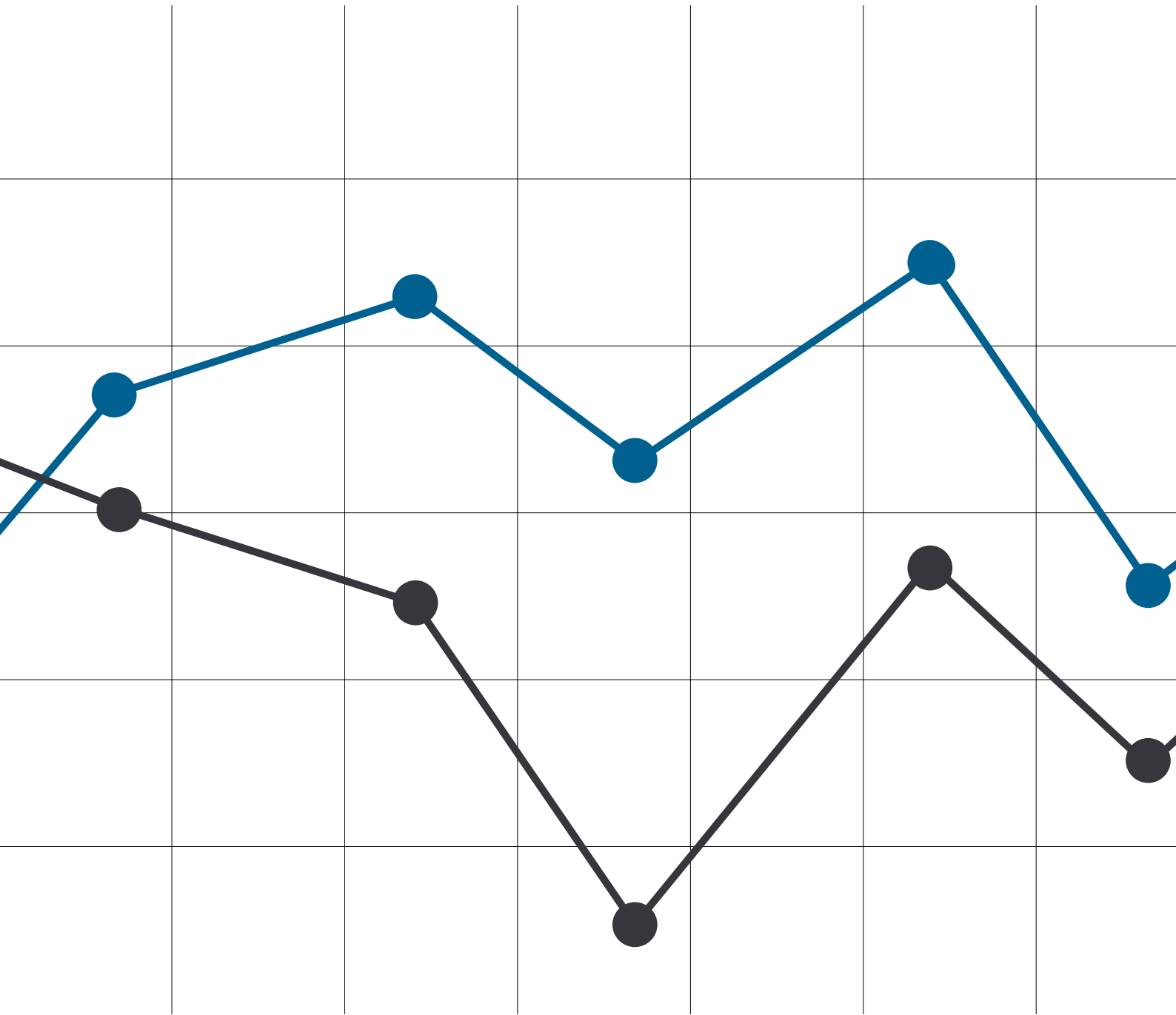


**DITCH THE
LABEL** YOUR WORLD, PREJUDICE FREE .



**ANNUAL
BULLYING
SURVEY**

2013

WELCOME TO THE ANNUAL BULLYING SURVEY 2013

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ABOUT DITCH THE LABEL & THIS REPORT

About Ditch the Label

We are a not-for-profit anti-bullying organisation based in Brighton, UK. We believe that everybody is unique, despite the kinds of social labels they fall under. It does not matter if you are white, black, gay, straight, asexual, disabled, skinny, curvy, old, young, interested in sports, work in a salon or feel good in drag, we think that you are amazing.

Since relaunching with a new vision and strategy in 2012 our campaign for equality has soared in popularity, establishing us as an authority within bullying intelligence and resolution. We are now working with other organisations, schools, colleges, media and celebrities to promote the message that it is not just okay to be different; rather it is something that should be embraced and celebrated.

So far we have touched the hearts of hundreds of thousands worldwide and have provided support to thousands of vulnerable young

people both online and offline. We currently operate our own social network for the victims of bullying to come and share advice and support and are hoping to launch our own online professional counselling service in the next few months once we have enough funding.

About The Annual Bullying Survey

The Annual Bullying Survey 2013 is one of our most exciting projects yet. Working with several colleges from across the UK, we spoke with thousands of students about their experiences with bullying. Bullying is one of the most under-researched topics in the world and we want to change that.

"If you know the enemy and know yourself, you need not fear the result of a hundred battles." - Sun Tzu

Before we can work to combat bullying, it is important for us to fully understand every aspect and from different perspectives.

This report will identify the current climate of bullying within the UK's education system: what are the long lasting effects of schoolyard bullying? What are the main causes of bullying and how can they be eradicated? Are any particular minority groups more susceptible to bullying than others? Let's find out.

With Special Thanks

We would like to thank everybody who has helped us produce our first Annual Bullying Survey, with particular thanks to Hackett & Tiger for providing their research and PR services, Liam Hackett, our Founder and Managing Director, Jon Cross the Ditch the Label Outreach Manager and our top contributing colleges who were: Halesowen College, Hills Road Sixth Form, Hartlepool College, Chelmsford College, Winstanley College and Sandwell College.

Find out more and get involved with our anti-bullying movement at DitchtheLabel.org.

EXECUTIVE SUMMARY

We have had an overwhelmingly positive response to the Annual Bullying Survey 2013 - thank you!

Since 2006, we have been committed towards our pledge of reducing the effect and density of bullying within the UK's education system. In order to combat something, you must first understand every perspective of it and that is exactly what the Annual Bullying Survey 2013 seeks to achieve. The survey, distributed to thousands of students from across the UK, has provided us with a groundbreaking and emotional insight into the personal stories of the victims of bullying and even some of the bullies themselves.

It goes without saying that after the enormous success of this year's survey, we will be branching it out to even more students towards the end of the year ready for our 2014 edition. This year we wanted to focus solely on students studying at colleges within the UK, however, next year we would like to start to involve students studying at secondary schools.

Our results have highlighted key areas for concern and have shown us that a lot of work is yet to be done. 69% of students experience bullying during their first 18 years of life and this figure simply is not acceptable. A huge amount of variance between different minority groups was found; indicating that those who are visibly different are often the main target for bullies. Particular attention must be made towards appearance, interest and sexuality based bullying. Support services must also be put in place to help counteract some of the incredibly harmful side effects to bullying, with particular attention towards suicide, self harm and self-esteem issues.

We have a huge task ahead of us and I would like to personally thank everybody that has been involved in the process so far and I look forward to expanding our project and campaign over the coming years and welcoming many of you on board. As a former victim of bullying myself, I have been touched and inspired by the hundreds of stories and personal accounts that have been submitted as part of this research project. The data really highlights that the issue of bullying has never been more current and is having a profound daily effect upon the lives of millions worldwide.

We want to infiltrate every education establishment with our ethos of unity and social equality and we continue to work to combat and finally end bullying through education. It may seem like an impossible task but together we can and will achieve. I look forward to the new opportunities and challenges that face us in light of this research and in response to the amazing progress that we have achieved in the past few months alone.

Thank you,



A handwritten signature in black ink. The signature is stylized, with the first letter 'L' being large and looping. The name 'HACKETT' is written in a more straightforward, blocky font. There is a small flourish at the end of the signature.

Liam Hackett

Founder & Managing Director

METHODOLOGY & SAMPLE

FEMALE
55%

MALE
42.6%

TRANSGENDER
1.6%

OTHER
0.8%

STRAIGHT
80%

BISEXUAL
5.6%

ASEXUAL
1.7%

GAY
3%

LESBIAN
2.2%

OTHER
2.2%

CURIOUS
4.5%

LEARNING
DISABILITY
8.2%

MENTAL
DISABILITY
5.3%

PHYSICAL
DISABILITY
3.9%

AGED 16 -
34.7%

AGED 17 -
35.5%

AGED <16 -
2.3%

AGED 18 -
16.3%

AGED 19 -
3.6%

AGED 23 -
0.5%

AGED 26+ -
2.7%

AGED 20 -
1.1%

AGED 21 -
1.7%

AGED 22 -
0.6%

AGED 25 -
0.4%

AGED 24 -
0.5%

Methodology

We partnered with several colleges from across the UK and worked with them to produce both our nationwide report and specific tailor made reports and strategies for the colleges on the back of the data provided by their students.

We used an online survey, which was available through our website for 6 weeks - from November 1st until December 12th 2012.

The entire survey consisted of 3 open and 26 closed questions. In total we received 2,382 responses. We cleansed the data and reduced this sample to 1,843 fully complete, high quality and genuine responses.

We then used SPSS data extrapolation software to identify key bullying statistics and hidden relationships within the data.

During the survey students were asked if they were interested in participating in future Ditch the Label research projects. Of all responses, 444 told us that they were happy to do so. We contacted several students who had told us about their own experiences with bullying and used their stories to develop our case studies.

84%

of respondents were currently in education.
3.6% in an apprenticeship, 0.8% self employed,
6.1% part time employed, 2% full time employed and
3.3% unemployed.

CHRISTIAN
44.3%

ATHEIST
30.2%

AGNOSTIC
7.9%

BUDDHIST
1.7%

SIKH
2.4%

MUSLIM
5.5%

PAGAN
2.2%

JEWISH
1.1%

OTHER
4.1%

HINDU
0.7%

WHITE BRITISH
80.6%

MIXED RACE
3.6%

BLACK
AFRICAN
0.9%

BLACK
CARIBBEAN
1.9%

PAKISTANI
2.6%

WHITE OTHER
2.4%

BLACK OTHER
0.4%

INDIAN
2.7%

ASIAN
1.3%

WHITE IRISH
1.2%

OTHER
1.3%

OTHER ASIAN
0.4%

CHINESE
0.8%

ESTIMATED HOUSEHOLD INCOME

BELOW £12,000
13.5%

£12,001-20,000
19.8%

£20,001-30,000
20.7%

£30,001-50,000
21.8%

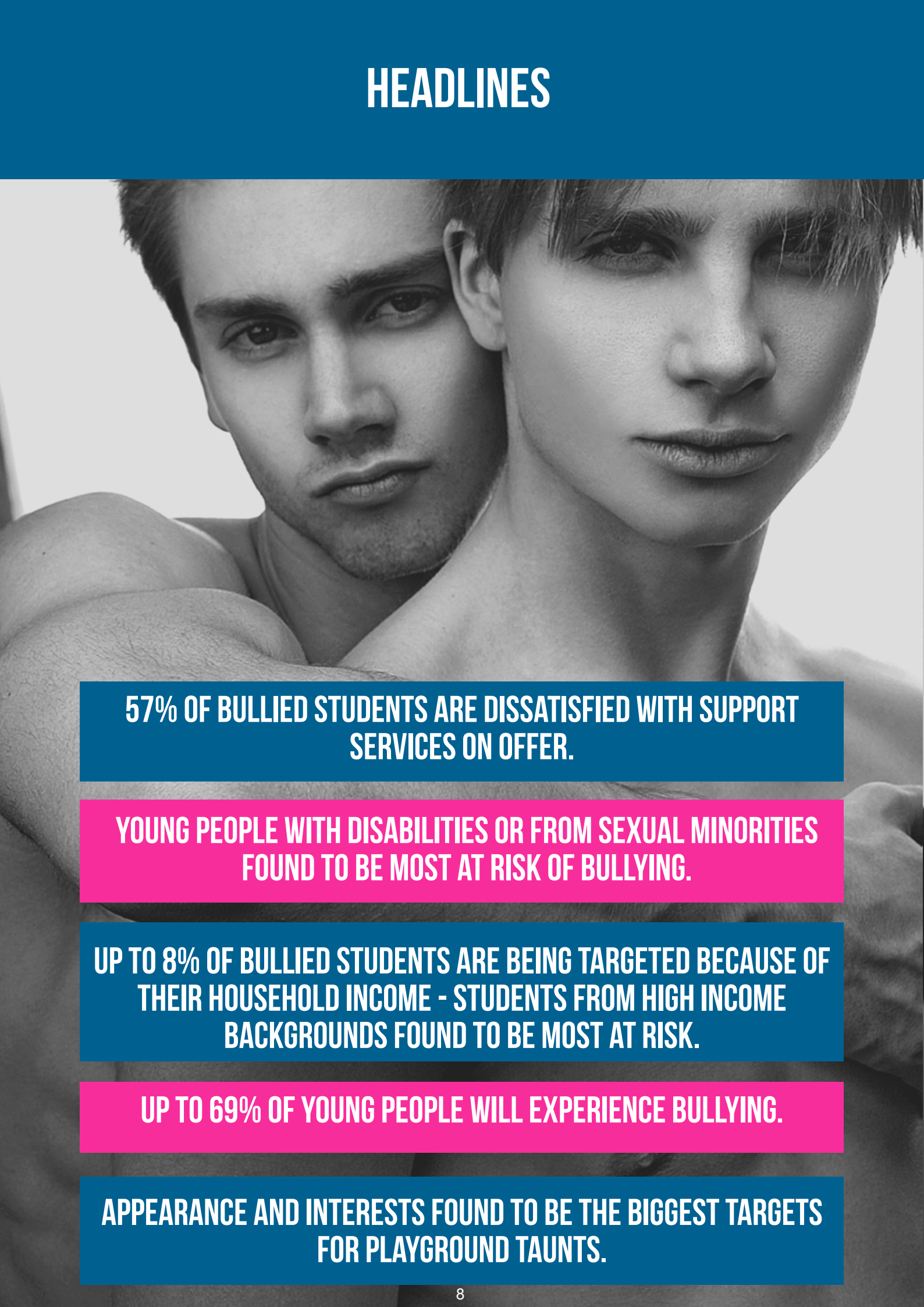
£50,001-70,000
11.8%

£70,001-100,000
5.2%

£100,001-200,000
3.2%

ABOVE £200,000
4.1%

HEADLINES



57% OF BULLIED STUDENTS ARE DISSATISFIED WITH SUPPORT SERVICES ON OFFER.

YOUNG PEOPLE WITH DISABILITIES OR FROM SEXUAL MINORITIES FOUND TO BE MOST AT RISK OF BULLYING.

UP TO 8% OF BULLIED STUDENTS ARE BEING TARGETED BECAUSE OF THEIR HOUSEHOLD INCOME - STUDENTS FROM HIGH INCOME BACKGROUNDS FOUND TO BE MOST AT RISK.

UP TO 69% OF YOUNG PEOPLE WILL EXPERIENCE BULLYING.

APPEARANCE AND INTERESTS FOUND TO BE THE BIGGEST TARGETS FOR PLAYGROUND TAUNTS.

CASE STUDIES

FEMALE AGED 18, CURRENTLY STUDYING AT A SOUTH EAST COLLEGE.

"When I was 11, I moved to secondary school and I thought everyone would be nice. However some boys and girls in my class started to laugh at me because of how I looked and they used to whisper behind their hands really loudly about me. Some of them used to trip me up in the corridors, which lasted throughout year seven.

When I was 13, some boys in my year started targeting me and properly shoving me around, it ended up with

me being cornered by about 30 people chanting things at me. I told a teacher after this, and it stopped.

At 14, the boys who bullied me in year seven started again, but this time they said really mean things to me. They said that I shouldn't be alive. Some of them started commenting on my things on Facebook and saying mean comments, they sometimes still do now, but not to the same extent.

I have never done anything like self-harm, but bullying did make me think about it. I woke up every day dreading school; no kid should have to dread school. I was scared to go to the lessons that they were in with me, and nobody would help. In the long-term, the bullying has affected my confidence, I have no confidence now, and I find it hard to give my ideas across, in case somebody laughs."

MALE AGED 17, CURRENTLY STUDYING AT A COLLEGE IN THE SOUTH MIDLANDS.

"From my experience I would say that I have been bullied a lot for my sexuality and for my choice in clothes. I like women's clothes and have been caught wearing small things like knee high socks and have been criticized and called names a lot for it as well. All of the bullying on sexuality and how I chose to be has made my self-confidence drop as well. I also can only go to friends as my

family would not be accepting; it makes it feel a lot more lonely and because of the bullying I have had depression more than once. I would say I have mainly been affected in self confidence and how I think about myself...I feel like more support could have been offered or given from other sources such as private chat rooms or other ways as well."

FEMALE AGED 18, CURRENTLY STUDYING AT COLLEGE.

"It gave me low self esteem and an extreme case of anxiety and depression, making me scared to leave the house and go to school. It affected my appetite reducing my weight to 61 lbs/4.4st.

I started self-harming regularly, but never told anyone. My bullying was due to the way I looked, mainly my teeth and weight which started the name calling and being labeled as anorexic."

MALE AGED 17, CURRENTLY STUDYING AT A COLLEGE IN BRIGHTON

"I don't think the people who bullied me thought they were bullying. They had the idea that it was needed to "put me in my place" as I "deserved it" etc. It has completely destroyed

my self confidence and now I have developed social anxiety and find it hard to make friends as I constantly think everyone is whispering something behind my back and that I don't deserve friends."

MALE AGED 17, CURRENTLY AN APPRENTICE.

"From the age of 9 I got bullied for walking differently (I have cerebral palsy). Then I started to get picked on because I was fat. When I was 12 I started to self-harm as a way to deal with it. When I was 13 I changed school and there used to be this boy that would come up to me and smack me

around the face and push me over and stuff. The teachers always knew he was crazy and did that kind of thing to people but they didn't seem to care. A year later, I became bulimic."

FEMALE AGED 21, CURRENTLY STUDYING PART-TIME AND WORKS AS A MODEL

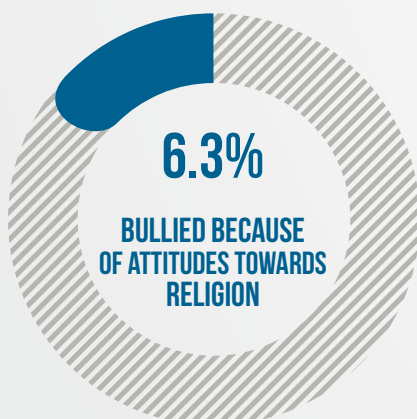
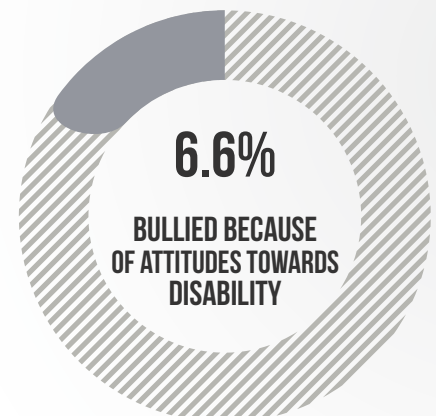
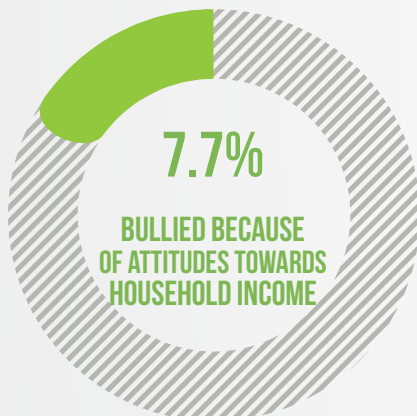
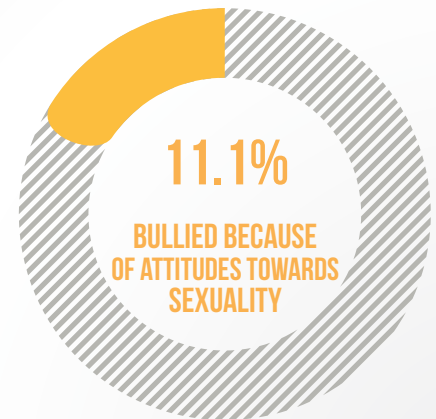
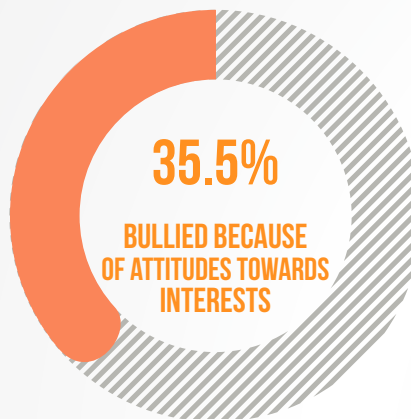
"Bullying made me completely hate myself and I still feel very bad about that. Although I am a model I still feel very self-conscious and it's awful in relationships. I always doubt whether I'm good enough for the person, if they're alright with me being black, if

they're OK with my glasses. Its all an awful never ending circle of pain and more kids need to realise the affect it has on you."

KEY FINDINGS: REASONS

69%

of young people experience bullying before their 18th birthday. Of this figure, 35.2% were male, 61.9% were female and 2.2% were transgender. 53.6% were bullied in primary school, 77.1% in secondary and 13% at college.

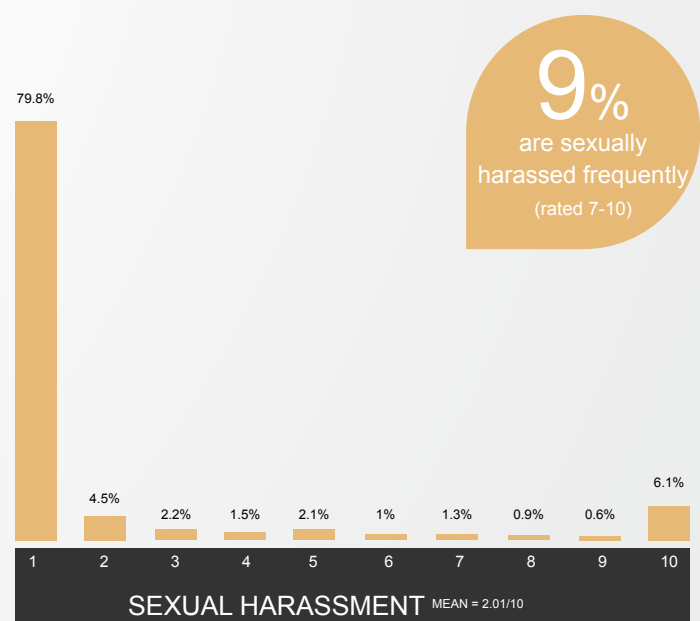
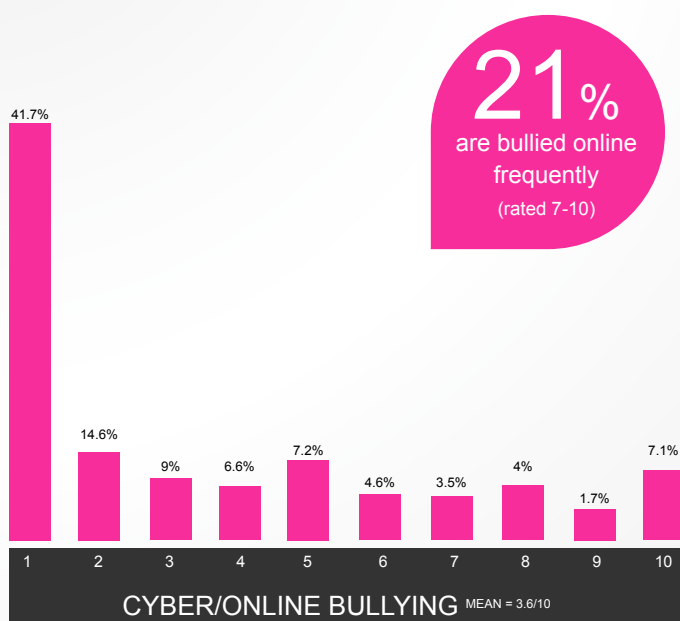
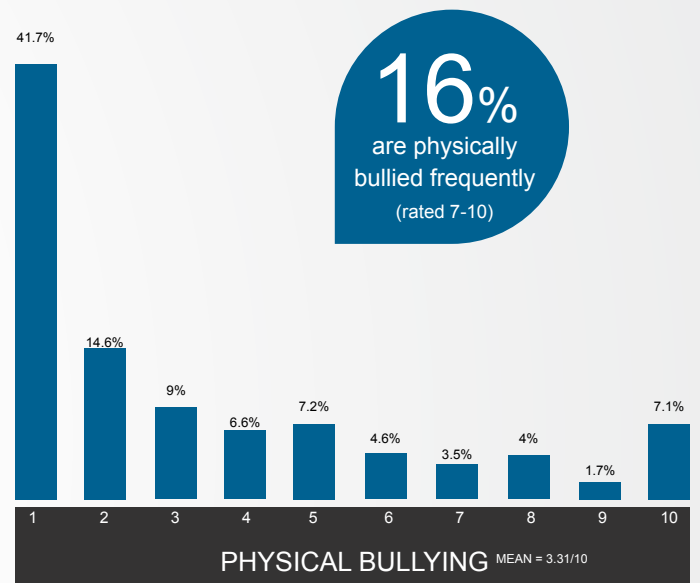
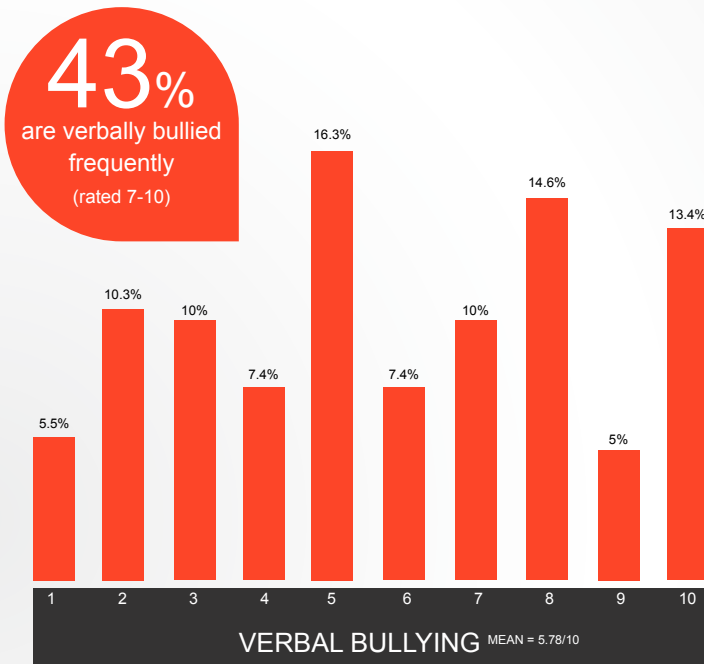


Students were asked to choose from a list of 9 available options but were also able to submit their own ideas on why they believe that they have been targeted by bullies. Popular reasons include: jealousy, bullying by association, cognitive ability, family structure and background, medical conditions and personality.

KEY FINDINGS: FREQUENCY

Q: ON A SCALE OF 1-10, HOW FREQUENTLY ARE YOU BULLIED?
1 INDICATES NEVER, 5 OFTEN AND 10 DAILY.

FROM THE 69% OF STUDENTS (1275) WHO TOLD US THAT THEY HAVE EXPERIENCED BULLYING AT SOME POINT DURING THEIR LIVES.

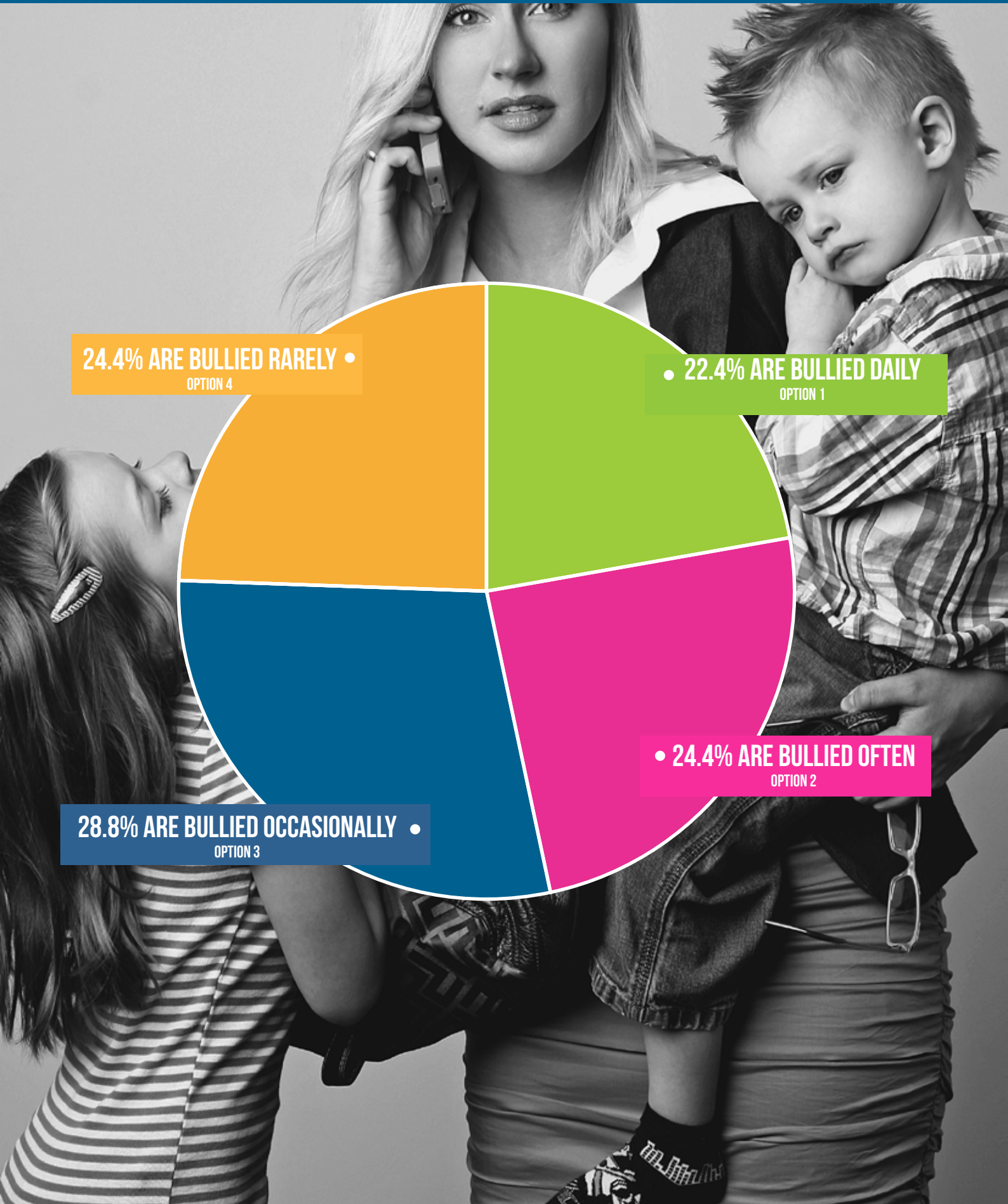


Q:

HOW FREQUENTLY ARE YOU BULLIED?

DAILY, OFTEN, OCCASIONALLY OR RARELY

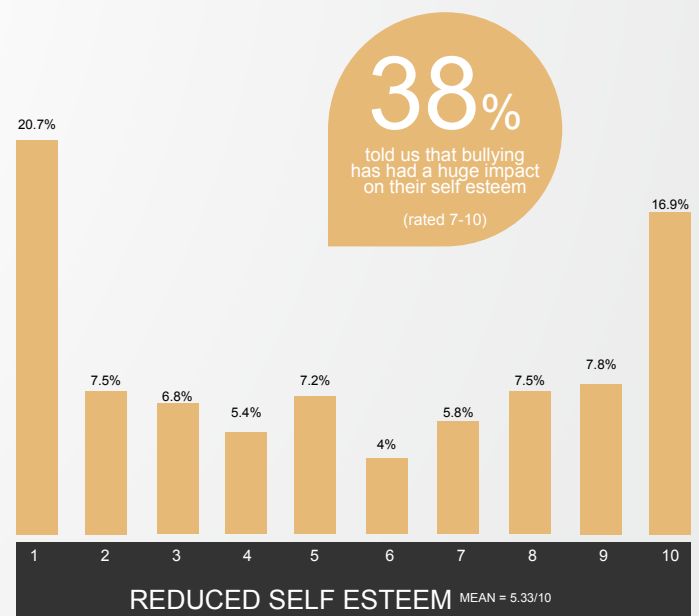
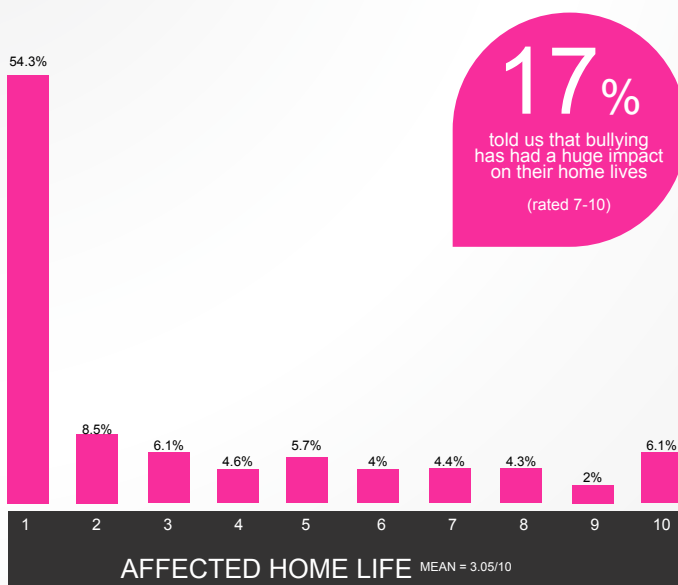
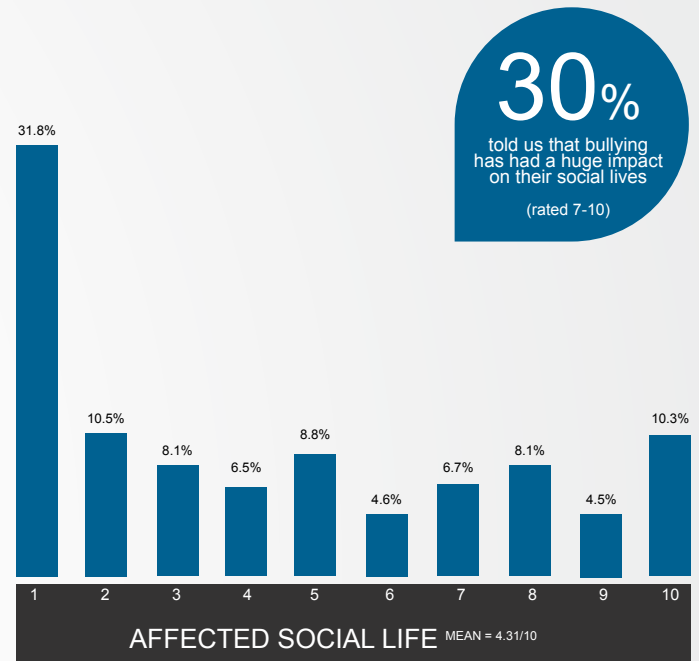
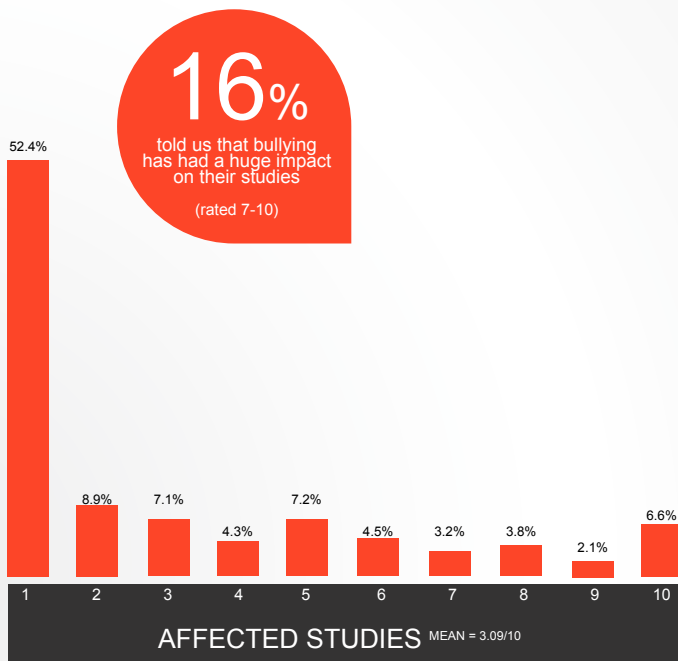
FROM THE 69% OF STUDENTS (1275) WHO TOLD US THAT THEY HAVE EXPERIENCED BULLYING AT SOME POINT DURING THEIR LIVES.



Q: ON A SCALE OF 1-10, HOW HAS BULLYING AFFECTED YOU?

1 INDICATES NOT AT ALL, 5 SOMEWHAT AND 10 AN EXTREME EFFECT.

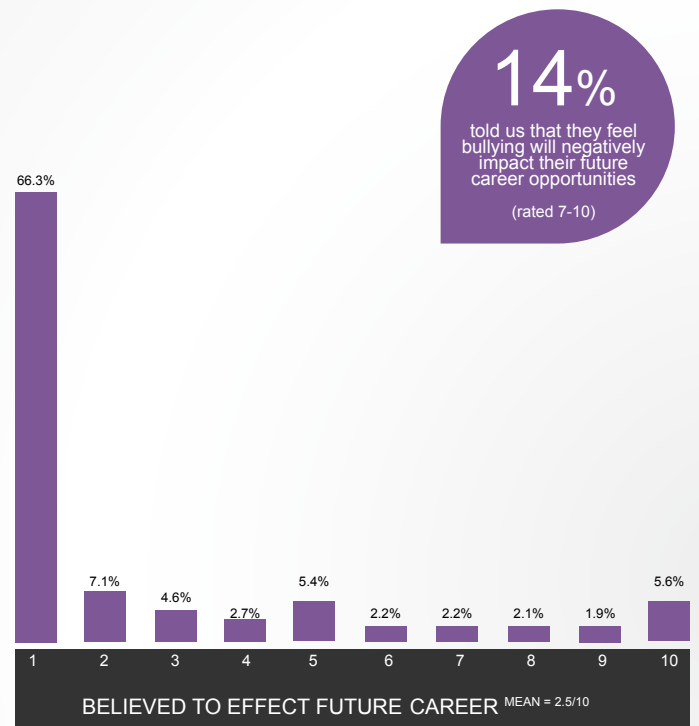
FROM THE 69% OF STUDENTS (1276) WHO TOLD US THAT THEY HAVE EXPERIENCED BULLYING AT SOME POINT DURING THEIR LIVES.



Q: ON A SCALE OF 1-10, HOW HAS BULLYING AFFECTED YOU?

1 INDICATES NOT AT ALL, 5 SOMEWHAT AND 10 AN EXTREME EFFECT.

FROM THE 69% OF STUDENTS (1275) WHO TOLD US THAT THEY HAVE EXPERIENCED BULLYING AT SOME POINT DURING THEIR LIVES.



Q: AS A RESULT OF BULLYING, HAVE YOU EVER ENGAGED IN ANY OF THE FOLLOWING BEHAVIOURS?

FROM THE 69% OF STUDENTS (1275) WHO TOLD US THAT THEY HAVE EXPERIENCED BULLYING AS SOME POINT DURING THEIR LIVES.





SELF HARM

24% SAID YES

SUICIDAL THOUGHTS

25% SAID YES

TRUANCY

17% SAID YES

ANTI-SOCIAL BEHAVIOUR

19% SAID YES



Q:

WHAT KIND OF SUPPORT DID YOU ACCESS AND HOW SATISFIED WERE YOU?

1 INDICATES NOT AT ALL, 5 SOMEWHAT AND 10 INCREDIBLY.

FROM THE 69% OF STUDENTS (1275) WHO TOLD US THAT THEY HAVE EXPERIENCED BULLYING AS SOME POINT DURING THEIR LIVES.

**39.8% TURNED TO A
FAMILY MEMBER
FOR SUPPORT.**

MEAN VALUE OF SATISFACTION:
6.06/10

**38.2% TURNED TO A
TEACHER
FOR SUPPORT.**

MEAN VALUE OF SATISFACTION:
5.48/10

**36% TURNED TO A
FRIEND
FOR SUPPORT.**

MEAN VALUE OF SATISFACTION:
5.68/10

**17.9% TURNED TO A
COUNSELLOR
FOR SUPPORT.**

MEAN VALUE OF SATISFACTION:
5.22/10

**5.3% TURNED TO
SOCIAL MEDIA
FOR SUPPORT.**

MEAN VALUE OF SATISFACTION:
5.22/10

**4.2% TURNED TO
HELPLINES
FOR SUPPORT.**

MEAN VALUE OF SATISFACTION:
5.57/10

57%

**WERE NOT HAPPY WITH
THE SUPPORT AVAILABLE
TO THEM.**

(RATED 1-6)

DEMOGRAPHIC VARIANCE

THE ROUTE OF BULLYING



About Demographic Variance

We believe that it is important to look beyond the overall statistics and trends in bullying and so we were interested in producing a much more detailed analysis with our data. How does the experiences and outcomes of bullying vary between different demographic profiles? Which members of society are most at risk from certain types of abuse? We have produced an innovative and emotional insight that has never been done before in bullying research and intelligence. We call it the Route of Bullying.

Using complex algorithms and data extrapolation techniques we have been able to identify how similar experiences of bullying and attitudes can be shared amongst certain minority groups. This has helped us to identify which groups are most vulnerable and at risk of bullying and of certain reactive behaviours.

This analysis was on the basis of 1,843 students from across the UK and it is important to note that these conclusions are based from this sample only and may not be accurate in all instances. The data portrays bullying in a new and informative way, highlighting key areas of concern and areas for improvement.

For the purpose of usability, we have colour coded each cell - green cells indicate that the value is below average, yellow indicates that the value is on or around average and red indicates that the value is above average and subsequently applies more to the correlating minority group.

For example, if minority group A was coded green for "Frequency of verbal bullying" and minority group B was coded red - this would mean that group B are at most risk of verbal bullying and group A are rarely targeted in this instance.

BELOW AVERAGE
LOW RISK

AVERAGE
MODERATE RISK

ABOVE AVERAGE
HIGH RISK



**CLICK THE ABOVE ICON TO DOWNLOAD
THE ROUTE OF BULLYING SPREADSHEET**



Recommendations

We have compiled a list of key recommendations that we believe schools and colleges as a whole should consider when formulating their own anti-bullying strategies and policies. Some recommendations may be more suitable to certain environments than others, but based on the data submitted to the Annual Bullying Survey 2013, here are some of the tactics and policies that we believe could help schools and colleges with popular issues.

Cyber Bullying

Our research highlights that 21% of young people have been bullied online. We predict that this will rise given the increased availability and transparency of social networking websites and so it is important to work proactively to try and combat it. Emphasis must be made on educating young people about the dangers of using online social networks and forums, with special interest towards “sexting” and the sharing of explicit images. Young people need to also be taught about the criminal liability of content that is posted online with motives to harass, intimidate, attack or to slander others.

Verbal Bullying

Of the students who get bullied, 43% told us that they encounter verbal bullying on a highly frequent basis. A zero-tolerance approach towards verbal bullying needs to be established. It can be easy to underestimate the detrimental effect that verbal taunts can have upon the esteem and personal welfare of a victim.

Sexual Harassment

Reports of sexual bullying and harassment are a major concern and a zero-tolerance approach must be implemented to ensure that students are aware of the seriousness of actions such as sexual jokes and rumours or unwanted physical contact. Students must be encouraged to report such behaviour to teachers, counsellors, parents and the Police.

Minority Groups

We found that the most vulnerable groups were (in no particular order):

- Those with disabilities
- LGBT
- Certain religious and cultural groups
- Students from high-income backgrounds

It is important for education establishments to be aware of the population structure and where

possible, work to ensure that all minorities are adequately represented. Education holds a huge opportunity for teaching young people about different cultures, religions, lifestyles and disabilities for example.

Appearance-Based Bullying

Appearance-based bullying holds strong correlation with esteem issues and so it is absolutely essential for this issue to be addressed with urgency as 60.2% of bullied students told us that they were being targeted over how they look. Schools and colleges need to promote awareness campaigns and host things like workshops and guest speakers to create interactive campaigns.

Extra-Curricular Activities

Extra-curricular activities and societies can be implemented to create diversity and engagement for people of different backgrounds. Events such as “Culture Week” or food and fashion festivals can be used to actively engage and educate young people about certain minority groups. Black History Month is a good example of diversity celebration. Enrichment activities can also be used to promote a diverse range of different interests and can provide students with an opportunity to



We Can Help You

We offer research and consultancy services to schools and colleges from across the UK. Here are just a few of the things that we can do for you:

- Research and analysis
- Benchmarking
- Consultancy
- Strategy formation
- Event planning and execution
- Campaign planning and execution

To find out more visit:
www.DitchtheLabel.org/education

Charitable Dimensions

Schools and colleges should work to establish charitable arms to their organisation; building up a culture that is caring, inclusive and for a wider purpose and interest.

Secondary Schools and Colleges

Schools and colleges must become more proactive with their approach to bullying. This means fully understanding how to respond when help is asked of them, as it is essential that every student and parent can be made aware of what procedure they can follow.

Teachers for Support

The second highest frequency of students turned to teachers when in need of help and support. We received several accounts from students who told us that teachers often tended to be dismissive and saw bullying in a less serious light. Teacher training on bullying protocol is absolutely essential as teachers are increasingly the first point of call for many students in need.

Friends and Family for Support

Education and information needs to be made available for parents and the friends of victims. We have support documents and advice freely available on our website, DitchtheLabel.org. Schools and colleges must become more proactive with their approach to educating the peers of bullying on how to respond when somebody needs their help as every student, and parent must be aware of what procedure to follow.

Counselling for Support

The percentage of students using counselling services was low with just 24% of students using such services. Many students who are bullied continue to have severe effects on their self-esteem and social life, with many reporting suicidal thoughts and self-harm. Counselling services are essential in rebuilding self-esteem, confidence and good mental health. Available services should be promoted and possibly rebranded to encourage more students to use them.

Helplines and Social Media

Helplines and social networking were not often used for support however for some students who

are either embarrassed or scared, the anonymity of such support is essential so such services should be advertised around schools and colleges.

Suicide and Self Harm Support

We were alarmed to find that 24% of bullying victims have self harmed and 25% have had suicidal thoughts as a result of bullying. It is absolutely essential that the appropriate support services are made available to all students and are well promoted within schools and colleges. Parents and friends need to be aware of the warning signs and must be educated upon the appropriate protocol to take.

**DITCH THE
LABEL**

YOUR WORLD, PREJUDICE FREE .