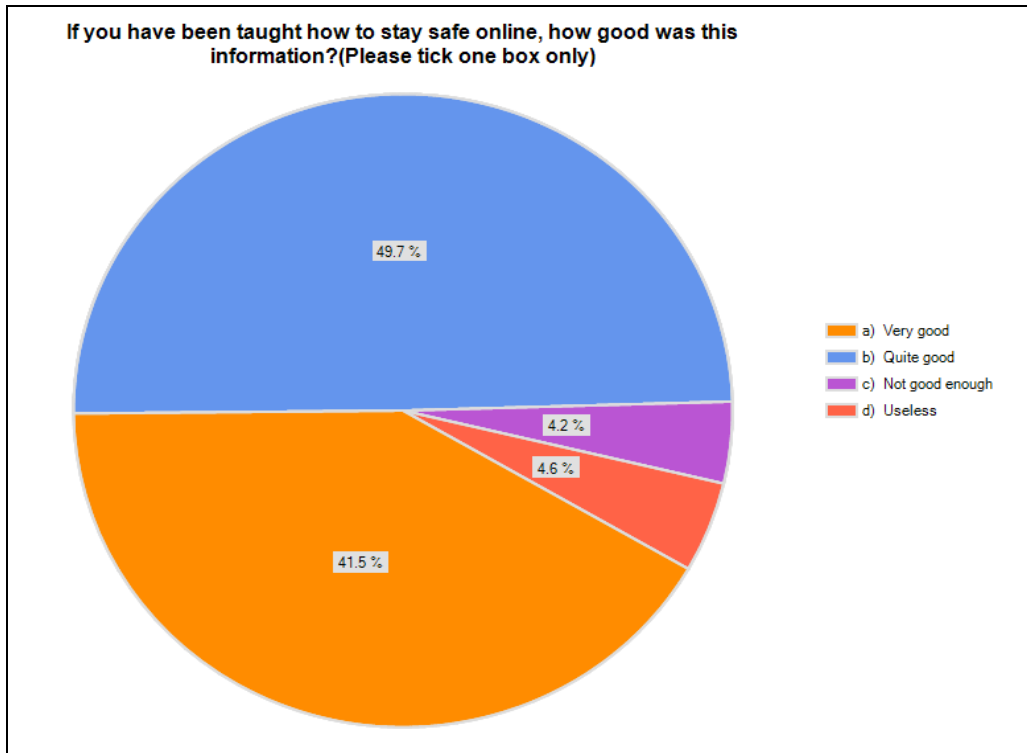


Chart 12 Missing 223

The challenge lies not in getting e-safety education to children and young people - the coverage is already high and young people rate it positively - but in delivering it at the optimum moment and making it normative to follow the advice.

### Were you taught at the right time?

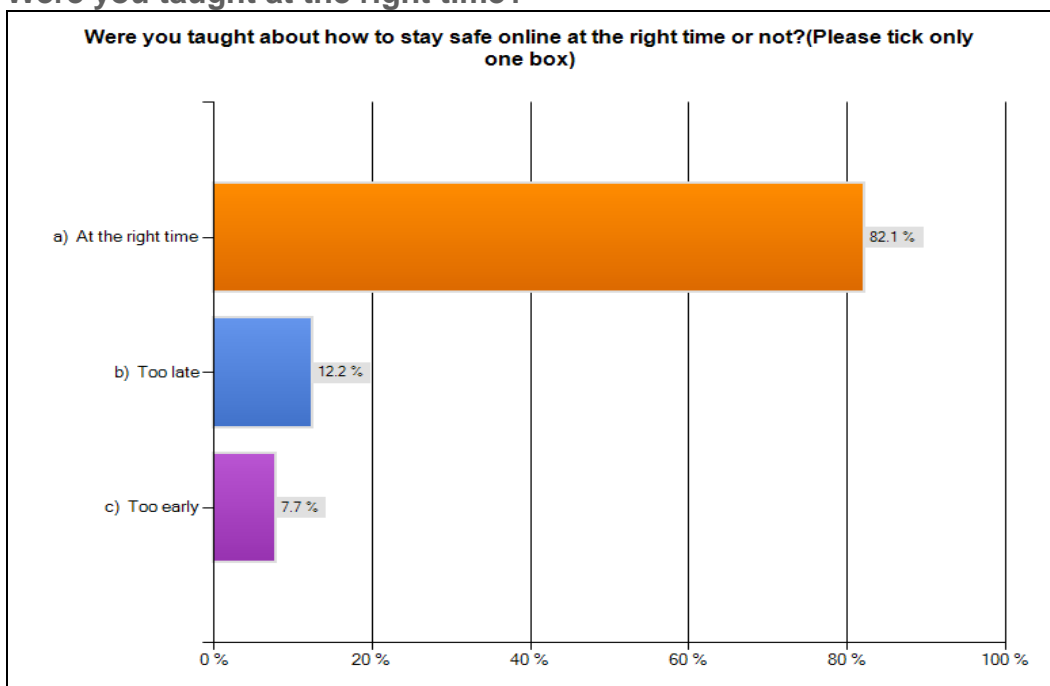


Chart 13 Missing = 383 Percentages calculated out of the 3,188 (95.2%) who answered the question

### Do you ever try to get around blocks set up by adults?

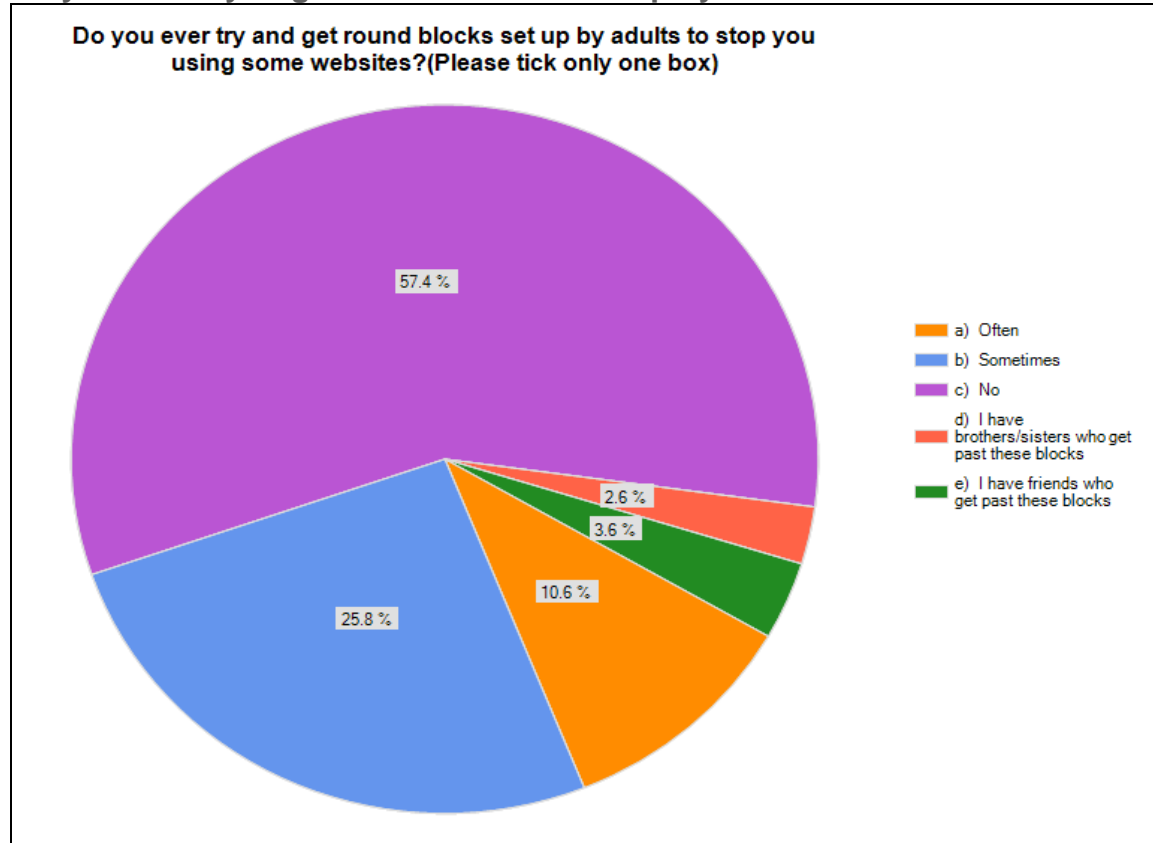


Chart 14 = Out of those who answered this question (94.2%, 3,153) Missing 195

There is considerable debate about the effectiveness of blocking access to unsuitable websites. The debate appears to be polarised as either pro blocks or pro e-safety education. However as we shall see below, these are not necessarily the key concerns. The challenge is rather how to motivate young people to act on what they have learned and behave safely and responsibly online in what becomes a normative manner.

In this survey, 57% say they never try to get round blocks set up by adults to stop them using certain websites. Nevertheless 11% 'often' do so and more than one quarter 'sometimes' try this. This means that 36% try to get round blocks at least occasionally and 6% have either a friend or sibling who gets past blocks. It seems that those who are determined to get past blocks appear to work on trying to do so for themselves, or find out from an older friend or sibling how to do this.

Below, the survey asks whether or not they adhere to guidelines learned in e-safety education lessons.

### Do they follow the guidelines learned?

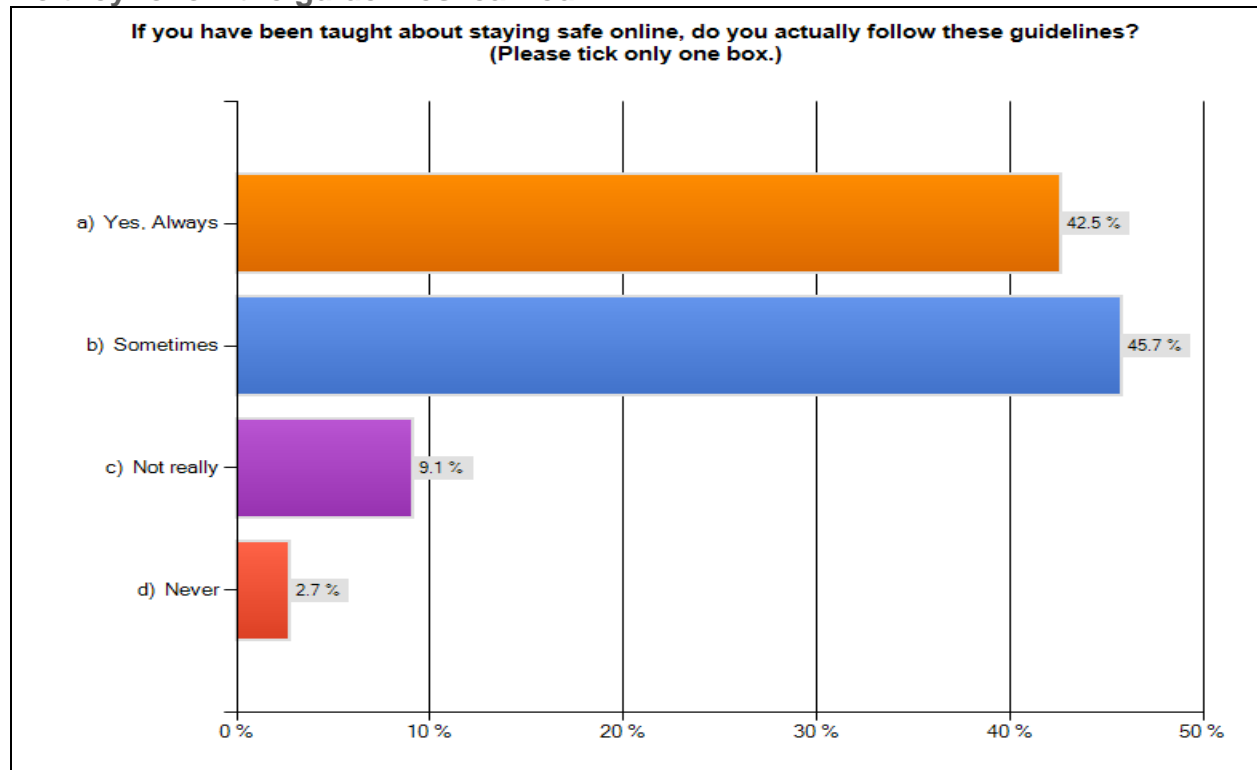


Chart 15 Missing = 229 % = Out of those who answered this question (95.5%, 3,119)

Despite the majority of young people receiving some form of e-safety training, and most rating this as of high quality, there are those who nevertheless do not appear to behave safely online. Over 40% of those who had some e-safety education admitted attempting and managing to get past blocks either by themselves, or with the help of friends and siblings. Just over 40% said that they 'always' followed guidelines. Therefore more than half at least occasionally ignored the guidelines. Below we look at age and gender patterns related to e-safety education.

### Age and gender patterns

If you have been taught how to stay safe online, how good was this information? (Please tick one box only)					
Answer Options	10-11	12-13	14-15	16-17	17-18
a) Very good	53.8% (470)	42.5% (539)	28.7% (228)	39.1% (72)	21.7% (25)
b) Quite good	40.7% (355)	50% (634)	58% (458)	48.4% (89)	58.3% (67)
c) Not good enough	2.7% (24)	3.8% (48)	5.5% (44)	6.5% (12)	8.7% (10)
d) Useless	3.1% (27)	3.9% (49)	8.1% (64)	6% (11)	11.3% (13)

Table 8 Missing-195

Younger children are most likely to say the information was very good. The older they are, the more likely young people are to say the e safety advice was not good enough.

<b>Have you been taught how to stay safe online? If yes, was it...</b> (Please tick any that apply)					
<b>Answer Options</b>	<b>10-11</b>	<b>12-13</b>	<b>14-15</b>	<b>16-17</b>	<b>17-18</b>
a) In school	88.6% (787)	89.1% (1141)	84.5% (669)	87.5% (161)	80.7% (92)
b) By my parents	67% (595)	62% (794)	59.6% (472)	62% (114)	55.3% (63)
c) At my youth club	5.4% (48)	4.6% (59)	5.2% (41)	6% (11)	9.6% (11)
d) By my brother or sister	18.2% (162)	15.2% (194)	17.6% (139)	16.3% (30)	21.1% (24)
e) On a website	22.2% (197)	16.2% (211)	13.8% (109)	14.1% (26)	17.5% (20)
f) Other	9.9% (88)	5.6% (72)	8% (61)	7.6% (14)	8.7% (10)

**Table 9 Missing-172**

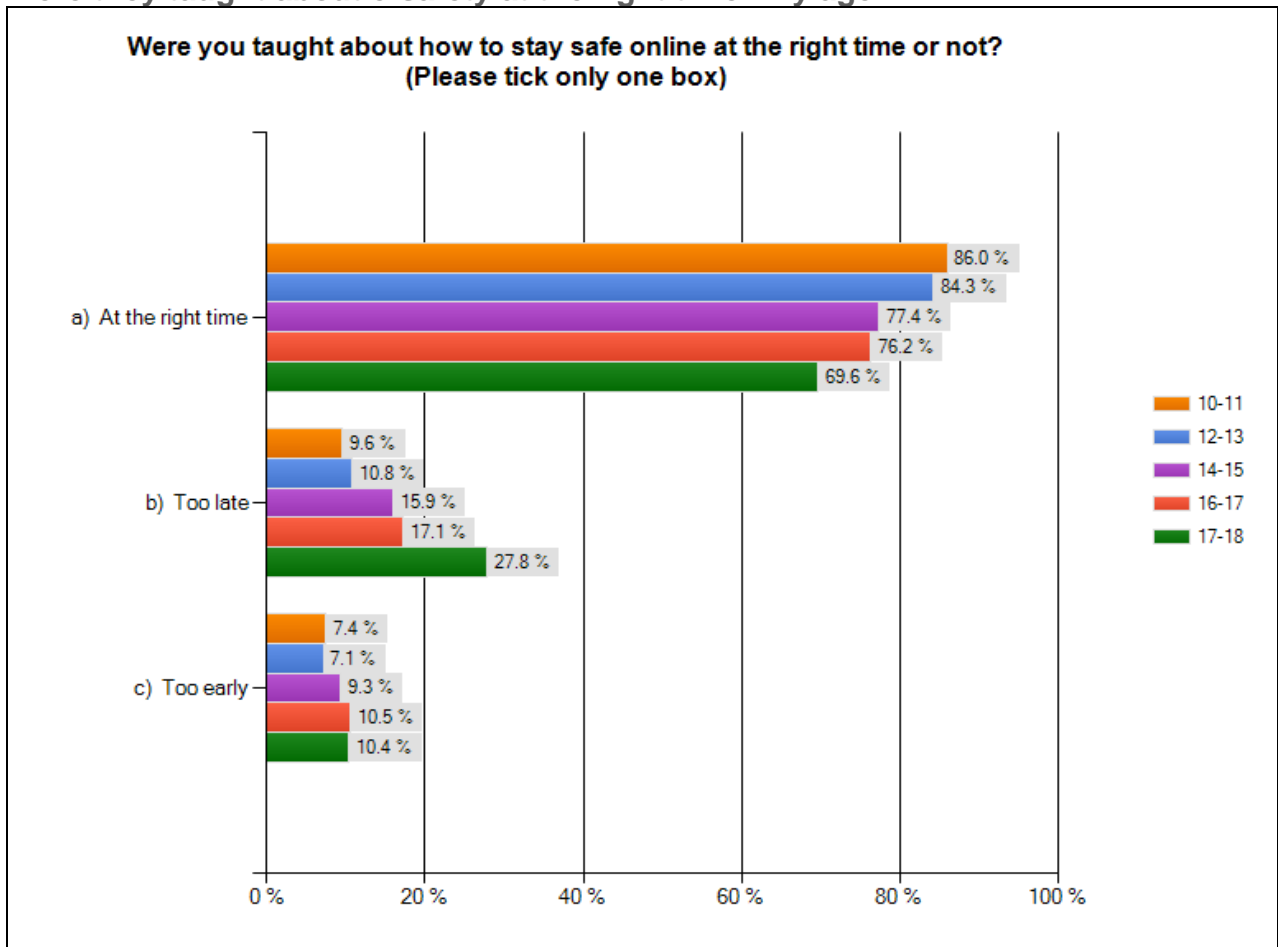
There is a gradual improving trend among the younger pupils who are receiving more information from both schools and parents than older pupils. The youngest pupils are more likely to be using a website as a source than other age groups.

### **Were they taught at the right time?**

Those most likely to say they were taught too late are the oldest age group, for whom e-safety education may not have been as developed when they were ten as it is today for the 10-11 year olds. Nevertheless 10% of both over 16 age groups say they received it too early.

For the two younger age groups it seems to be delivered at the right time as over 84% said it was given 'at the right time'. (See Chart 15)

**Were they taught about e-safety at the right time? By age**



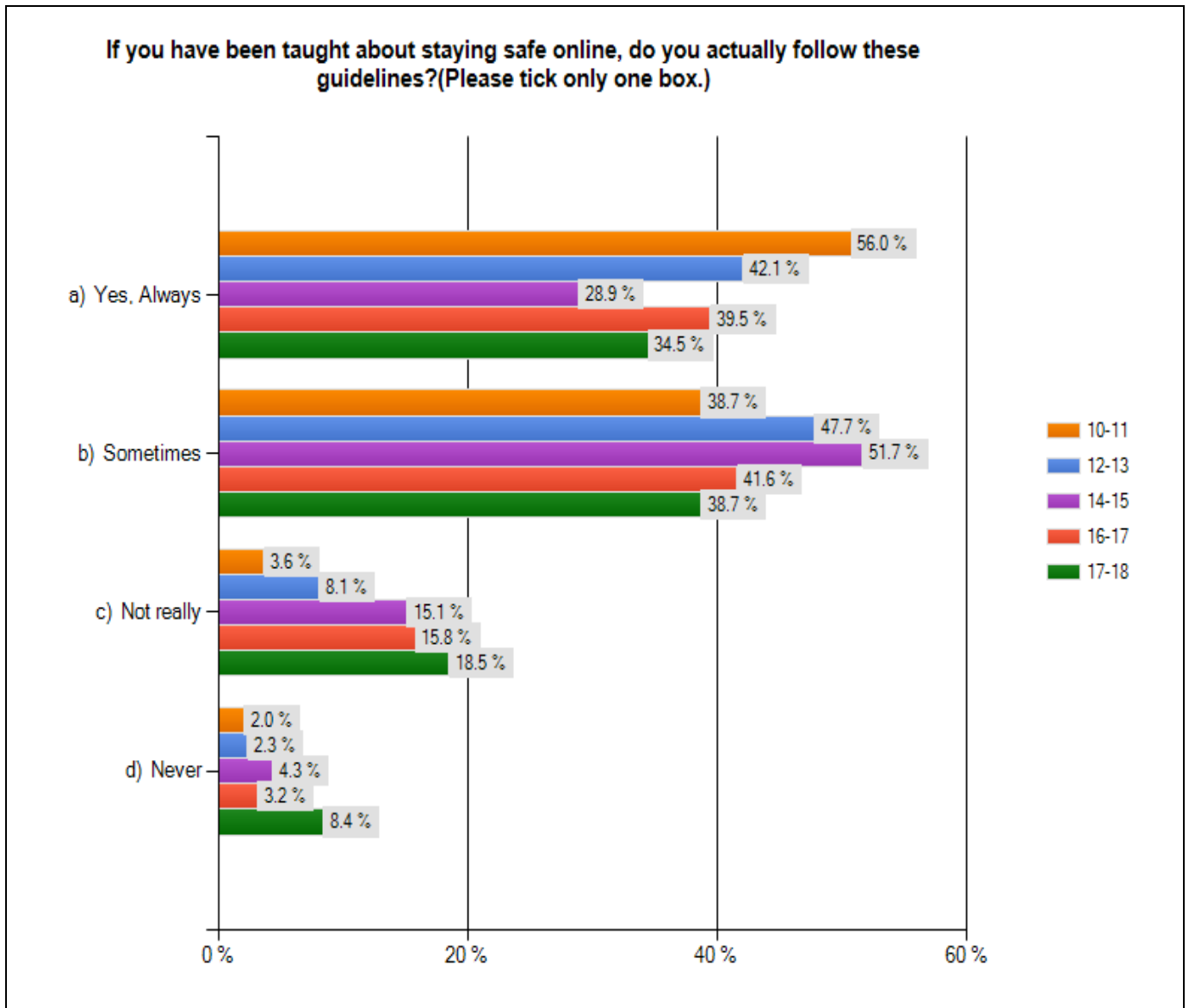
**Chart 16 Missing- 223**

**When should young people be taught safety online?**

The young people were asked to respond to this open question 'When should young people be taught safety online'. There was a general consensus from many that this should be taught from a very early age. There was a common consensus from those who answered that children and young people should be taught as soon as they learn to access the internet, or as soon as they are able to use it in private. A sample of some of their answers is illustrated below.

- "When they first use computers"*
- "When they are in year 6 / when they are about 9-10"*
- "When they are young as they will become more aware"*
- "When They First Use Msn And Bebo And That"*
- "Year 3 because that's when kids tend to go on computers"*
- "When they are 6-10 years old"*
- "As soon as they are able to use the computer without an adult."*
- "Soon as they are old enough"*
- "BEFORE THEY GO ONLINE"*
- "When they have access to internet without a adult"*

**Do they follow these guidelines? Age patterns**



**Chart 17 Missing = 143**

More than one in six of the over 16 age group say they do not really follow the guidelines. Only 29% of the 14-15 year olds say they always do so.

## Blocking access to certain websites

By the age of 14 -15, 44% of young people said they often or sometimes try to get round blocks placed by adults to prevent them accessing certain websites.

**Do you ever try and get round blocks set up by adults to stop you using some websites? (Please tick only one box)**

Answer Options	10-11	12-13	14-15	16-17	17-18
a) Often	6.8% (59)	10.4% (133)	14.1% (115)	16.8% (32)	23.8% (29)
b) Sometimes	21.7% (189)	26.8% (344)	29.3% (239)	25.3% (48)	20.5% (25)
c) No	66.5% (580)	56.8% (728)	50.6% (413)	50% (95)	46.7% (57)
d) I have brothers/sisters who get past these blocks	2.9% (25)	2.7% (34)	2.8% (23)	1.1% (2)	1.6% (2)
e) I have friends who get past these blocks	2.5% (22)	3.6% (46)	3.2% (26)	6.8% (13)	7.4% (9)

**Table 10 Missing- 143**



## Messages for e-safety educators

Clear patterns emerge when considering the differences in experience of and satisfaction with e-safety education. Younger pupils were more likely than older pupils to say that they received training at school on online safety at school (which was the most common place where e-safety was taught). For example 89% of 12-13 year olds compared to 81% of 17-18 year olds said they received e-safety training in school.

The figures rating the quality of the e-safety training are even more revealing. 10 -11 year olds are more than twice as likely as 17-18 year olds to rate their e-safety training as 'very good' (54% compared to 22%). Conversely, more than three times as many 17-18 year olds (11%) rated their education as very poor compared to 3% of 10-11 year olds. Therefore it seems that satisfaction decreases with age. This could indicate that e-safety education for young people is improving as those who have most recently received lessons are more satisfied. However, it also could be a reflection of more general scepticism and experience online in the older groups.

Even though most young people received some information or training about cybersafety it seemed that relatively few followed these guidelines all the time. The youngest age group was the most compliant with 56% saying that they followed the guidelines 'all of the time'.

The older age groups appear more rebellious or independent, with only 29% of the 14-15 year olds and 35% of 17-18 year olds stating that they 'always followed these guidelines'. In addition, a greater number of those in the older groups said they 'didn't really' follow guidelines (e.g. 19% of 17-18 year olds compared to 4% of 10 -11 year olds). The 17 to 18 year olds were also more likely to say that they 'never' followed guidelines (8% compared to 2%).

Around a third of the young people surveyed said that they either 'sometimes' or 'often' tried to get past blocks. Again, clear age patterns showed that the older the young person, the more likely it is that they attempt to get past blocks. This could be due to a number of reasons, including that they may be more technologically able, had less or lower quality e-safety education, or simply become more rebellious, curious or adventurous.

There are some positive messages: most young people have received e-safety education, and the majority are satisfied with the quality. However, it is of concern that more than half of the sample stated that they did not always adhere to these guidelines. Only 43% always stuck to the guidelines, 46% 'sometimes' followed these, 9% 'didn't really' follow them and 3% claimed they never complied with the rules. This suggests that there may be more improvements to be made to e-safety education to try to engage young people to want to follow the guidelines and to make this normative.

**Suggested reading:**

Richard H Thaler and Cass R Sunstein (2009) 'Nudge', Caravan Books

Sameer Hinduja and Justin W. Patchin (2009), 'Bullying Beyond The Schoolyard. Preventing and Responding to Cyberbullying'. Corwin Press

In her book 'Confronting Cyberbullying', Shaheen Shariff discusses the positivist punitive approach and compares it to an approach that emphasises education, ownership and rewards.

Shaheen Shariff (2009) Confronting Cyber-Bullying Cambridge University Press

## List of Charts and Tables

### Tables

1. Mobile ownership and computer access	page 14
2. Online: Have you ever received any of these?	page 18
3. Mobile phone: age patterns	page 23
4. Indirect cyberbullying	page 25
5. Indirect cyberbullying: gender differences	page 26
6. Indirect cyberbullying: age differences	page 26
7. If you have been cyberbullied, how did it make you feel?	page 30
8. If you have been taught about e safety, how good was this information? Age patterns	page 36
9. Sources of e safety information by age	page 37
10. Do you ever try and get round blocks? By age group	page 40

### Charts

1. Gender of respondents	page 12
2. Age of respondents	page 12
3. Experience of cyberbullying online	page 15
4. Online: gender patterns	page 17
5. Experience of mobile phone bullying	page 21
6. Mobile phone bullying: gender patterns	page 22
7. Reporting and getting help, age and gender	page 28
8. If cyberbullied, did you get help? Gender	page 29
9. If you have been cyberbullied, how did it make you feel?	page 30
10. Cyberbullying: How did it make you feel? Gender	page 31
11. Have you been taught about e-safety	page 32
12. How good was this information?	page 34
13. Were you taught how to stay safe online at the right time?	page 34
14. Do you ever try to get around blocks....	page 35
15. Do they follow the guidelines learned?	page 36
16. Were you taught about how to stay safe at the right time? By age group	page 38
17. If you have been taught about e safety do you always follow these guidelines? By age group	page 39

## Differences between Local Authorities

### **Access to mobile phones and computers (without an adult).**

Ownership of mobile phones is universally high and access to a computer is widespread. There is little or no difference discernible across the authority areas if some age differences are taken into account.

However respondents in LA 1 were least likely to use a computer in a club or cafe and those in LA2 were most likely to do so. (24% vs. 35%)

Having a Facebook page was most common in LA4 where the age of the respondents was slightly higher than in other LA data sets. Three quarters of all respondents from this area have a Facebook page, while in contrast, in LA1 60% have one. Factors such as urban versus rural areas may play a part in this observed difference, but we suggest that age is likely to be the reason for it.

Chatrooms are used to a similar extent across all local authority areas with very small variations (46%)

### **Have you been taught to stay safe online?**

87% of all children and young people said they had been taught to stay safe online by their schools. The highest rate was in LA3 at 91% and the lowest in LA4 at 81%

Yet in LA4, perhaps because slightly fewer respondents had received this teaching in schools, it seems that information is received from parents and siblings more often than in other areas. Respondents from this LA were most likely to rate the quality of the information they received as very good. But the approval rating across all local authority samples was universally high.

Disapproval ratings were low ranging from 8% to 10%

LA2 and LA4 are most likely to be thought to be delivering this education at the right time while LA1 is most likely to be considered to deliver it too late.

### **Do they actually follow these guidelines?**

Only 43% of all respondents always did so. In LA4 there were more people who did said they did *not* follow them than elsewhere. However differences are slight and older respondents may be more independent. The more important challenge for educators is how to convert the high number who approve of the e-safety education they have received, into people who actually follow this advice all the time.

**A brief summary of some key studies:**

In **2002** NCH (now Action for Children) identified text bullying as a new concern. In a survey of 856 people aged 11-19 they found that although numbers were small, a new form of bullying had emerged. One in four young people had been bullied or threatened via a mobile phone or a PC. 16% had received bullying or threatening text messages. 29% had told no one that they had experienced this. Of those who did tell someone, they were more likely to turn to a friend, 42% than a parent 32%.

In **2003** Oliver and Candappa looked at almost 1200 year 5 and year 8 pupils. Again numbers were small but bullying by electronic communications is emerging as a new form of bullying: 4% or 33 people reported that they had received 'nasty text messages' and 2% or 17 people had received these via email. The same year the Schools Health Education Unit reported 2% of 10,000 pupils reporting bullying by text.

Balding, J. (**2005**). Young People in 2004: the health-related behaviour questionnaire results for 40,430 young people between the ages of 10 and 15. *Schools Health Education Unit*, Exeter. Reminds us that 27% of boys would not tell anyone about bullying they experienced.

Ybarra and Mitchell (**2004**) surveyed Internet use in 1,501 youths aged 10–17 years. Over the last year, 12% reported being aggressive to someone online, 4% were targets of aggression, and 3% were both aggressors and targets. These authors hypothesised that some victims of conventional bullying may use the Internet to attack others, in a form of compensation.

In **2005**, 'Putting You in the picture' by NCH questioned 770 young people aged 11-19. They found that 20% had been cyberbullied. They found that the majority - 70%, knew the person who was bullying them, with 20% saying they were bullied by strangers. 11% had received threatening messages. Text, email and chat rooms were the options given for responses.

Also in **2005**, the NSPCC and Sugar magazine surveyed 992 UK readers with an average age of 15. Texting was found to be a frequent form of bullying and 13% admitted doing this to another person. Almost half had received threatening texts or emails.

In **2006** two studies emerged. The first by Smith et al. (2006) questioned 92 pupils aged 11-16 from 14 London schools during 2005. Smith and Russell surveyed another 500 pupils aged 12-16 from English secondary schools.

These two studies compared cyberbullying to general bullying and looked at it both in and out of school.

Study 1 by Smith et al. included Mobile phone calls, text messaging, email, picture or video clips, Instant Messaging, websites and chat rooms. They found that a number of methods were used equally in and out of school, with actual phone calls and emails increasing out of school for obvious reasons.

Study 2 by Smith and Russell, found that reported victimisation was more likely out of school and a few people experienced it both in and out of school.

Inside school: 17 (3.4%). Outside school: 57 (11.3%). Both inside and outside school: 13 (2.6%).

Instant messaging emerged as the most common route to send a nasty message (9.3%) followed by text messages (7.6%) and Happy Slapping (6.2%). Further methods of abuse were reported using phone calls, emails websites and chat rooms in that order, with the latter mentioned by 2.4%.

But this was before mobile phones were quite so widely used by children and indeed before cameras in phones had become the norm.

Noret and Rivers (**2006**) studied over 11,000 pupils over a period from **2002 to 2005**, and asked them 'How often have you received any nasty or threatening text messages or emails?' The percentage answering 'once in a while' or more often was 5.8% in 2002; 5.9% in 2003; 7.4% in 2004; and 7.0% in 2005. This increase was mainly present in girls rather than boys.

Microsoft's Internet portal MSN conducted a survey in the UK in **2006** of 518 children aged 12-15 and their parents. The report only investigated online bullying and not bullying by mobile phones. 11% of the children had experienced victimisation, whilst 5% admitted cyberbullying others. Girls (18%) were twice as likely to be victims compared to boys (7%). About three quarters (74%) had not gone to anyone for advice the last time they were cyberbullied and almost half (48%) of the parents were unaware of the phenomenon of cyberbullying

By **2007**, According to the Department for Children, Schools and Families (DCSF), between 11 – 34% of children and young people had experienced cyber bullying (DCSF 2007).

By **2009** the national charity Beatbullying, found that 1 in 3 young people between the ages of 11-18 had experienced cyber bullying. (Beatbullying 2009).

Also in **2009**, The National Centre for Social Research published research findings showing that cyber bullying and name calling are now jointly the most common form of bullying experienced by young people aged 14 – 16.

In **2009** The Warwickshire Anti-Bullying partnership led by Rachel Evans questioned 2200 children and young people. 23% of the children and young people involved had been cyber bullied. This figure rose to 30% for girls compared with 16% for boys. It appears to peak for girls at 15. 10% of the children and young people in the survey had experienced more than one type of cyber bullying.

Safe To Play (**2009**) by Youthworks for Dudley MBC, questioned 2897 secondary school and college respondents, of whom only 11% had been bullied by mobile phone, web or email. However this rose to 31% among a group of respondents who were identified as 'badly bullied'.

Anti-Bullying Alliance (**2009**) questioned parents who said one in four of their children had been cyberbullied.

## References

Balding, J. (2005). Young People in 2004: the health-related behaviour questionnaire results for 40,430 young people between 10-15. Schools Health Education Unit, Exeter.

Hinduja S. & Patchin, J. (2009), *Bullying Beyond the Schoolyard* p.49 Corwin Press

Li, Q. (2006). Cyberbullying in schools: A research of gender differences. *School Psychology International*, 27, 157-170.

Mobile Life Youth Report (2006). Carphone Warehouse/ LSE.  
[www.mobilelife2006.co.uk](http://www.mobilelife2006.co.uk)

MSN (2006) Cyberbullying report. [www.msn.co.uk/cyberbullying](http://www.msn.co.uk/cyberbullying)

National Centre for Social Research (2009) The Characteristics of Bullying Victims in Schools'.

NCH (2002) NCH National Survey 2002: Bullying. [www.nch.org.uk](http://www.nch.org.uk)

NCH (2005) Putting U in the picture-Mobile phone bullying survey 2005.  
[www.nch.org.uk](http://www.nch.org.uk)

NSPCC/SUGAR (2005). The NSPCC/SUGAR reader survey on bullying 2005.  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

Noret, N. and Rivers, I. (2006). The prevalence of bullying by text message or email: results of a four-year study. Poster presented at British Psychological Society Annual Conference, Cardiff, April.

Oliver, C. and Candappa, M. (2003). Tackling Bullying: Listening to the views of Children and Young People. Department for Education and Skills, Nottingham.

Raskauskas, J. and Stoltz, A.D. (in press). Involvement in traditional and electronic bullying among adolescents. *Developmental Psychology*.

Slonje, R. and Smith, P.K. (In review). Cyberbullying: Another main type of bullying?

Smith, P.K., Mahdavi, J., Carvalho, M. and Tippett, N. (2006). An investigation into cyberbullying, its forms, awareness and impact, and the relationship between age and gender in cyberbullying. Research Brief No. RBX03-06. DfES, London

Ybarra, M.L. and Mitchell, K.J. (2004). Online aggressor/targets, aggressors, and targets: a comparison of associated youth characteristics. *Journal of Child Psychology and Psychiatry*, 45, 1308-1316.

Willard, N.E. (2006). *Cyberbullying and cyberthreats*. Eugene, Oregon: Center for Safe and Responsible Internet Use.

Web: Advice website Digizen suggests that 22% have been victims of cyberbullying, retrieved 26.12.09 from <http://www.digizen.org/cyberbullying/>;



Schools, youth clubs and other groups want to learn how to keep young people safe online.

You are helping other children and young people by answering a few quick questions. These questions have been designed and tested for you by 158 young people.

Your answers are confidential and we do not need to know your name.

We do need all the questions answered, but if you really do not want to answer a particular question, please leave it out and go to the next one.

You will need a code, given to you by your school or group.

How long will it take?

It should only take you about ten or fifteen minutes to answer.

To start please click the 'next' button

**\* 1. Please enter your code here**

**2. Do you have any of these? (You may tick more than one box)**

- a) A mobile phone?
- b) A computer you can use by yourself at home?
- c) A computer you can use by yourself at a club, library or cafe?
- d) A computer you often use without adults at a friend's house?
- e) A Facebook page? (Or other social networking site)
- f) Chatrooms you regularly use?



**3. Have you been taught how to stay safe online? If yes, was it:**  
*(Please tick any that apply)*

- a) In school
  - b) By my parents
  - c) At my youth club
  - d) By my brother or sister
  - e) On a website
- Other (please specify)

**4. If you have been taught how to stay safe online, how good was this information?**

*(Please tick one box only)*

- a) Very good
- b) Quite good
- c) Not good enough
- d) Useless

**5. Were you taught about how to stay safe online at the right time or not?**

*(Please tick only one box)*

- a) At the right time
  - b) Too late
  - c) Too early
- d) When should young people be taught about safety online?

**6. If you have been taught about staying safe online, do you actually follow these guidelines?**

*(Please tick only one box.)*

- a) Yes, Always
- b) Sometimes
- c) Not really
- d) Never

**7. Do you ever try and get round blocks set up by adults to stop you using some websites? (Please tick only one box)**

- a) Often
- b) Sometimes
- c) No
- d) I have brothers/sisters who get past these blocks
- e) I have friends who get past these blocks

**8. ONLINE: Have you ever received any of these? If yes, please tick the right box. (You may tick more than one box)**

- a) A message where the sender was not who they said they were?
  - b) A message that tried to make you do something you did not want to do?
  - c) A message from a stranger suggesting you meet up?
  - d) A message that showed people were talking about you nastily online?
  - e) A message that contained threats?
  - f) A message with unwanted sexual suggestions, jokes or threats?
  - g) A message with insults calling you gay? (Whether true or not)
  - h) A message calling you racist comments or names?
- Any other unpleasant or upsetting message? *(Please explain)*

**9. ON YOUR MOBILE PHONE**

**Using your mobile phone, have you ever had any of the following happen to you?**

*(If the answer is yes, please tick the right box. You may tick more than one box)*

- a) Scary threatening messages?
- b) Bullying carried on from your life in school?
- c) People text you about where to meet, but then change the place on purpose without telling you - so that they can make fun of you or leave you out?
- d) Unpleasant name calling?
- e) Racist words or comments?
- f) Unwanted sexual words, threats or suggestions?
- g) Insults calling you gay? (Whether true or not)
- h) Insults because of disability?
- i) A humiliating photo of you deliberately sent round to upset you, laugh at you or embarrass you? (Not meant as a shared joke).



## **That is it - you are finished!**

Thanks for doing this survey.

Your answers will help us to work with young people to find ways of staying safe in cyberspace.

If you want to talk to someone about being bullied or something worrying online:

On your mobile: call your phone service or  
Childline 0800 1111

Online:

Childline 0800 1111 or [www.childline.org.uk](http://www.childline.org.uk)  
Childnet International [www.childnet-int.org/](http://www.childnet-int.org/)  
[www.cybermentors.org.uk/](http://www.cybermentors.org.uk/)

Please do not reply or delete the messages you are upset about - you may need them as evidence. Please do get help.

This questionnaire has been designed and carried out by  
Youthworks Consulting Ltd.  
Working with and for children and young people.

NB all respondents were required to enter a code without which they could not continue the questionnaire.