

# Cybersurvey 2013

Experiences of Cyberbullying and opinions about e-safety education, with a comparison of the replies from students in care and those with special needs.



We care about children and young people

By Adrienne Katz

## *About the Cybersurvey*

The Cybersurvey is an online survey tool being used in different local authority areas to gather information from young people on cyber abuse and e-safety education. The aim is to use a standard questionnaire and develop baseline data, after which the survey can be repeated from time to time. This will help frontline practitioners in these authorities and schools to evaluate interventions and e-safety education and compare responses between areas.

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 Diane 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 Dudley Decision Makers (DDMK), the Dudley youth shadow safeguarding board and the 158 young people in Essex who piloted the questionnaire. To date 18,000 young people have completed it in various locations:

### **Participants have been from :**

Solihull Metropolitan Borough Council

Dudley Metropolitan Borough Council

Essex County Council,

Birmingham City Council

Suffolk Twice (Safer Suffolk)

Oxfordshire County Council

West of England local areas

Herefordshire,

Nottinghamshire

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## About the sample

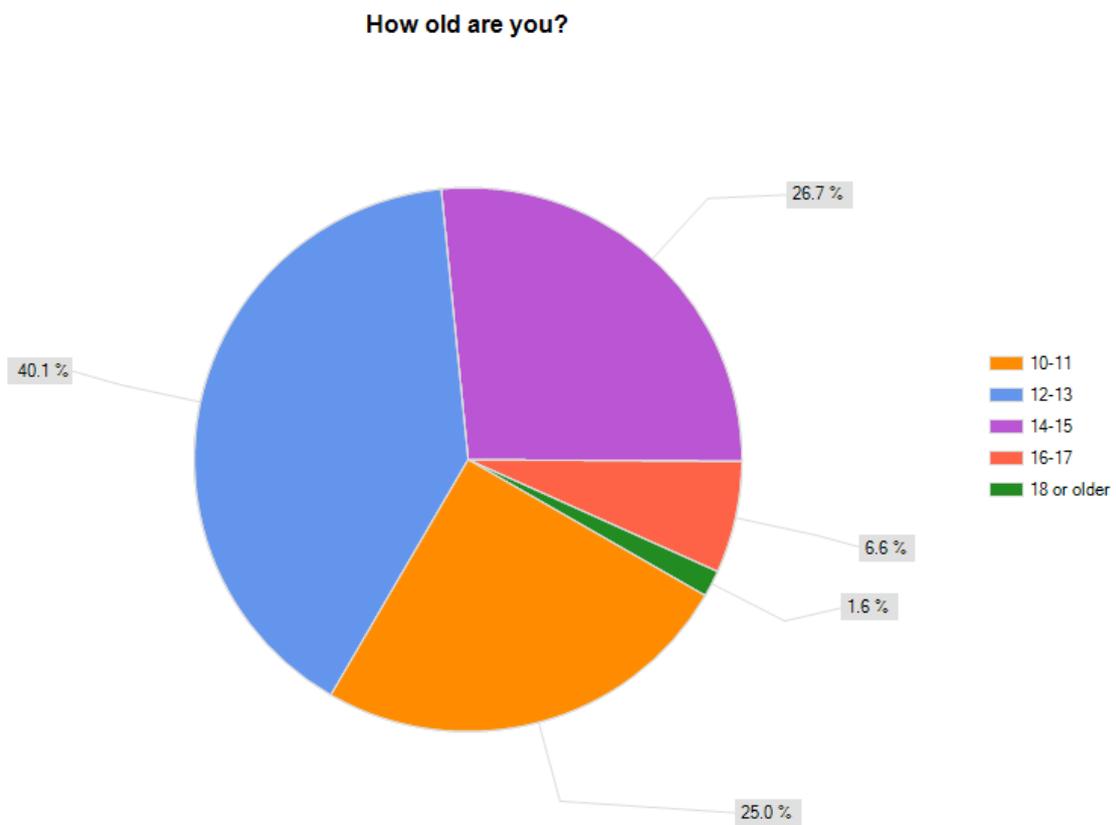
There were 5,032 valid responses.

50.2% of the sample = boys

49.8% of the sample = girls

### Age groups Chart 1.

The largest age group is 12 -13 [40%] followed by 14-15 years [27%], 10 – 11 [25%] and the remainder were small groups, 7% being 16-17 and 2% older.



## Tell us about you

(Question 24.)

Below are shown the numbers of people who -

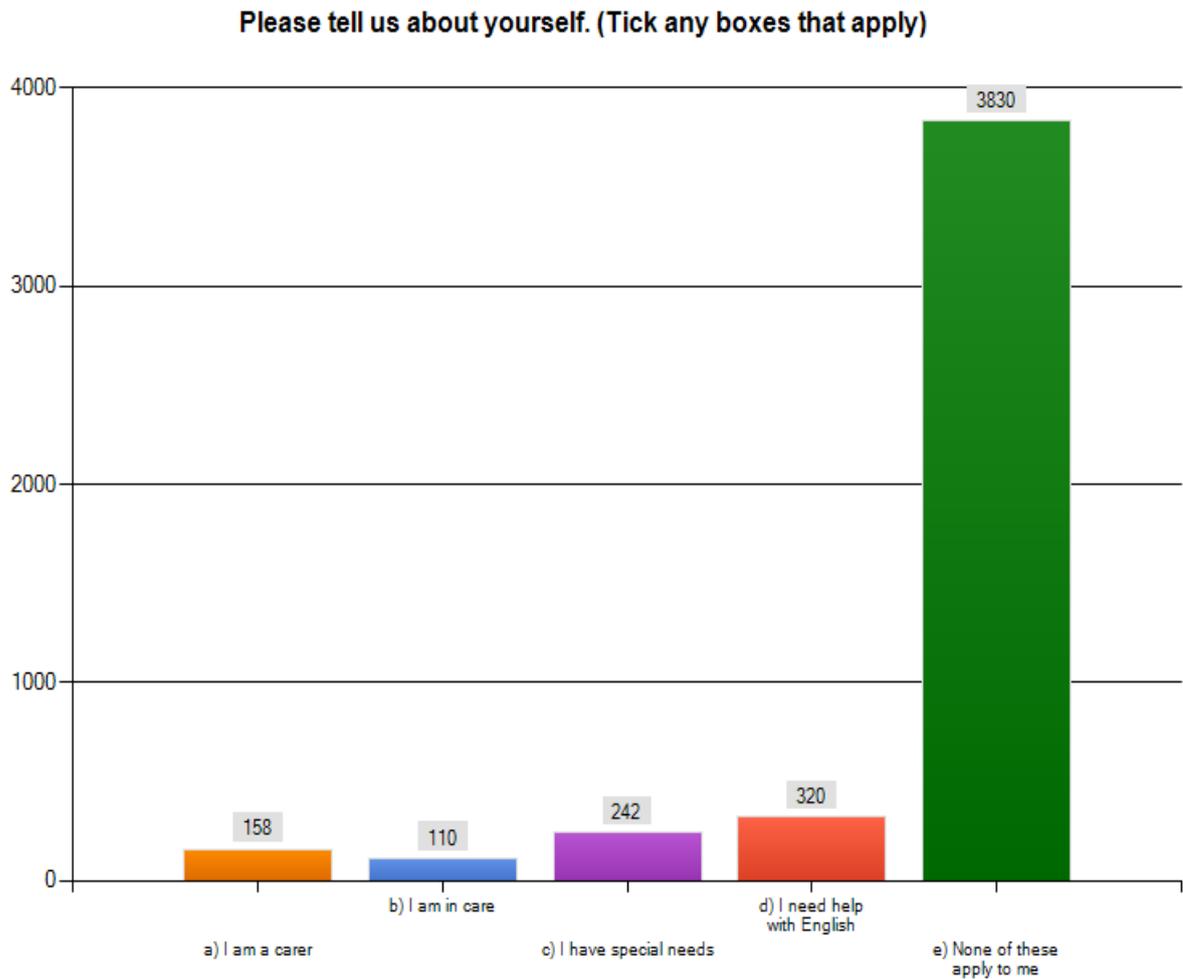
Are Carers – 158

Are looked after/in care – 110

Have special needs – 242

Need help with English - 320

Chart 2.

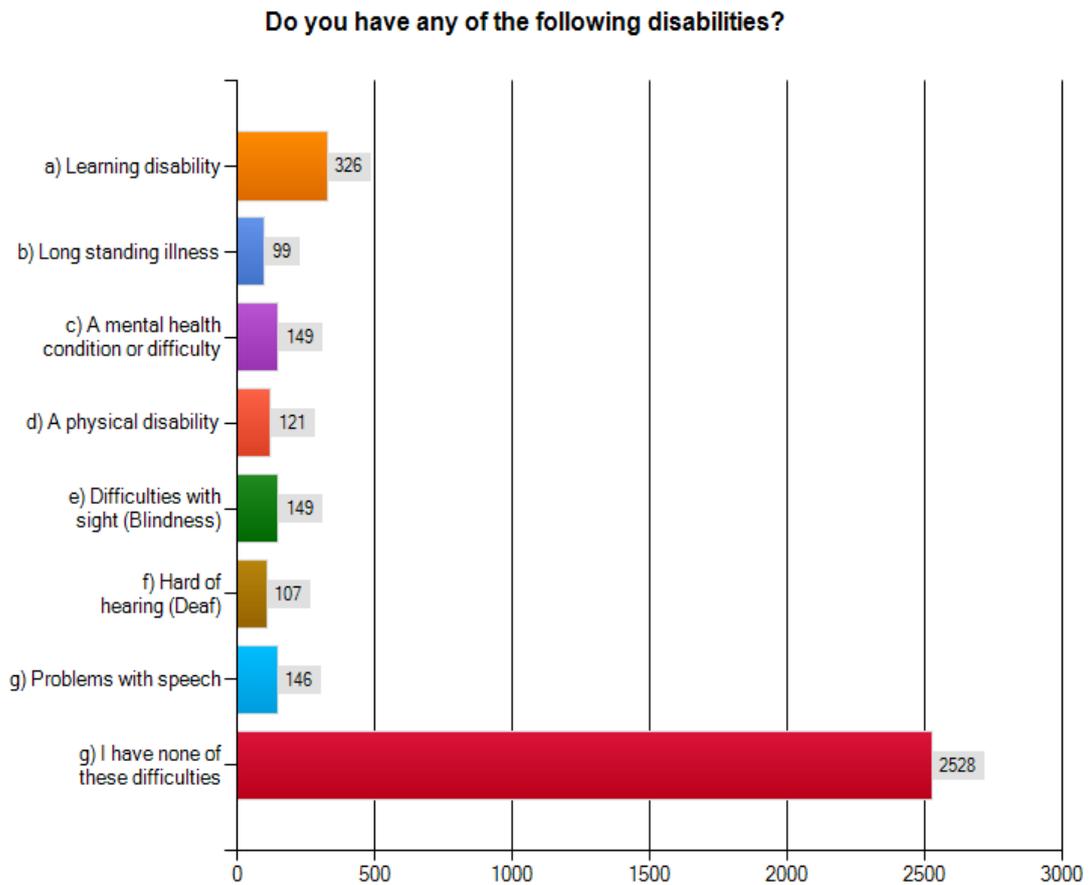


**Separate groups have been selected for study.**

These include people in care and those with special needs. In some questions we compare their answers to those of peers who say they have none of the difficulties in question 3.

## Health problems or disabilities

Question 25 asked for further information, **Chart 3**.



326 people said they have learning difficulties

99 people said they have a longstanding illness

149 people said they have a mental health condition or difficulty

121 people said they have a physical difficulty

149 people said they have difficulties with sight

107 people said they are hard of hearing

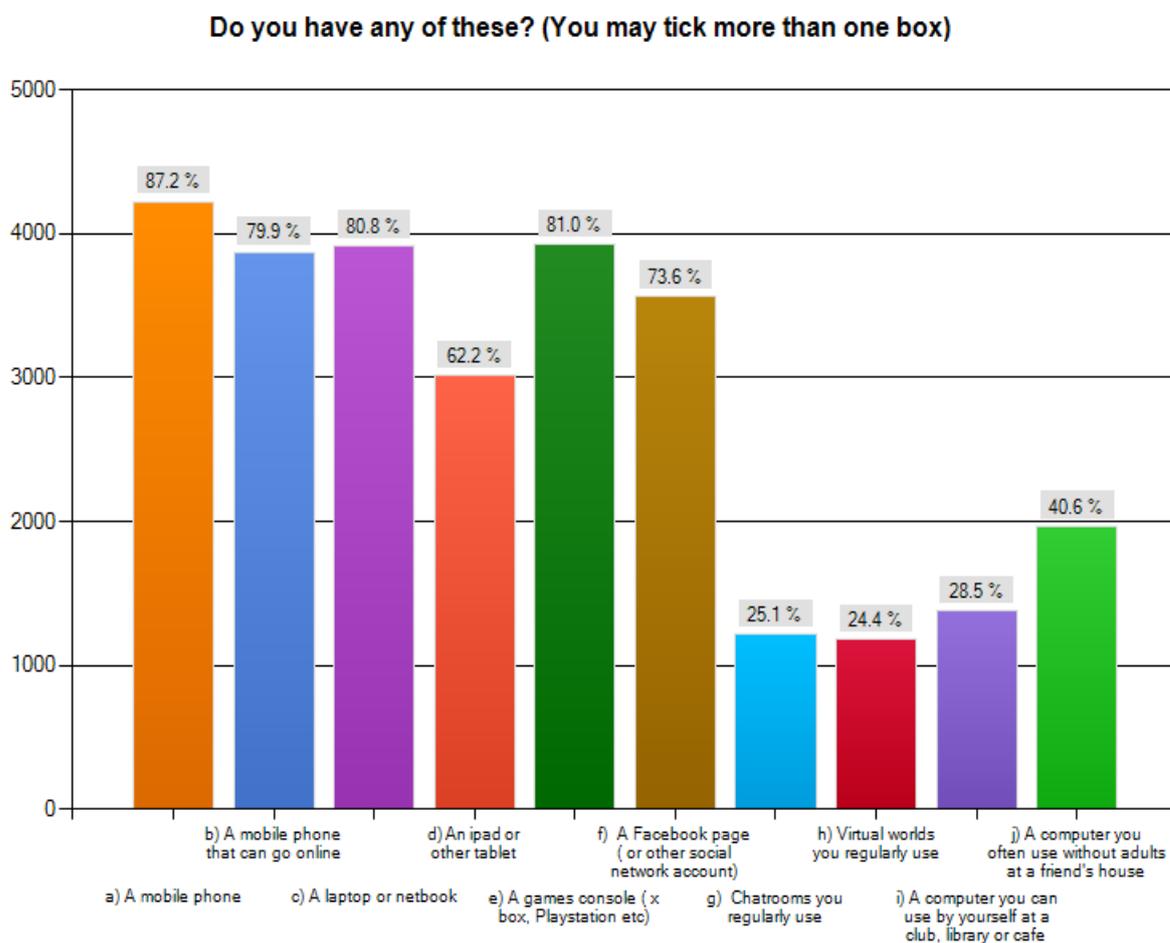
146 people said they have problems with speech

2528 people said they have none of these difficulties

1834 people skipped this question.

Access to new technology they can use

Chart 4.



Access is widespread and increasing rapidly as multiple devices are available in homes.

87% have a mobile phone

81% have a laptop or netbook

80% have a mobile that can go online

62% have an iPad or other tablet

81% have a games console

74% have a Facebook page

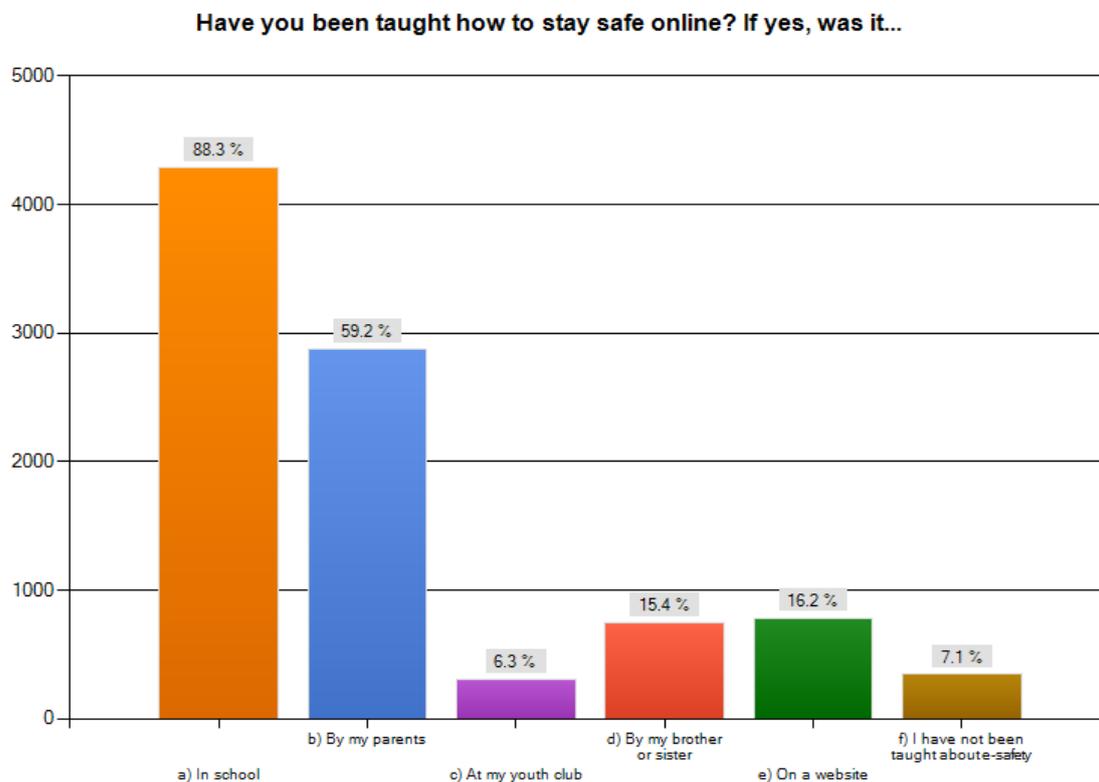
25% regularly use chatrooms

24% have virtual worlds they use regularly

29% have a computer they can use by themselves at a club, library or café

41% have a computer they can use without adults at a friend's house.

Chart 5. Question 3. Have you been taught how to stay safe online? If yes who taught you?



### Messages from the total sample

88% were taught in school

59% were taught by parents/carers

6% were taught by a youth club

15% were taught by a sibling

16% used a website

7% said they had not been taught

### Not everyone has the same experience and some are not taught:

Among vulnerable groups we note different patterns when we compare their answers with peers who say 'I have none of these difficulties' at Q24.

### Looked After Children:

Depend more on websites (26% vs. 15%) and youthclubs (16% vs. 5%) while 24% were taught by a sibling compared to 14% of peers.

### Those who need help with English:

More than one in five was taught how to stay safe online by their siblings. They are twice as likely to say they have not been taught how to stay safe online (12% vs. 6%).

**Young people with special needs:**

Are more than 2 x as likely to say they have not been taught about staying safe online (14% vs. 6%). There may be memory difficulties, or levels of understanding to address with these pupils, but their impression when answering this question is that they were not taught how to stay safe online. 23% were taught by a sibling.

**Young carers**

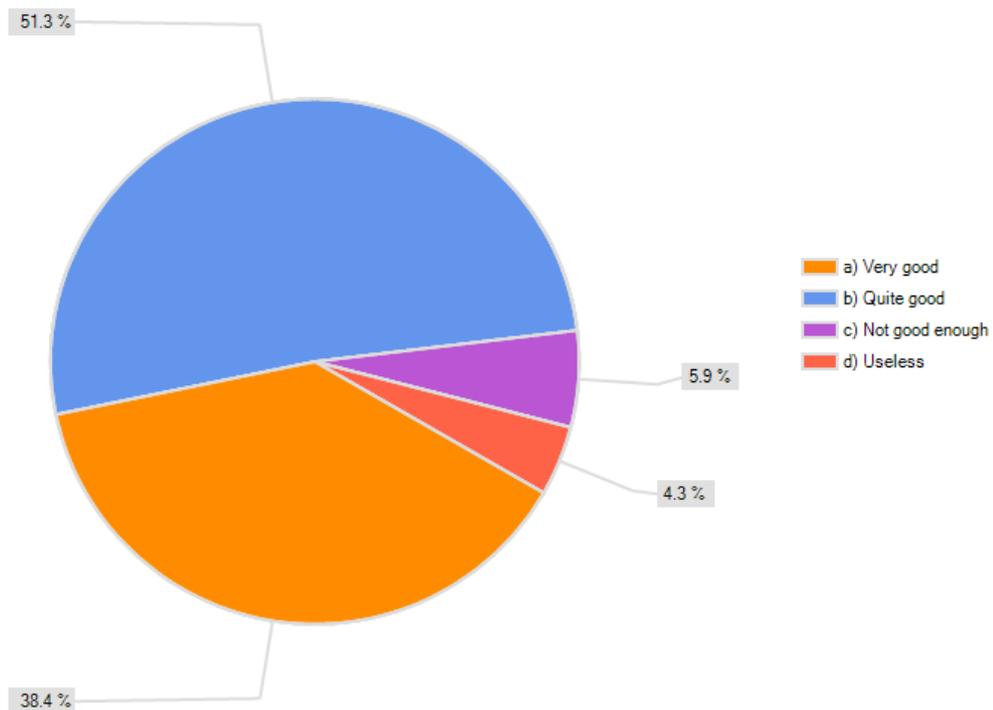
11% have not been taught how to stay safe online and 24% relied on a website compared to 16% of peers.

Therefore it could be useful to recognise the role of siblings and provide resources to children who help brothers and sisters, while also providing useful websites to young carers.

**The quality of information on e-safety.**

**Chart 6. Question 4. If you have been taught how to stay safe online, how good was this information?**

**If you have been taught how to stay safe online and on mobiles, how good was this information?**



## Views from respondents who are in care [LAC] and those with Special Needs

People with special needs and those in care have a different view of the e-safety education they received when compared to peers with none of the difficulties listed in Q24. Those in care are more than 2 x as likely to say 'it was not good enough or useless'.

More than one in five of those in care say that the it was 'not good enough' or 'useless' compared to 10% of people who said they had none of the following difficulties: they were not LAC, did not have any special needs, nor required help with English. They were also not young carers.

### If you have been taught how to stay safe online and on mobiles, how good was this information?

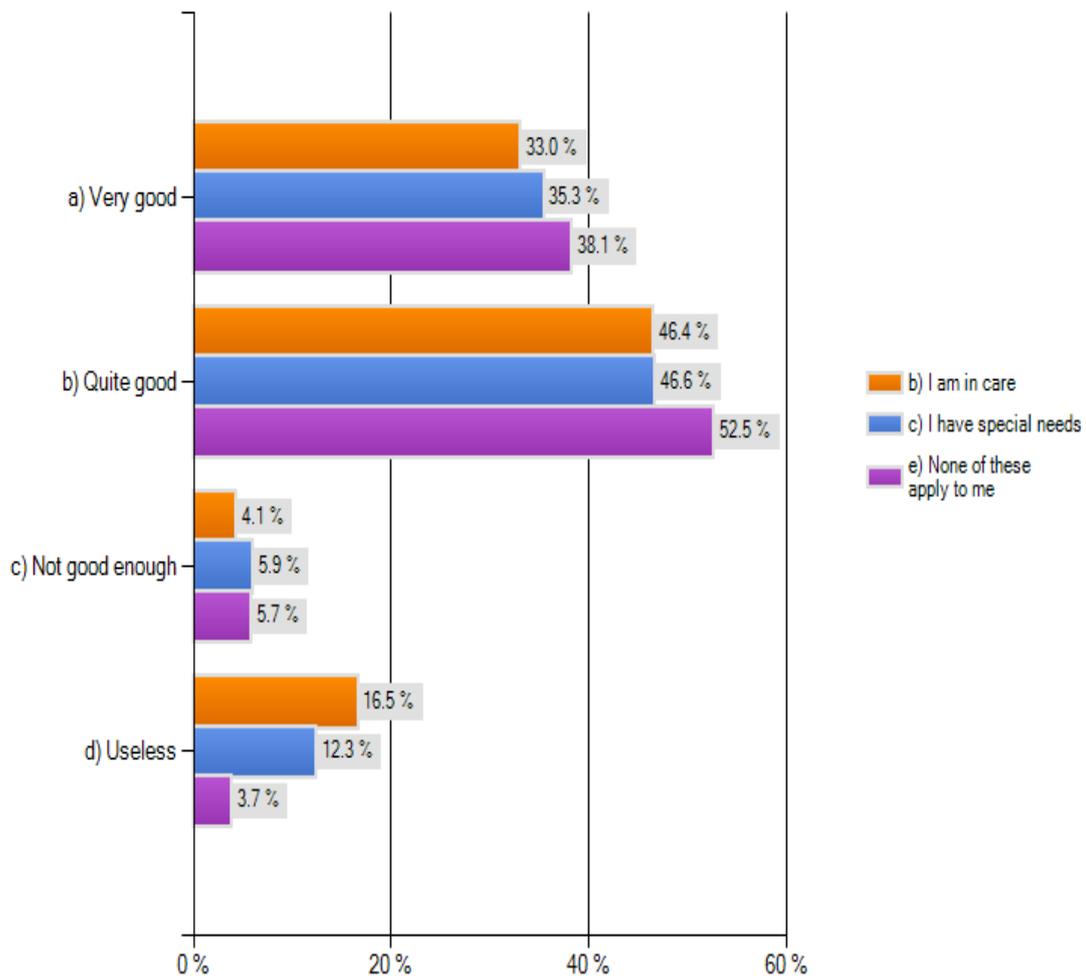


Chart 7.

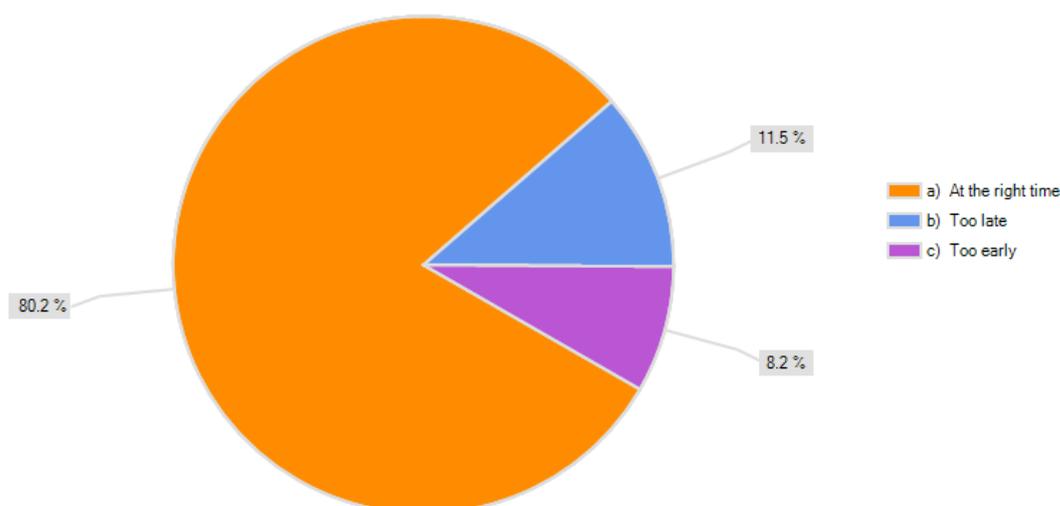
Those who **need help with English** and **young carers** are also less satisfied with the quality of the e-safety education. 15% of each of these groups said the e-safety education they received was 'not good enough' or 'useless.'

**Question 5.**

**Age at which they were taught to stay safe online**

There was a wide difference in the ages at which the respondents had been taught. The youngest age was 6-7 and the oldest was around 11 years. **Chart 8.**

**Were you taught about e-safety at the right time or not?(Please tick only one box)**



Although at first it appears that most people were taught how to stay safe online at the right age (80%) with only 12% saying it was too late and 8% saying it was too early, it is important to note that among the vulnerable groups and those who are victims of cyberbullying and homophobic or other forms of prejudice driven bullying, the rates are far higher. This suggests that care is needed to ensure that these students are given multiple opportunities to access this information.

Those who are cyberbullied are less likely to say they were taught at the right time: 74% vs .82% of those not cyberbullied

**Who was taught 'too late'?**

In the total sample, 11.5% said they believed they were taught too late. But this percentage is higher for some people:

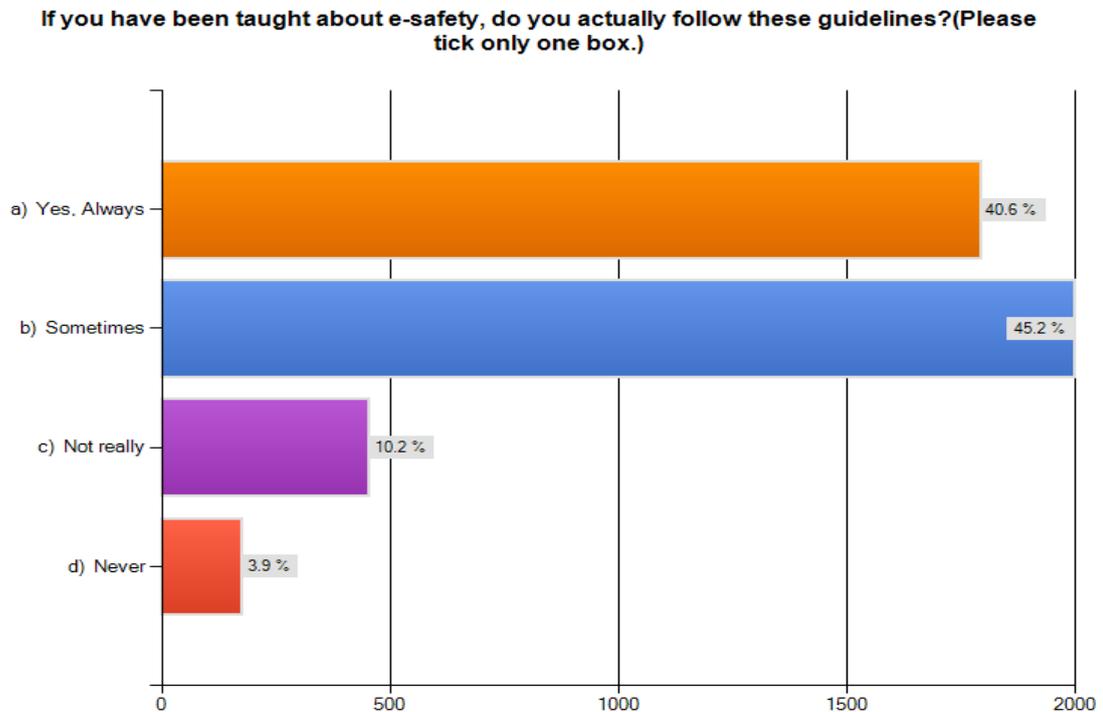
- **SEN:** 22% were taught too late vs. 11% of their peers with no difficulties
- **LAC:** 28% were taught too late vs. 11% of their peers with no difficulties
- **Young Carers:** 19% were taught too late vs. 11% of peers with no difficulties

**Gender:** 7% of girls and 10% of boys said they were taught too early, they did not differ much on being taught too late, 11% and 12% respectively.

Parents were far more likely to have taught their daughters to stay safe online, than their sons:  
Girls taught by parents 67%, Boys taught by parents 53%

**If you have been taught about e-safety, do you actually follow these guidelines?**

Chart 9.



41% say they always follow these guidelines about e-safety

45% sometimes do so

14% say not really or never.

**Vulnerable groups are less likely to always follow the guidelines**

Only 36% of those **in care** say they always follow the guidelines to stay safe online.

37% of those who **need help with English** always follow the guidelines to stay safe online.

**Gender** – 46% of girls and 35% of boys say they always follow the guidelines they have been taught.

**Too many do not follow them at all:**

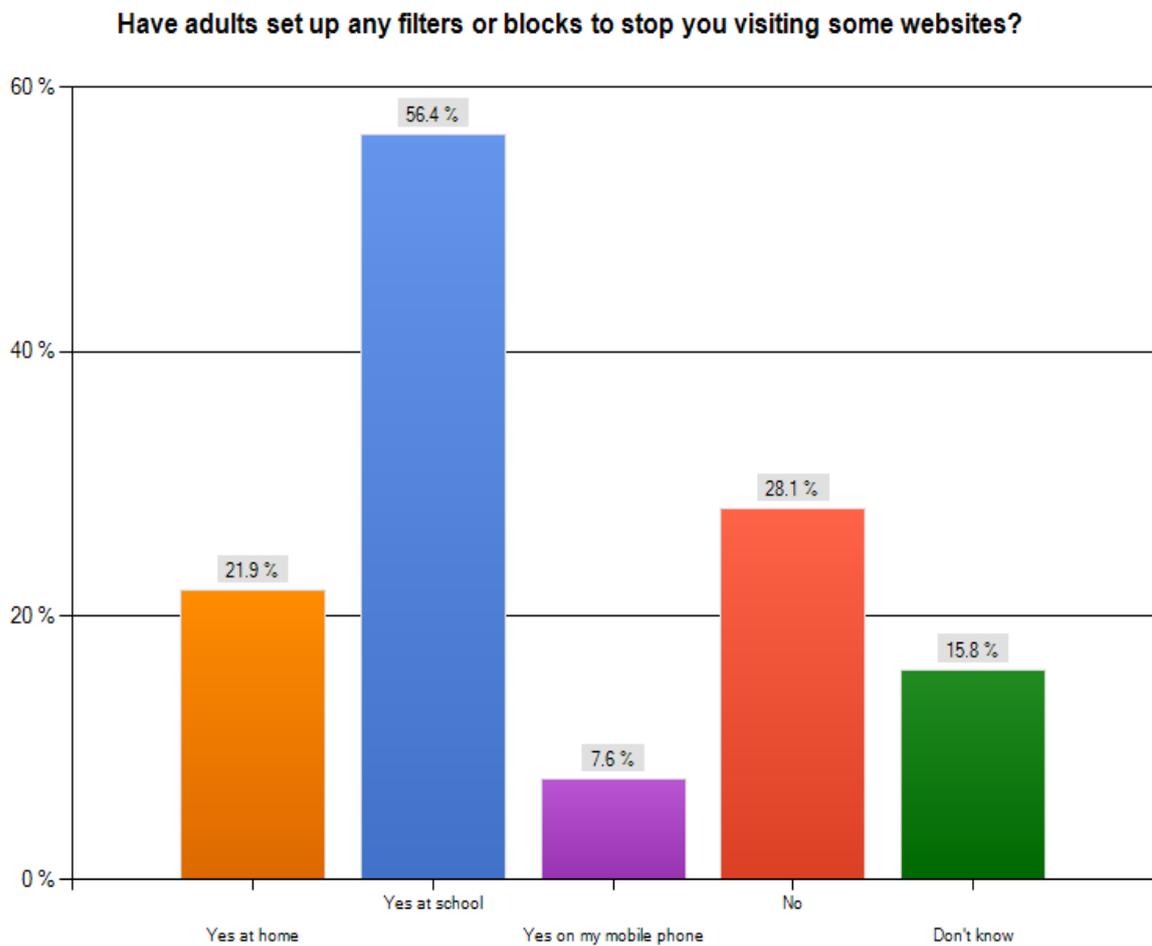
24% of the LAC group say they do ‘not really’ or ‘never’ follow these guidelines.

28% of those with **SEN** say they do not follow them either.

Boys are almost 2 x as likely as girls to say they do ‘not really’ or ‘never’ follow the guidelines.

## Blocks and filters set up by adults

Chart 10.



56% were aware that blocks or filters were used in their school

22% said there were blocks and filters used at home

8% were aware that there were blocks or filters in use on their mobile phone

28% said adults had not set up any blocks or filters to stop them visiting some websites

16% said they did not know

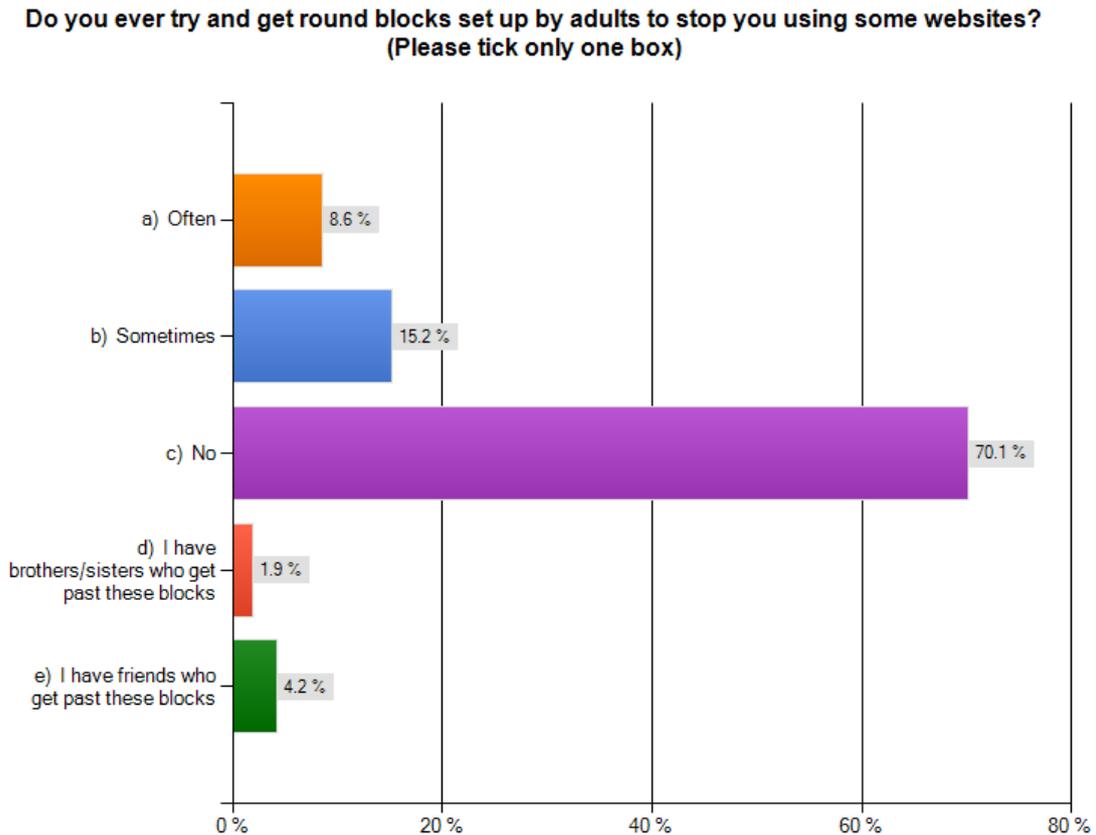
**Young carers** and those who **need help with English** were more likely than their peers to say their parents had set up blocks at home. 31% and 26% respectively.

## How efficient are blocks and filters?

Question 9 asked if respondents try and get round blocks set up by adults to prevent them using some websites. The majority (70%) said they do not try to get around blocks.

9% said they often do so, with 15% saying they sometimes do so. 2% have siblings who get past blocks and 4% have friends who can do this.

Chart 11.



But...

Respondents **in care** as well as those with **SEN** were 3 x more likely than peers to say they 'often' try to get round blocks set up by adults to prevent access to some websites.

**Boys were a third more likely than girls to try to get round these blocks**

**Young carers** are almost 2 x as likely to try to get round blocks often or sometimes. 20% often and 22% sometimes.

Comparing those who said no they do not try to get round blocks: 51% of those in care said they did not try to do so, compared to 72% of peers. Only 49% of **young carers** said they do not try and get round these blocks.

## Experiences online

### Mild or severe?

Respondents were asked to rate how mild or severe the experience was if any of these had happened to them. There were five levels of severity, with 5 being the most severe. These replies are displayed in a range of ways.

**Question 10. ONLINE: Have you ever received or experienced any of these? If you answer yes to any question, please rate how mild or severe this experience was by clicking the right button. If you have never experienced any of these, please go to Q11. Table 1.**

	Answered question 2,843		Skipped question 2,189				
	Very mild	A bit upsetting	It made me sad	Distressing	Really awful	Rating Average	Rating Count
a) A message where the sender was not who they said they were?	54.5% (984)	16.9% (306)	6.6% (119)	10.8% (195)	11.2% (202)	2.07	1,806
b) A message that tried to make you do something you did not want to do?	42.4% (706)	19.3% (321)	9.4% (157)	14.1% (235)	14.7% (245)	2.39	1,664
c) A message from a stranger suggesting you meet up?	44.2% (672)	12.2% (185)	7.8% (119)	13.0% (198)	22.7% (345)	2.58	1,519
d) A message that showed people were talking about you nastily online?	31.4% (584)	21.5% (400)	18.6% (345)	10.9% (203)	17.5% (325)	2.61	1,857
e) A message that contained threats?	36.9% (661)	17.0% (305)	12.7% (227)	12.2% (219)	21.1% (378)	2.64	1,790
f) A message calling you unpleasant names?	37.0% (778)	22.2% (468)	17.0% (358)	10.0% (210)	13.8% (291)	2.41	2,105
g) A message with unwanted sexual suggestions, jokes or threats?	42.2% (667)	15.6% (247)	8.9% (140)	13.3% (210)	20.1% (317)	2.53	1,581
h) A message with insults calling you gay? (Whether true or not)	49.3% (823)	15.4% (258)	11.4% (191)	7.9% (132)	16.0% (267)	2.26	1,671
i) A message with racist comments or names?	41.9% (603)	16.6% (238)	12.6% (181)	8.4% (121)	20.5% (295)	2.49	1,438
j) A message asking you to share your location with someone you do not know?	45.9% (693)	15.0% (227)	9.2% (139)	13.4% (202)	16.5% (250)	2.40	1,511

	<i>Very mild</i>	<i>A bit upsetting</i>	<i>It made me sad</i>	<i>Distressing</i>	<i>Really awful</i>	<i>Rating Average</i>	<i>Rating Count</i>
k) A message with insults because of disability?	43.0% (545)	12.9% (163)	12.9% (164)	8.8% (111)	22.4% (284)	2.55	1,267
l) Bullying carried on from your life in school?	33.8% (527)	15.5% (242)	14.1% (220)	12.5% (195)	24.0% (374)	2.77	1,558
m) A humiliating photo of you deliberately sent round to upset you, laugh at or embarrass you.	36.8% (522)	12.8% (182)	12.0% (170)	10.1% (143)	28.3% (402)	2.80	1419

### ***What is the impact on the target?***

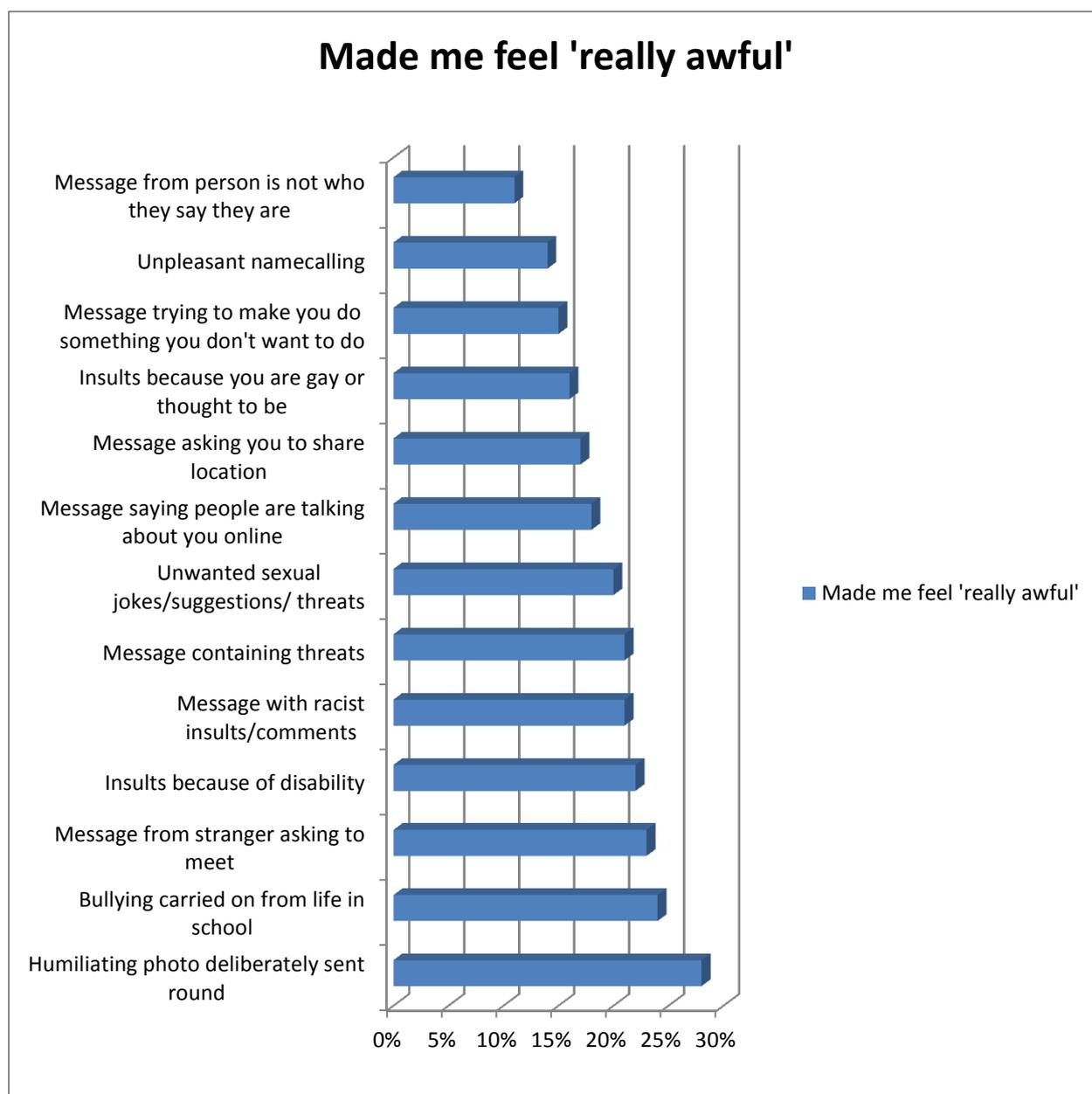
Those who experienced each type of message were asked to rate the severity of the experience. We wanted to know how different people were affected by common forms of harassment or bullying online, or mobiles.

Some experiences were very common, but this did not correlate with the severity rating given to the experience. For example the two experiences reported by the highest number of respondents (Unpleasant name calling and people talking about you nastily online) are not the two rated the most awful to go through. When we consider how they rated the impact of their experience, it was the use of humiliating photos deliberately used to hurt or humiliate and bullying carried on from life in school that produced the highest rating. In the chart below the online experiences are ranked in order of how they made the recipient feel.

These percentages indicate the percentage of the people who experienced the particular message and rated it 'really awful' in contrast to 'mild,' 'sad' or other ratings.



Chart 12.



***The online experience was worse for some:***

Respondents in care said they were made to feel 'really awful,' the most severe rating in the question, by messages that contained threats (27% vs. 17% of peers). Whereas pupils with SEN were more likely to feel 'sad' because of people calling them unpleasant names 27% v. 14% of peers. They were also likely to be very upset by insults because of disability, 27% 'felt really awful' compared to 20% of peers.

Those in care were the most likely to feel 'really awful' due to messages with insults calling them gay, whether true or not, followed by a similar percentage of those with SEN and a far lower percentage of peers with no difficulties: 22%, 21% and 15% respectively. It suggests that these homophobic insults are used as a term of denigration towards vulnerable groups regardless of sexual orientation.

Bullying carried on from life in school affected everyone who experienced it similarly, but humiliating photos deliberately shared were very upsetting for those in care, 26% of whom rated it as 'really awful' compared to

21% of peers. Over a third of those who need help with English said this type of message made them feel 'really awful.'

One in five of young carers who experienced it, said they felt really awful due to a message trying to get them to do something they did not want to do.

28% of those who need help with English said they felt 'really awful' due to a message from a stranger asking to meet up. 42 people had this experience out of 148 who received messages of this type. 23% were made to feel 'really awful' because of cyberbullying carried on from their life in school.

### ***Online games and vulnerable children/ young people.***

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Those in care and those with special needs tend to experience higher levels of all types of abuse when playing online games than their peers and this represents an area in which they may need support. Q12.

Those in care also not only experienced the threats described above, both online and on mobiles, but experienced '**messages with threats**' online when playing online games, 47% vs.24% of peers with no difficulties. **[LAC = 2x as likely to experience this]**.

Bullying on games consoles was a concern for those who were also bullied in school – 35% of those in care and 32% of those with SEN said they experienced '**bullying carried on from life in school**' when online playing games. By contrast 10% of their peers with no difficulties reported this.

#### **[LAC and SEN groups were 3 x more likely to experience this]**

**Name calling** during online games was mentioned by 45% of those in care and 43% of those with SEN in contrast to 24% of peers.

42% of the LAC group report being **asked by a stranger to meet up** and 38% said they received a message that '**tried to make you do something you did not want to do**' in contrast to 15% of peers. As many as 41% of people who need help with English said they received this type of coercive message.

44% of young carers also report being asked by a stranger to meet up.

40% of LAC respondents vs. 15% of peers said they experienced **unwanted sexual suggestions, jokes or threats online** when using games consoles.

**Bullying carried on from life in school** was experienced markedly in online gaming by those in care, 35% and those with special needs 32% compared to 10% of peers.



**Chart 13. In this chart we can compare the impact of each type of message on the recipients. These are shown as absolute numbers.**

**ONLINE: Have you ever received or experienced any of these? If you answer yes to any question, please rate how mild or severe this experience was by clicking the right button. If you have never experienced any of these, please go to Q11.**

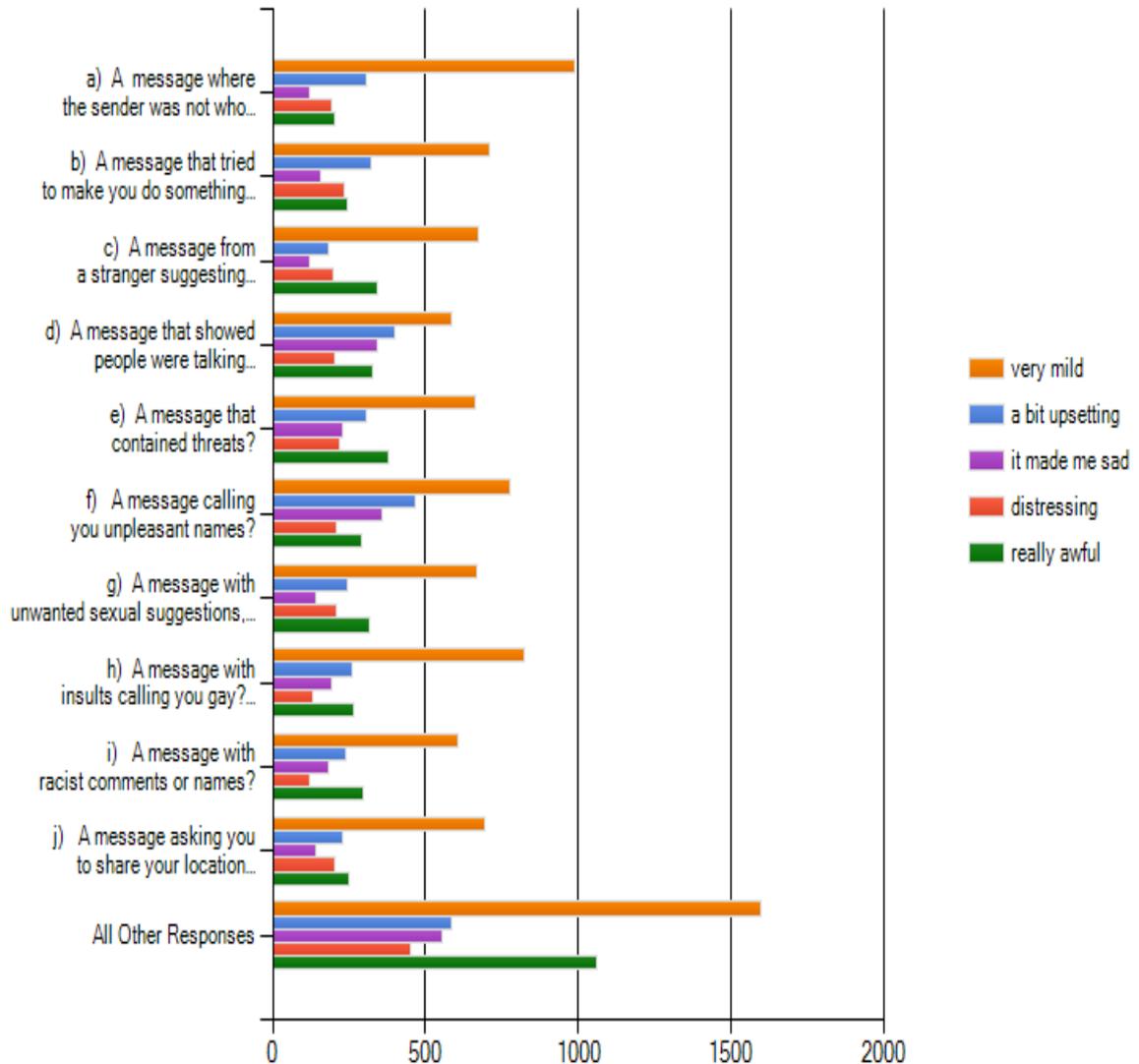


Chart 14.

**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 for each question. If none of these has happened to you, please go to question 12)

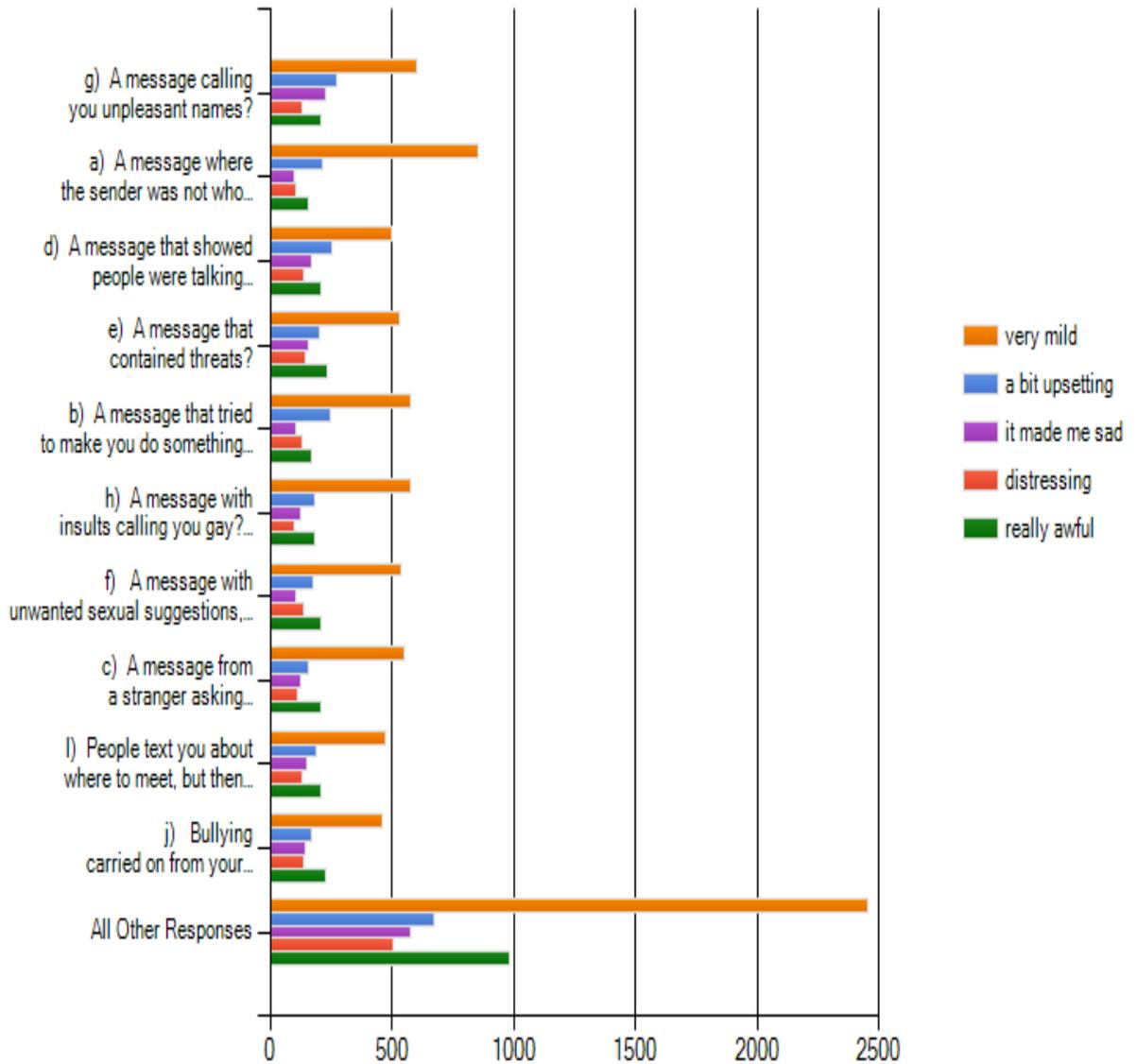
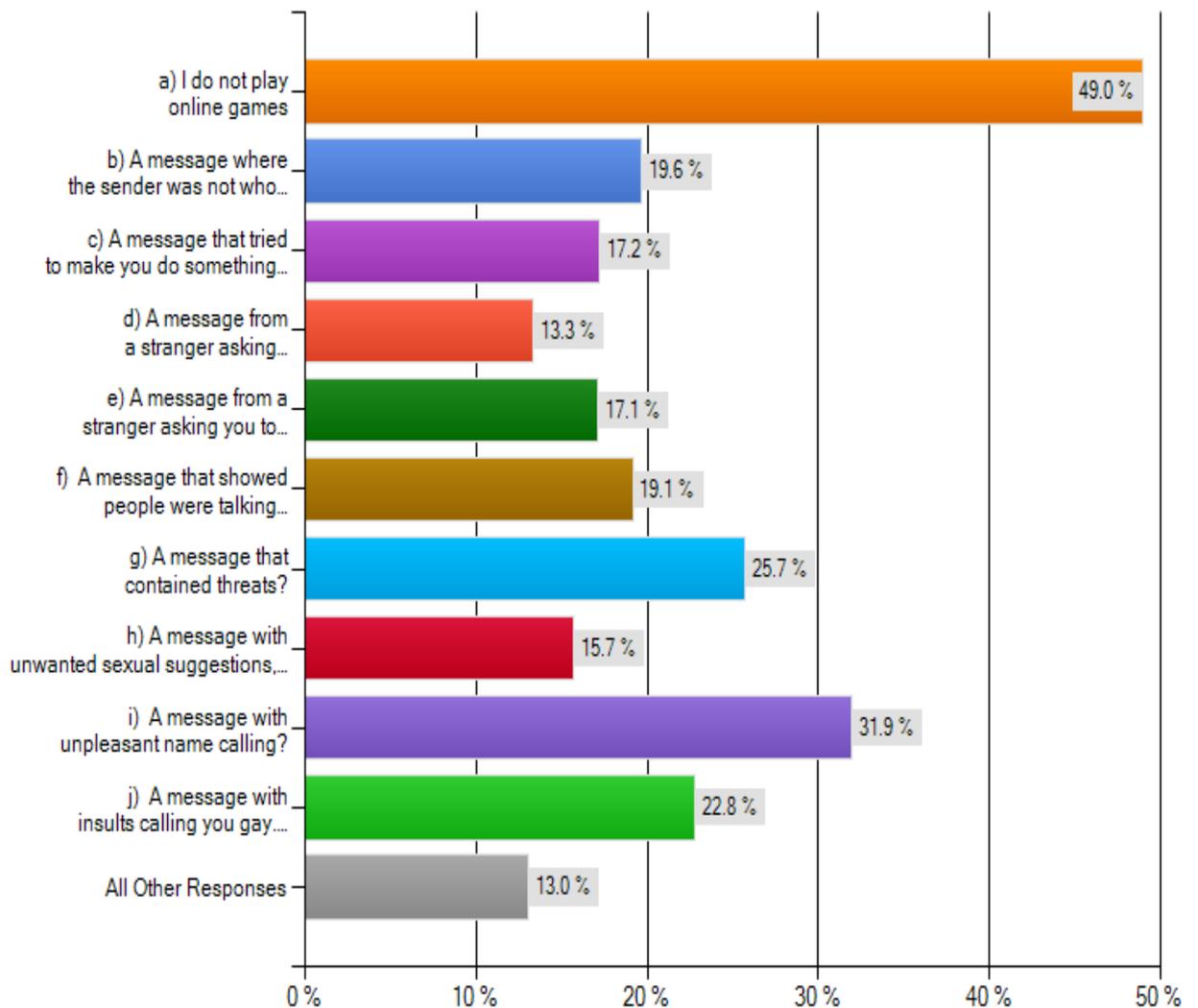


Chart 15.

**ONLINE GAMES:**When using your games console for online gaming, have you ever received or experienced any of these? If yes, please tick the right box. (You may tick more than one box).

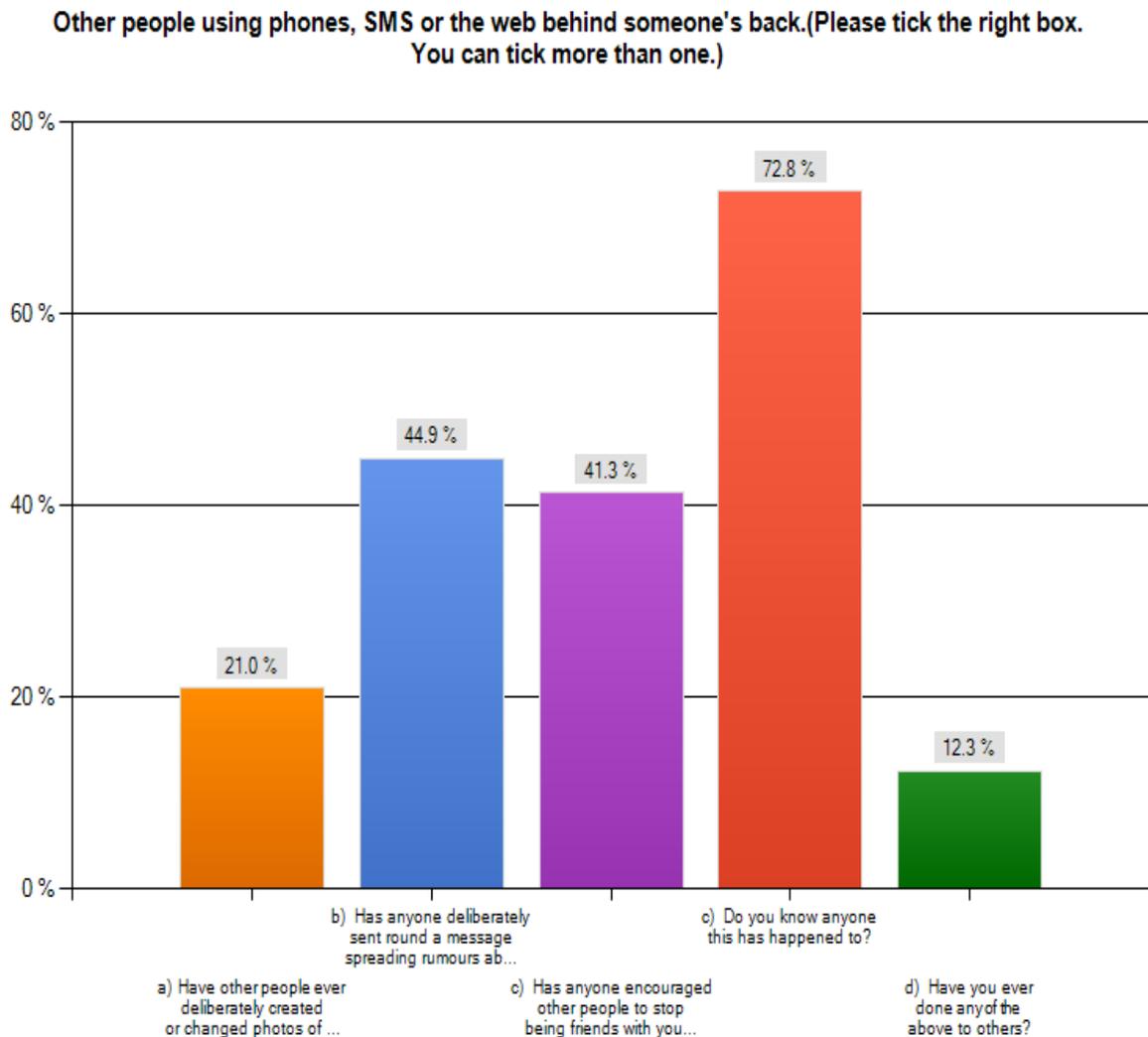


In the chart above the respondents show how many of them have experienced each of the types of aggressive behaviour listed in the question. They were not asked to rate the severity of the experience.

## Indirect bullying

The impact of indirect bullying is not only on the target but also on those who see it happening. Almost three quarters of respondents know someone this has happened to.

Chart 16.



12% admit they have done this to others

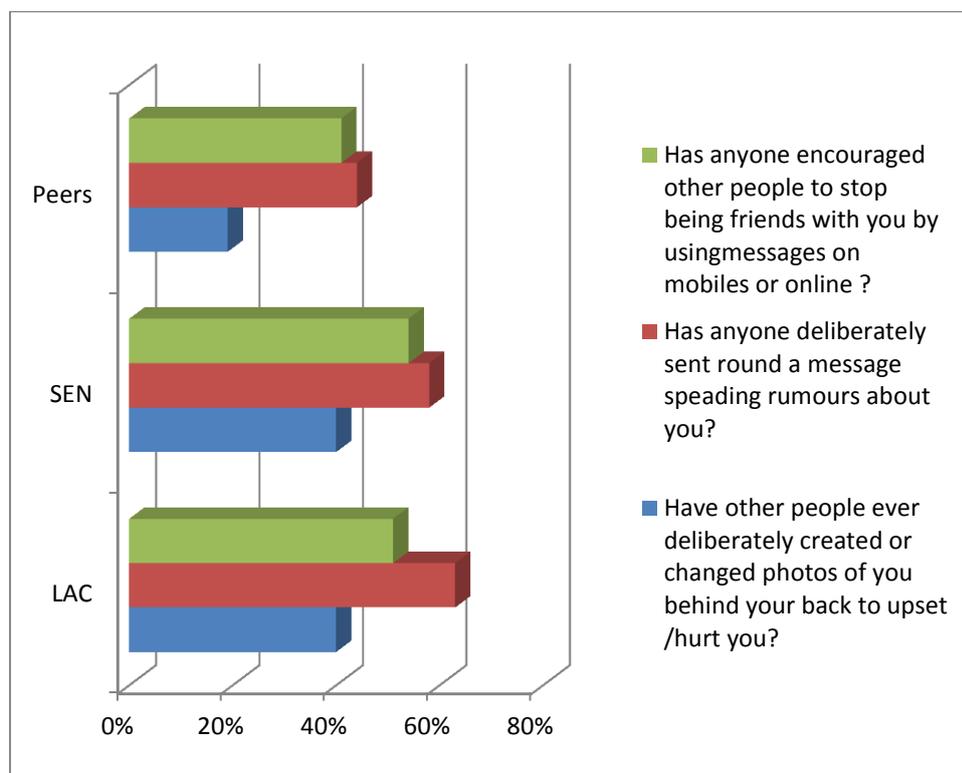
21% have had other people deliberately create or change photos of them in order to upset or hurt them

45% have had someone deliberately send round a message spreading rumours about them

73% know someone who has experienced indirect bullying in this way

Indirect bullying is disproportionately experienced by more vulnerable groups. (Chart 17 below). 60% of those in care had been subjected to rumours spread about them.

**Chart 17.**



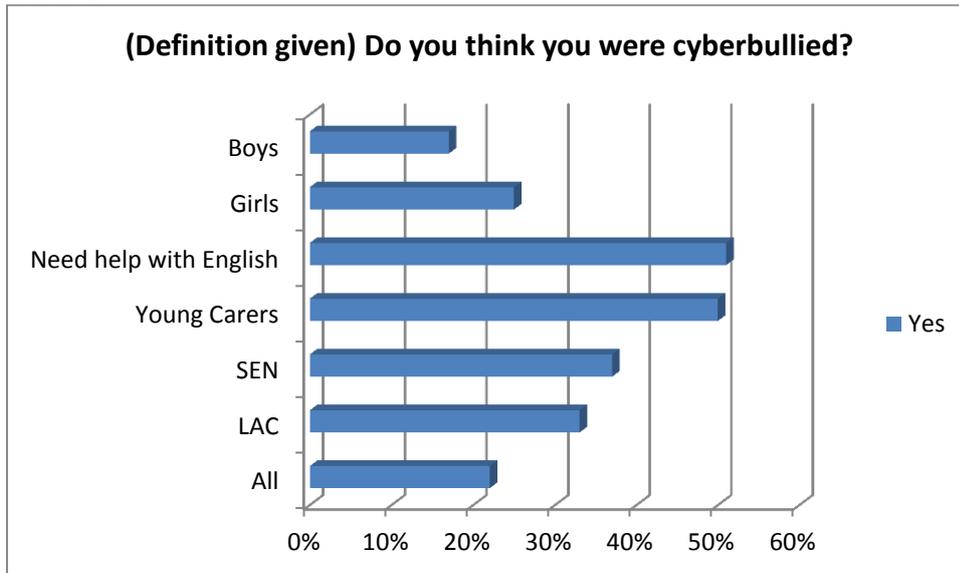
Unlike other samples in the Cybersurvey, in Nottinghamshire we note that both boys and girls report rumour spreading behind their backs at the same rate. In recent years we have seen girls tending to report this at a higher rate than boys. But boys’ behaviour is changing and we have noted that recently they are beginning to employ many of the same activities online in their social lives as girls.

***The extent of cyberbullying***

Although large numbers of respondents had experienced one or more of the types of aggressive behaviour, name calling, humiliating photos or rumour spreading described in question 10, they did not all regard this as cyberbullying. We provided a definition and asked if they considered whether they considered their experience to be cyberbullying.

22% of the entire sample said they had been cyberbullied (1005 people). This is very slightly above the average found in the Cybersurvey which is 19% over the past three years. But rates are higher in our vulnerable groups and among girls as illustrated below in **Chart 18**.

Chart 18.

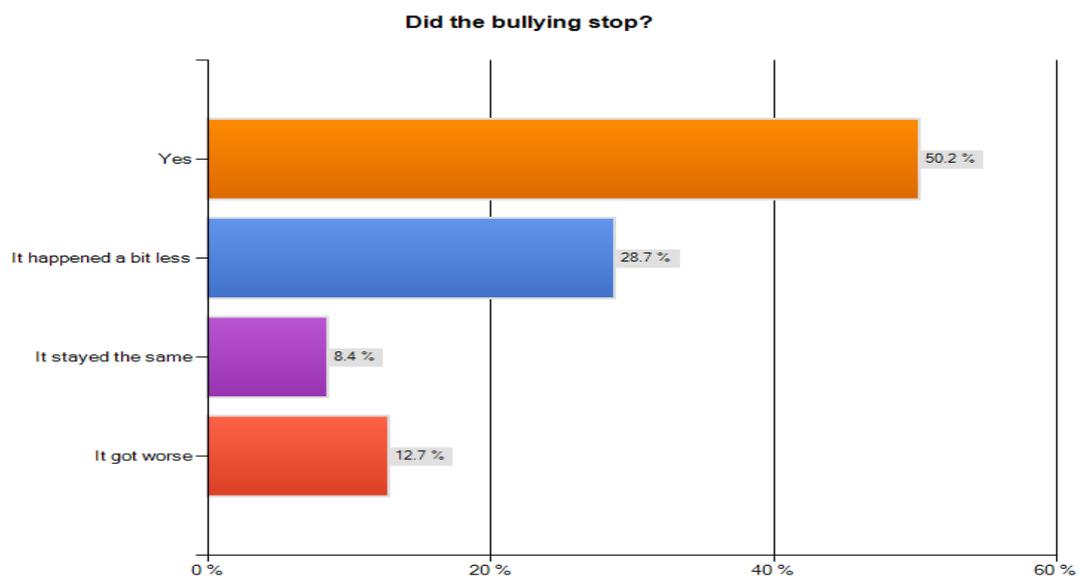


**Did those who were cyberbullied tell anyone?**

- Of those who were cyberbullied, 63% told someone, 37% did not.
  - Of those who did tell someone, 53% got help to stop it, 47% did not.
- Vulnerable groups:
- Only 40% of LAC told someone and of those who did, 34% got help to stop it.
  - 60% of cyberbullied SEN students told someone; of those who did, 44% got help to stop it
  - 50% of **young carers** told someone, and of those who did, 53% got help to stop it, but for 26% of these people it got worse as a result. People who **need help with English** have an almost identical response pattern to those young carers.

**Did the bullying stop?**

Chart 19.

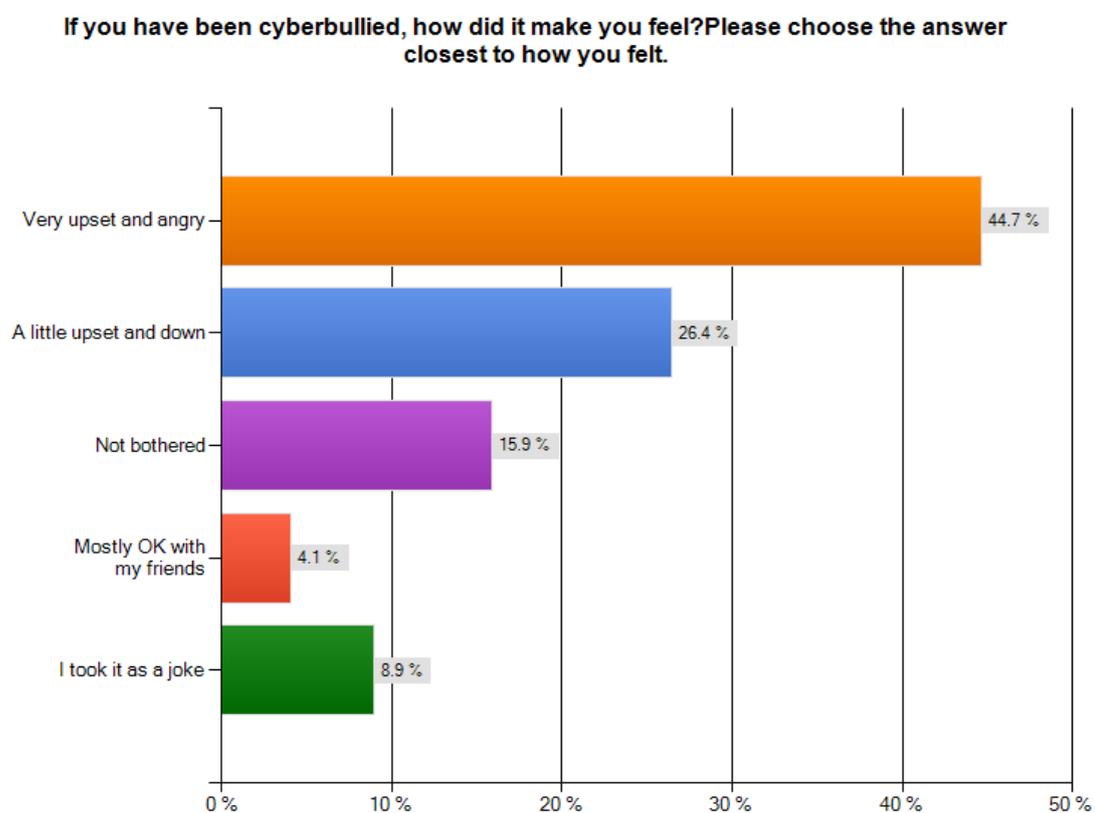


Help is needed to make it more worthwhile to report becoming a target for cyberbullying. For 21% of those who sought help, the problem either stayed the same or got worse. For a further 8% it happened 'a bit less'. Only 50% of those who sought help were successful.

Among those in care who sought help, two thirds said they did not get help to stop it and over half of those with SEN were also unsuccessful in getting it stopped. Those most likely to experience the cyberbullying become worse after they told someone are those in care. 44% of those LAC young people who told someone, said it 'made it worse'.

**How did it make you feel?**

**Chart 20.**



While victims of cyberbullying mostly felt 'very upset and angry' or 'a little upset and down' there are marked gender differences and those who are from the vulnerable groups are even more likely to be very upset and angry than their peers (45%)

**If you were cyberbullied, how did it make you feel?**

**Those most likely to answer: 'Very distressed and angry' (of those who said they were cyberbullied).**

55% of those with **SEN** 52% of those **in care**

56% of **young carers**

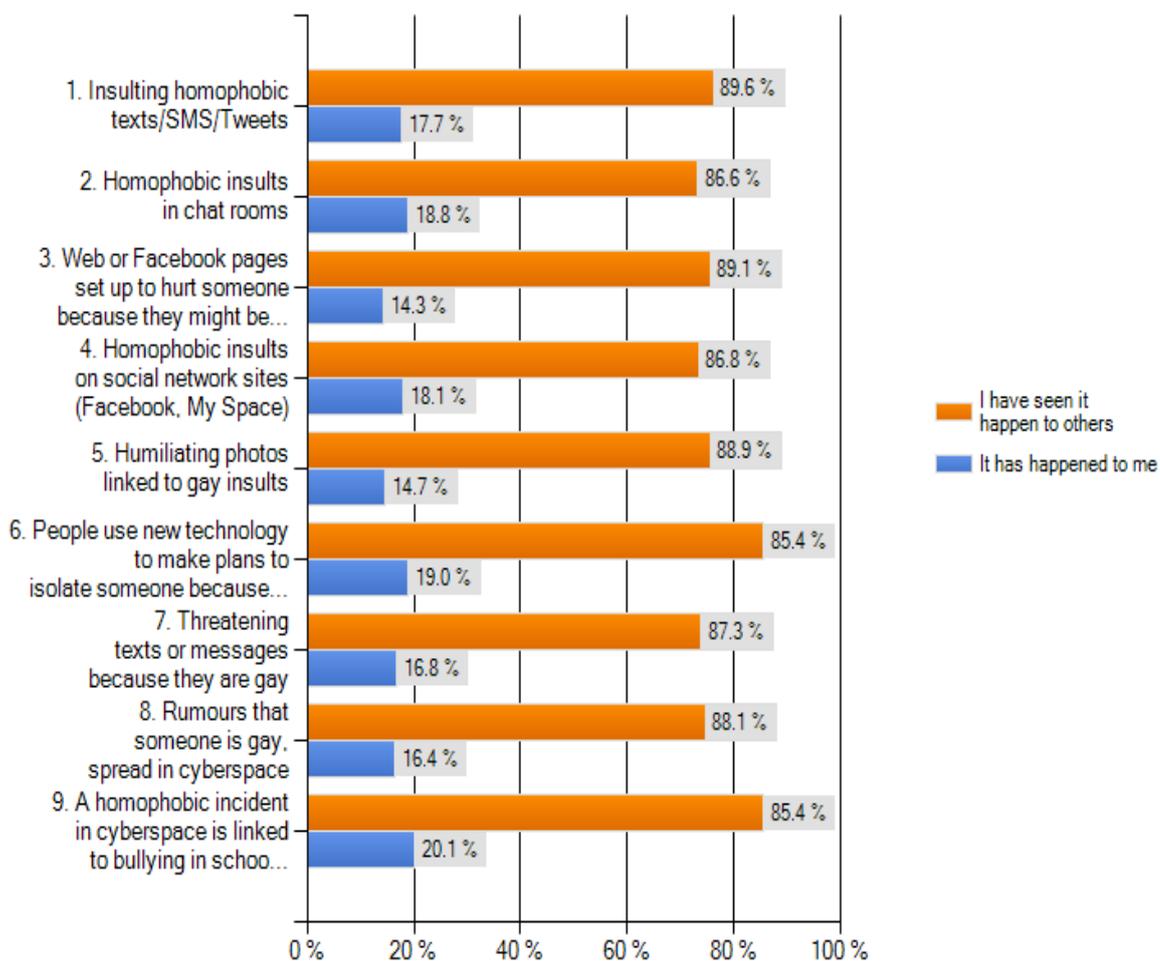
47% of those who **need help with English**

**Gender:** 48% of girls compared to 39% of boys.

## Homophobic bullying

Chart 21.

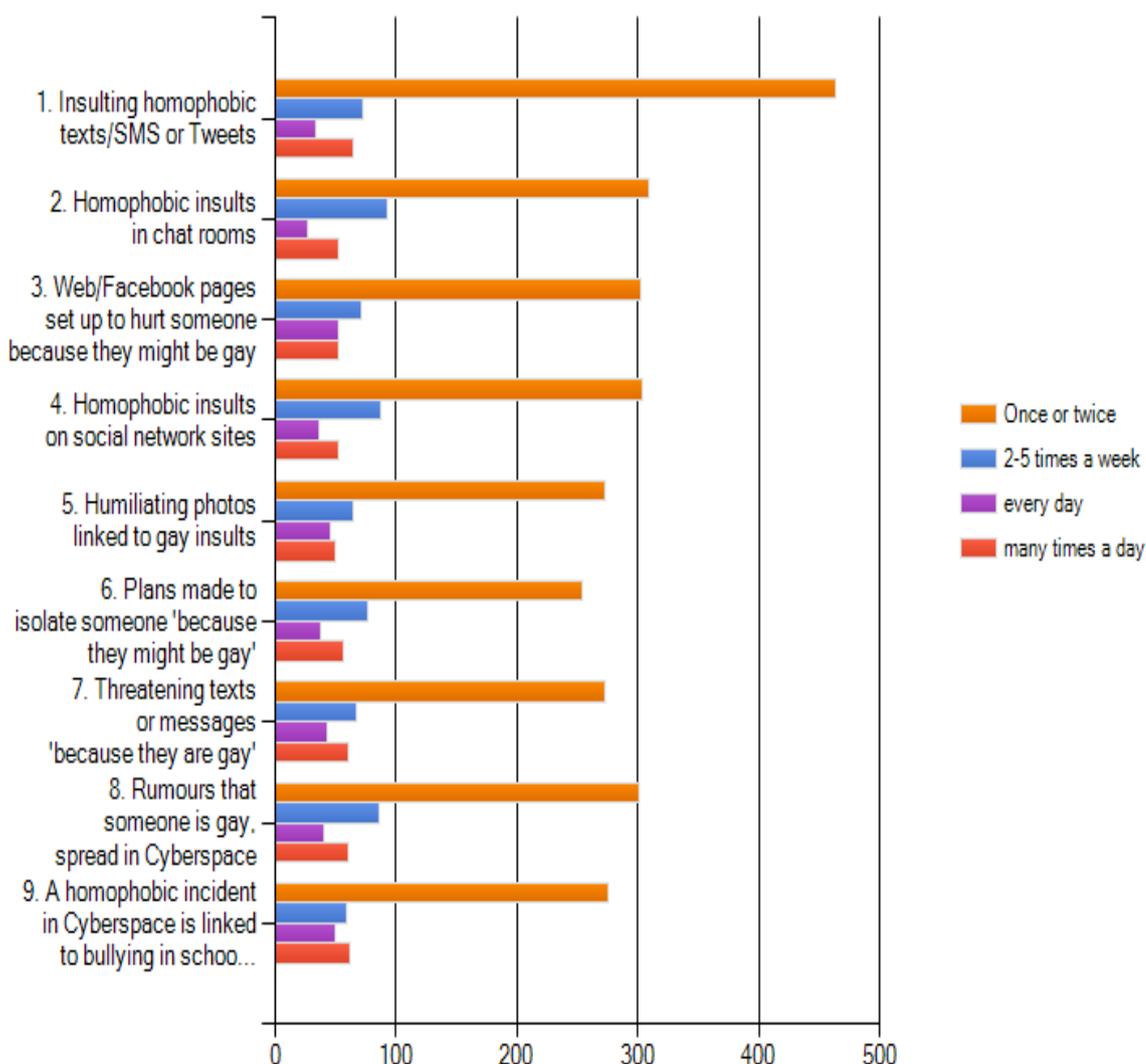
Please tick the right box to say if you have seen any of these happen to others, or experienced it yourself.



Homophobic aggression is experienced both by direct targets and also by people who see it happening to others. This can create an atmosphere of fear in which people do not speak out for fear of being next. 'Humiliating photos' are commonly used. Technology provides a convenient means by which to carry out this particular prejudice driven behaviour as is demonstrated in this chart. Below the frequency of these experiences are shown.

Chart 22.

If any of these happened to you - how often did it happen?(If none of these have happened to you, please go to question 21)



For some young people incidents are occurring every day and for some, many times each day, they find themselves in an intolerable situation from which there is seemingly no escape. 78% of **young carers** had experienced homophobic insults on Facebook or other SNS sites. Their answers suggest these experiences are often happening every day.

**Who believes that what is happening to them is homophobic bullying? (A definition was given).**

The vulnerable young people experience more homophobic bullying than their peers, which suggests that this behaviour is a proxy for disablist bullying or prejudice driven behaviour towards people in care. Compared with peers who have no difficulties (8%):

28% of those **in care** and 26% of those with SEN

24% of **young carers** and 23% of those who **need help with English** were homophobic bullied.

## Access

Access is widespread and increasing rapidly as multiple devices are available in homes.

87% have a mobile phone	81% have a laptop or netbook
80% have a mobile that can go online	62% have an ipad or other tablet
81% have a games console	74% have a Facebook page
25% regularly use chatrooms	24% have virtual worlds they use regularly
29% have a computer they can use by themselves at a club, library or café	
41% have a computer they can use without adults at a friend's house.	

## E-safety education

88% were taught in school	59% were taught by parents/carers
6% were taught by a youth club	15% were taught by a sibling
16% used a website	7% said they had not been taught

### Different experiences for some:

However certain groups of respondents had different experiences from their peers suggesting that they need more support to stay safe online: These include:

- Those who are **LAC**, who report that they tend to learn from websites, youthclubs and a quarter said they were taught by siblings.
- Respondents with **SEN** are more than 2 x as likely to say they have not been taught to stay safe online (14%). Almost a quarter of respondents with SEN were taught by a sibling.
- 11% of **young carers** have not been taught to stay safe online and as many as a quarter of young carers relied on a website for this information in contrast to 16% of peers.
- Respondents who **need help with English** are twice as likely as their peers to say they have not been taught and more than one in five were taught by siblings.

## How good was the e-safety education they received?

38% said it was very good	51% said it was quite good
6% said it was not good enough	4% said it was useless

Comparing the above vulnerable groups with people who said 'I have no such difficulties', we found:

- LAC respondents are more than 2 x as likely to say it was 'not good enough' or 'useless'

## Were they taught at the right time?

Although only 11% of respondents with no difficulties said they were taught about e-safety too late, drilling down reveals that:

- **SEN** - 22% were taught too late.
- **LAC** - 28% were taught too late.
- **Young Carers** - 19% were taught too late.
- **Gender**: 7% of girls and 10% of boys said they were taught too early, they did not differ much on being taught too late, 11% and 12% respectively.

**Parents and gender**: More girls were taught by parents - 67%, Boys taught by parents - 53%

## Do they actually follow these e-safety guidelines?

- 41% say they always follow these guidelines about e-safety
- 45% sometimes do so
- 14% say 'not really' or 'never'.

Vulnerable groups and boys are less likely to consistently follow the guidelines. Girls are more likely than boys to say that they always do so: 46% girls vs. 35% boys. Over a quarter of the LAC and SEN respondents answered 'not really' or 'never'.

## Blocks or filters set up by adults

Awareness of blocks set up in school, at home or on their mobile was poor but despite this, many people said they could get round blocks set up by adults to prevent them visiting certain sites. Young carers were more likely to say their parents had set up blocks at home, yet they were almost 2 x as likely to get round blocks 'often' or 'sometimes', compared to peers with no difficulties. Boys were 1/3 more likely than girls to try to get round these blocks. Respondents in care as well as those with SEN were 3 x more likely than peers to try and get round blocks.

## Experiences online and how it made you feel

Respondents were asked whether they had experienced any of the types of online behaviour in the question and also to rate how it made them feel. 'Really awful' was the most severe. The online experiences with the highest rating were:

- 'Humiliating photos of you deliberately sent around to upset you, laugh at or embarrass you'
- 'Bullying carried on from your life in school'

It was not the most commonly experienced items (Unpleasant name calling and people talking about you nastily online) that had the most severe impact.

Vulnerable groups reported the impacts rather differently from peers with no difficulties, for example those in care were made to feel 'really awful' by threats, messages calling them gay and humiliating photos. Respondents with special needs were very upset by messages calling them

unpleasant names and insults because of disability. 1 in 5 young carers said they felt really awful due to a message trying to make them do something they did not want to do. Those who need help with English were particularly distressed by messages from strangers asking to meet up and also by online behaviour that was bullying carried on from their life in school. Respondents in care were 2 x as likely as their peers to experience messages with threats when playing online games.

## Games consoles

Bullying on games consoles was more likely to be a concern for those who were also bullied in school particularly by 35% of those in care and 32% of those with SEN who said they experienced **'bullying carried on from life in school'** when online playing games. By contrast this was mentioned by only 10% of their peers with no difficulties. **LAC and SEN groups were 3 x more likely to experience this.**

**Name calling** during online games was mentioned by 45% of those in care and 43% of those with SEN in contrast to 24% of peers.

Worryingly 42% of the LAC group report being **asked by a stranger to meet up** and 38% said they received a message that **'tried to make you do something you did not want to do'** in contrast to 15% of peers. As many as 41% of people who need help with English said they received this type of coercive message.

44% of young carers also report being asked by a stranger to meet up.

40% of LAC respondents vs. 15% of peers said they experienced **unwanted sexual suggestions, jokes or threats online** when using games consoles.

**On Mobiles** messages from a sender who was not who they said they were was the most commonly reported but not the most distressing experience.

## Indirect bullying

- 12% admit they have done this to others
- 21% have had other people deliberately create or change photos of them in order to upset or hurt them
- 45% have had someone deliberately send round a message spreading rumours about them
- 73% know someone who has experienced indirect bullying in this way

## The extent of cyberbullying

Despite large numbers of people saying they had experienced aggression online or on mobiles, they did not all consider this to be cyberbullying. A definition was given with the question.

22% of the entire sample said they had been cyberbullied (1005 people). This is very slightly above the average found in the Cybersurvey which is 19% over the past three years. But rates are higher in vulnerable groups and among girls. Young carers and those who need help with English are most likely to consider that they have been cyberbullied.

## Did those who were cyberbullied tell anyone? Did they get help to stop it?

- Of those who were cyberbullied 63% told someone, 37% did not.
- Of those who did tell someone, 53% got help to stop it, 47% did not.

Vulnerable groups:

- Only 40% of LAC told someone and of those who did, 34% got help to stop it.
- 60% of cyberbullied SEN students told someone; of those who did, 44% got help to stop it
- 50% of **young carers** told someone, and of those who did, 53% got help to stop it, but for 26% of these people it got worse as a result.
- People who **need help with English** have an almost identical response pattern to young carers.

### Did it stop?

For 21% of those who sought help, the problem either stayed the same or got worse. For a further 8% it happened 'a bit less'. Only 50% of those who sought help were successful.

Among those in care who sought help, two thirds said they did not get help to stop it and over half of those with SEN were also unsuccessful in getting it stopped. Those most likely to experience the cyberbullying become worse after they told someone are those in care. 44% of those LAC young people who told someone, said this 'made it worse'.

### If you were cyberbullied, how did it make you feel?

45% felt very distressed and angry	27% felt a little upset and down
16% felt 'not bothered'	4% felt mostly OK with my friends
9% said 'I took it as a joke'	

### Who is most likely to feel 'very distressed and angry'?

55% of those with <b>SEN</b>	52% of those <b>in care</b>
56% of <b>young carers</b>	47% of those who <b>need help with English</b>

**Gender:** 48% of girls compared to 39% of boys

## Cyberhomophobia

The most common experience of cyberhomophobia was behaviour linked to bullying already going on in their lives at school. This was true for one in five of those who experienced homophobic bullying personally.

Targets were often isolated socially by the deliberate use of new technology such as group texting to plan social events and leaving them out (19%), insults were also experienced in chatrooms (19%)

and via texts, tweets SMS (18%) or on social networking sites (18%). 16% experienced threatening messages 'because they are gay' and the same percentage had rumours spread about them being gay.

However the overwhelming experience was knowing someone else this had happened to. All around them students are aware of homophobic bullying. For example 89% had seen others suffer because of humiliating photos linked to gay insults and 89% knew of someone being the target of a web or Facebook page set up to hurt someone because they might be gay. This can create fear and hostility.

Students who are singled out for homophobic bullying in cyberspace talk of it happening every day or many times each day. This is an intensive and severe experience.

The vulnerable young people experience more homophobic bullying than their peers, which suggests that this behaviour is a proxy for disablist bullying or prejudice driven behaviour towards people in care.

### **Who was homophobicly bullied in cyberspace?**

Compared with peers who have no difficulties (8%) the following say homophobic cyberbullying happened to them:

- 28% of those **in care**
- 26% of those with **SEN**
- 24% of **young carers**
- 23% of those who **need help with English**

### **About the sample**

Data was collected in spring 2013 in Nottinghamshire. There were 5,032 valid responses. The gender split is almost exactly 50/50. The largest age group is 12 -13 [40%].

#### **Below are shown the numbers of people who -**

Are Carers – 158

Are looked after/in care – 110

Have special needs – 242

Need help with English – 320