

**DITCH THE
LABEL**

YOUR WORLD, PREJUDICE FREE .

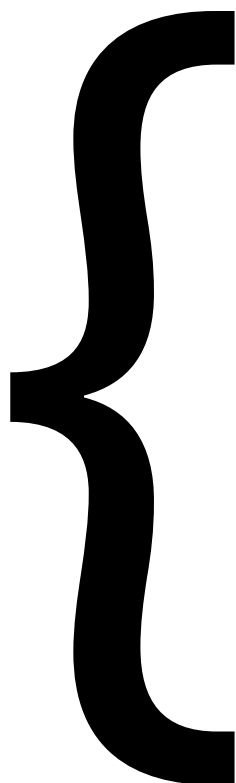
**THE
ANNUAL
BULLYING
SURVEY
2014**

#ABS2014

#ABS2014

WELCOME TO THE ANNUAL BULLYING SURVEY 2014

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ABOUT DITCH THE LABEL

Did you know that 45% of young people experience bullying before the age of 18? Of that figure, 30% of young people have self harmed and 10% have had a failed suicide attempt.

Bullying in the UK is now at epidemic proportions and is currently showing no signs of decline. We are Ditch the Label. We can and we will reduce the effects and prominence of bullying in the UK.

About Ditch the Label

We are one of the UK's fastest growing anti-bullying charities. We have been working endlessly to reduce the effect and prominence of bullying within schools and colleges across the country.

In the past year, here is just some of the incredibly things that we have been doing:

- Worked with over 150 schools and colleges on research and consultancy

packages: helping to create real measurable reductions in bullying, discrimination and hate crimes.

- Produced leading, world-class research into bullying using some of the largest, highest quality student data samples in existence.
- Developed the world's largest online peer-to-peer support network with over 35,000 teenagers regularly trading advice and support.
- Provided one-to-one support to over 5,000 young people in the United Kingdom through our partnership with Habbo: the world's largest online teen community, with over 280 million users.
- Promoted wider issues of equality, diversity and bullying within the world's media with features including The Guardian, The Times, The Independent, The New York Times, BBC 1, BBC 2, ITV, Channel 5, BBC Radio 1, BBC Radio 5 plus most major national news outlets.

Our approach to bullying is slightly unorthodox. As young people ourselves and having gone through bullying, we know how it feels. We understand that many young people feel disconnected from many support services and dissatisfied with the advice that they are given. Our approach is about empowering and inspiring young people without making them feel victimised. We also believe that it is important to teach young people that being different is something that should be embraced with pride.

If you feel that we are a good fit for your school or college, please do get in touch!



About The Annual Bullying Survey

This report has been produced in partnership with 37 schools and colleges from across the UK and has surveyed over 5,000 young people aged 13-22 as a means of measuring the current climate of bullying across the country.

Now in its second year, The Annual Bullying Survey is one of our most extensive annual projects. The survey enables us to continuously measure trends and changes within the sphere of bullying so that we can continue to produce world class interventions and preventative solutions. The Annual Bullying Survey also serves as a benchmark project; identifying key strengths and weaknesses on a year-on-year comparative basis.

All of our research is publicly available without fee at DitchtheLabel.org/bullying-statistics-and-research.

With Special Thanks

We would like to thank everyone who has helped us produce, analyse and disseminate our research. Special thanks goes to:

- Liam Hackett, Ditch the Label CEO
- Professor Ian Rivers, Ditch the Label Chairman
- Jon Cross, Ditch the Label Director of Services
- Benjamin Wetherall, Ditch the Label Research Assistant
- Bullet PR
- Plus all of the schools and colleges who participated, with special mention to: Hills Road Sixth Form College, Greenshaw High School, Sydenham School, Notley High, Cornwall College, Hartlepool College of Further Education, Cranbrook, Havering College of Further and Higher Education, Crofton School & Portsmouth Academy For Girls.

EXECUTIVE SUMMARY

From Liam Hackett, Founder and CEO of the Ditch the Label charity.

This year marked a shift in focus towards research that was much more inclusive of students from different age profiles. Our 2013 edition focused heavily on students currently studying at college; whilst our 2014 edition was inclusive of participation from both colleges and high schools aged 13-18. The response to our research was overwhelming, with over 30 establishments and 3,600 students taking part. We look forward to continued growth throughout future editions.

The Annual Bullying Survey 2014 provides an in-depth and thought-provoking insight into the current climate of bullying within the United Kingdom. Our research has highlighted key areas of concern, along with the key demographic profiles most at risk of bullying and the varying impact that bullying is having upon the lives of millions of young people from across the country.

Our statistics highlight the significance of certain aspects of bullying in young peoples' lives; with the majority of young people claiming to have been bullied as a direct result of the attitudes towards their appearance, weight or body shape. Appearance related bullying is something that young people are finding incredibly personal and is having a significant and potentially long-term impact upon their self-esteem.

In addition, we found that young people currently have strong prejudice-based ideas and beliefs; namely on the basis of sexuality, race, disability, gender identity and culture. When combined together, prejudice based bullying accounted as the second most frequent basis of attack. We found that young people were less willing to incorporate students who are transgendered, autistic, those with a learning disability or those who do not look or dress favourably. Our data suggests that young people with experiences of bullying were less likely to hold prejudice-based beliefs than those who had not which may indicate higher rates of empathy towards others.

We were concerned to find that from those who had experienced bullying, 30% had self harmed, 30% had suicidal thoughts and 10% have tried to kill themselves as a direct result of bullying. Other common reactive behaviours included truancy, anti-social behaviour and the abuse of drugs or alcohol.

We found a direct correlation between self-reported grades and bullying, indicating that those who have experienced bullying are less likely to achieve A* and A grades than those who have never been bullied. In addition, 56% of bullied students consciously felt that bullying was having a negative impact on their studies.

Bullying is having a profound impact upon the self-esteem, social lives, optimism and studies of millions, which as many of us know, can extend beyond the school gates and continue to impact people throughout adult life.

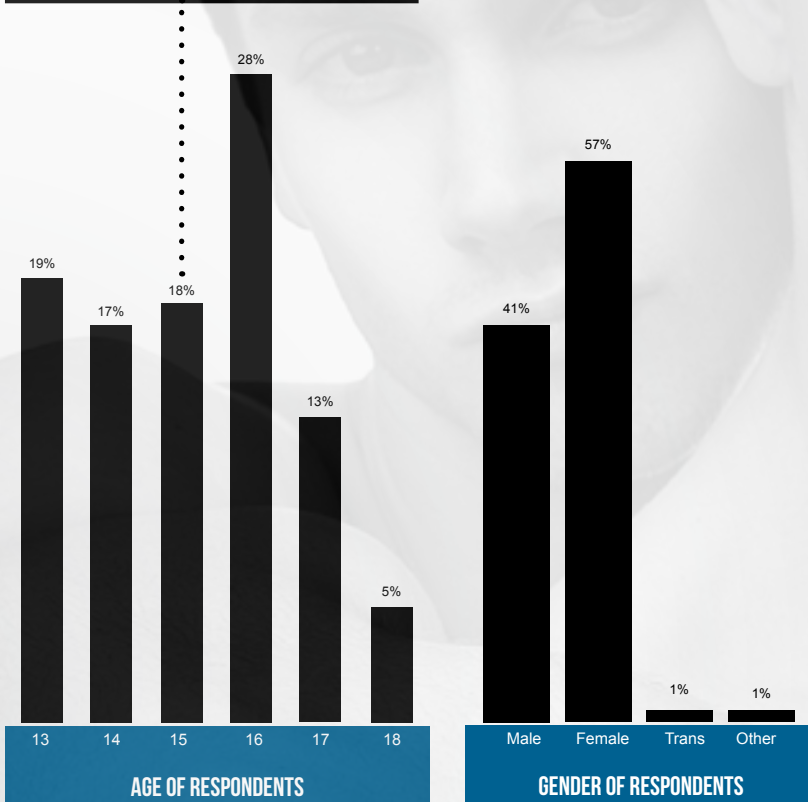
Our research highlights the extreme impact that bullying is currently having on young people studying in schools and colleges in the United Kingdom. There is now an urgent need for action. It is my hope that our research, message and intervention programmes will be used not only to raise awareness of the severity attached to bullying but also help us to reframe the prejudices and perceptions within wider society.



Liam Hackett
Founder and CEO

METHODOLOGY - SAMPLE

Average age: 15.1



Methodology

The Annual Bullying Survey 2014 was conducted in partnership with 37 schools and colleges from across the United Kingdom. Each establishment was given a unique identifier for their students to gain access to the survey.

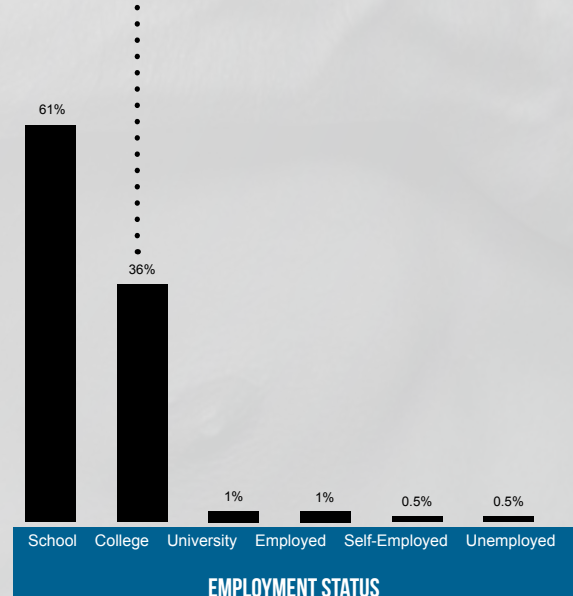
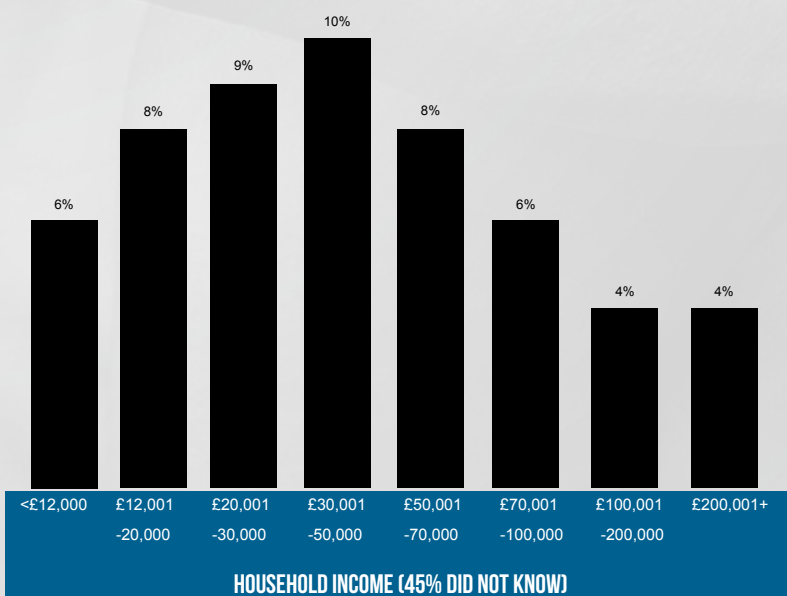
The unique identifier also enabled us to compare and contrast geographical data and create tailored reports for those who required them.

The survey was available online from October 2nd 2013 until February 28th 2014 and students were allocated time during registration and PSHE sessions to complete the survey independently.

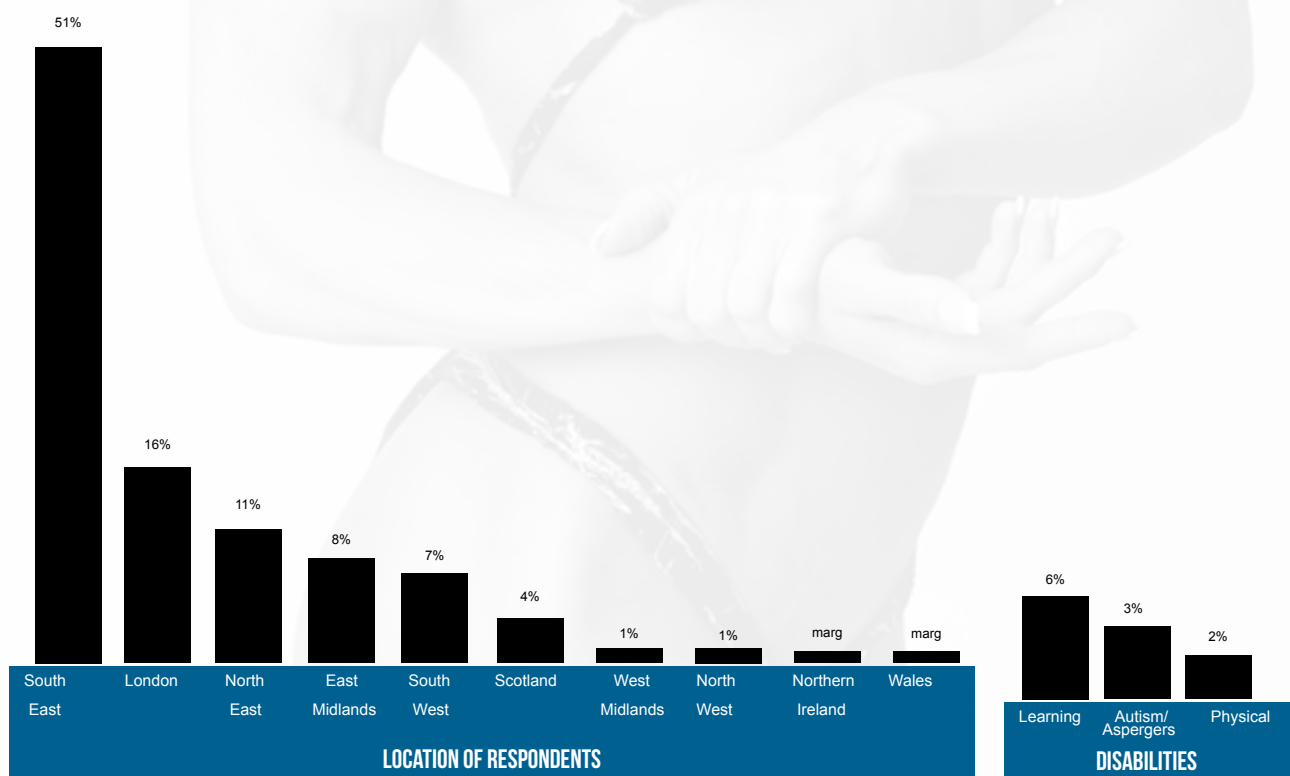
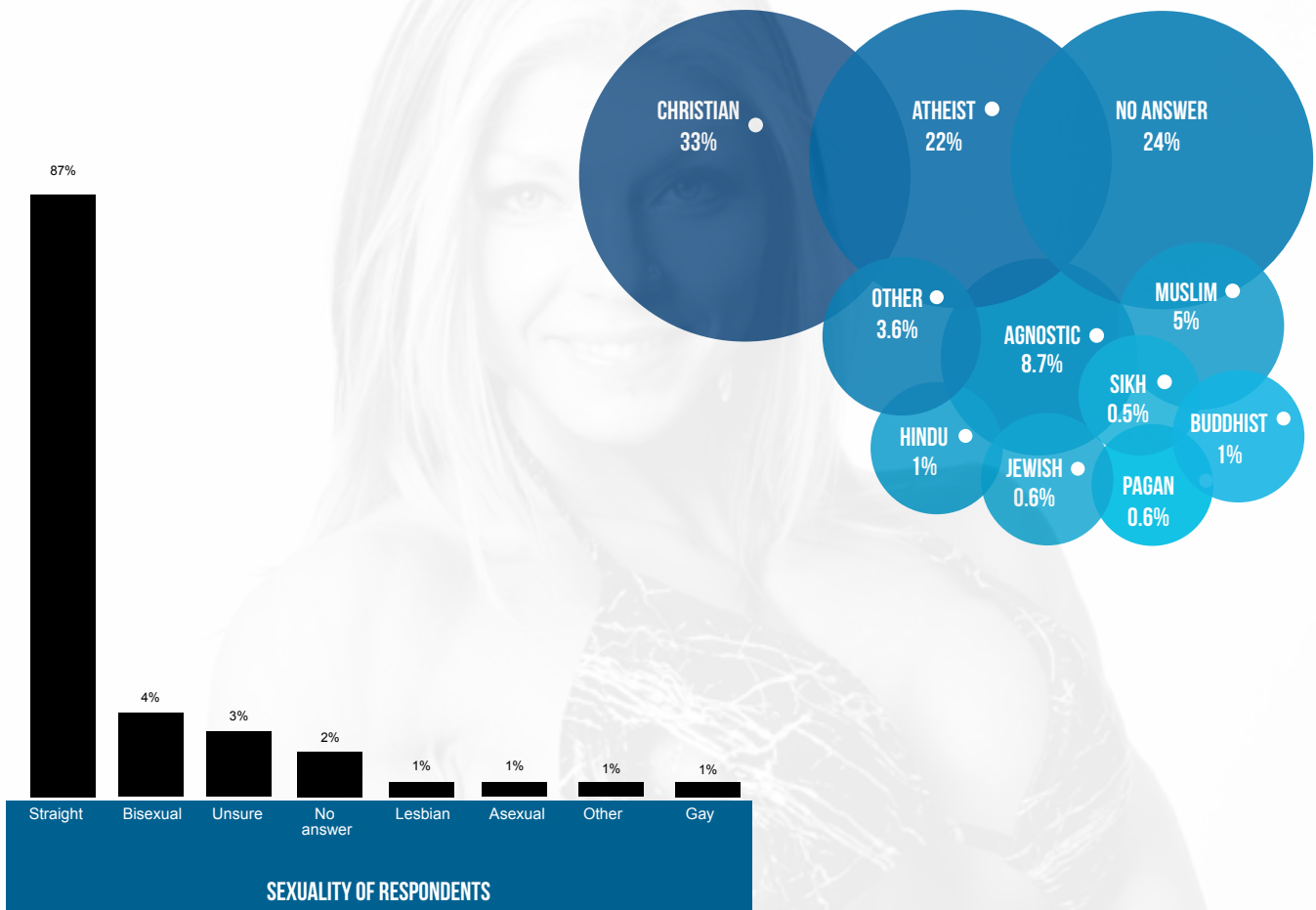
Upon collection, the data was manually cleansed to remove incomplete and non-factual submissions. Our original data sample was at 5,951, upon cleansing this was reduced to 3,616.

Once cleansed, the data was then analysed using SPSS data extrapolation software. Data was then checked using internal auditing procedures and then verified by our chairman, Professor Ian Rivers of Brunel University.

97% were school and college students



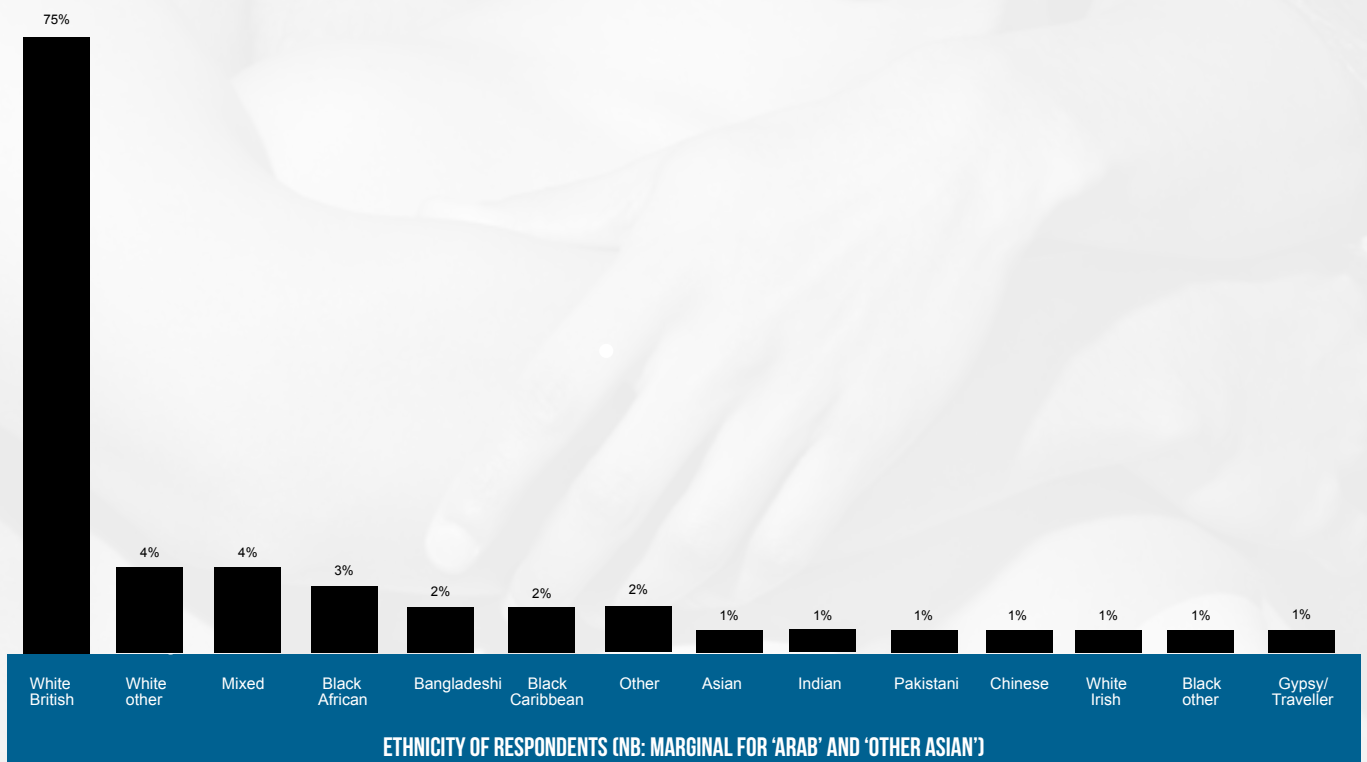
METHODOLOGY - SAMPLE



METHODOLOGY - SAMPLE

55%
HAVE NOT EXPERIENCED
BULLYING

45%
HAVE EXPERIENCED
BULLYING



CASE STUDIES

We would like to thank the students who bravely submitted their case studies for use in this report. Please note that we have withheld personal details to protect the identity of respondents.

MALE, AGED 18, WEST MIDLANDS

I have been bullied physically, emotionally and verbally and the effects cause many unwanted feelings however there was 1 type of bullying I was going through but did not recognise which is sexual bullying. It happened a lot but because schools do not teach much about it I did not recognise it was wrong until it got to a point of feeling suicidal. When I did tell it was sorted but I was never told what it was and although it had stopped the

effects carried on. Because of the bullying I experienced it caused many effects; some of which I am only just overcoming and it wasn't until I went for counselling I realised what it was. Since then I have been learning a lot about sexual bullying as I want more people to know about it and realise it is not ok. Rather than staying silent because they don't understand it is wrong or that the teacher would laugh like it didn't count.

FEMALE, AGED 16, EAST MIDLANDS

Bullying is something that will haunt me for the rest of my life. I have been tossed between different people and different groups hating and bullying me. When you're a 7 year old girl and everyone (including teachers and parents) call you fat and then tell you to grow up when you try to tell them that you're being bullied, I don't know what you're supposed to do? I was bullied from the

ages of 5-13 by a range of people in a variety of different ways. I resorted to self harm and drinking to try and get the thoughts out of my head. I attempted suicide, developed an eating disorder and many of my grades suffered. I am 16 now and finally recovered, but the damage the bullying caused me will never go away. It will be with me for the rest of my life.

MALE, AGED 15, SOUTH WEST

An old friend bullied me because he suddenly decided that he didn't like me. One time they told me that they had a knife and were going to stab me with it. My school did nothing, my mum went to the Police who spoke to him. I didn't want to go to school anymore. Some of the kids in my year thought what happened was funny and the bully

got 'God like' status. I now have anger management problems because I don't know how to deal with this anymore. It impacts my relationships, especially with my family.

FEMALE, AGED 17, EAST MIDLANDS

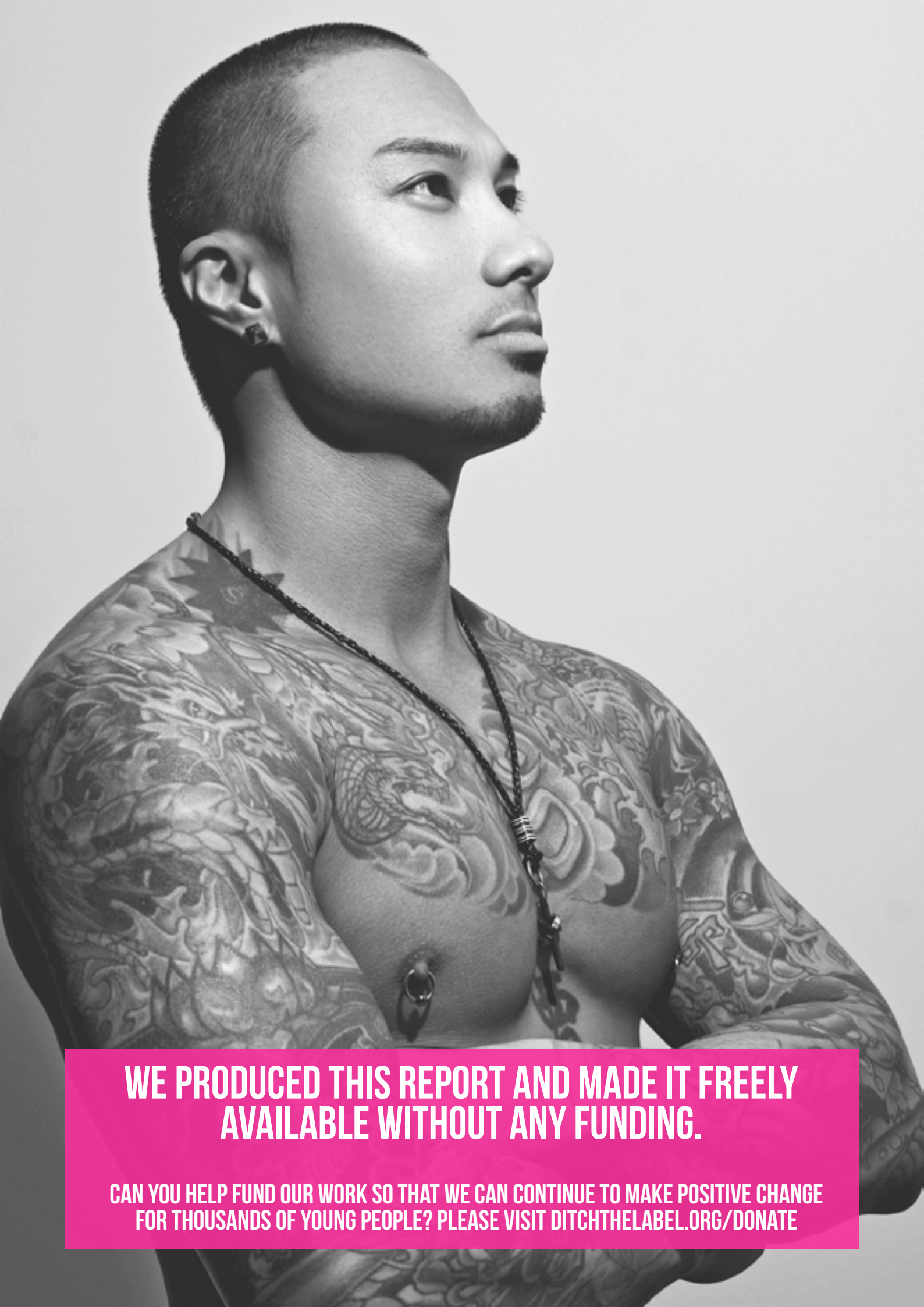
The bullying I have experienced during my educational years has always been due to something I'm interested in, for example I've always preferred 'boys' toys or TV shows/movies aimed for boys. People thought that was weird and gave me a lot of hassle for it. I feel that bullying has helped me develop as a person because I learned to ignore a lot of people who said things to me. I now have

a constant fear that my friends don't like me. I find it hard to appreciate compliments because a fair amount of my bullying was people who gave me fake compliments, laughing at me when I said 'thanks', so now I don't know if people are being sincere or not and I feel that it has severely affected my social skills and any future relationship I have I may think that they're lying to me.

FEMALE, AGED 16, NORTH WEST

I have been bullied for my entire life. I could never get away from the bullies, especially as some of them live with me. I blame myself for the bullying; I think I deserve it. After years of being told that I am fat, ugly, weird and should kill myself I have believed every word of what I have been told. After being emotionally and physically bullied, I

turned to starving myself and self harm. It has pretty much ruined my life. I want to die but I couldn't do that to mum, so I have to put up with it.

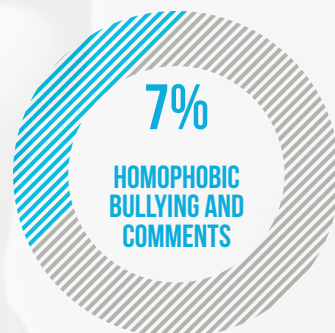
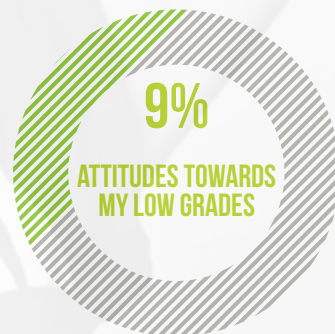
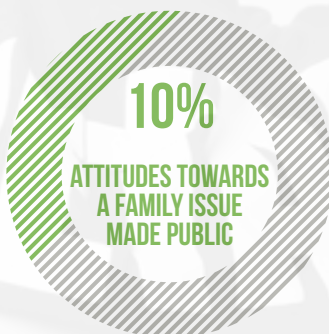
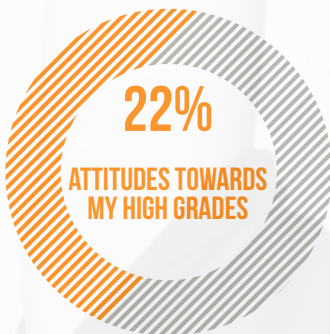
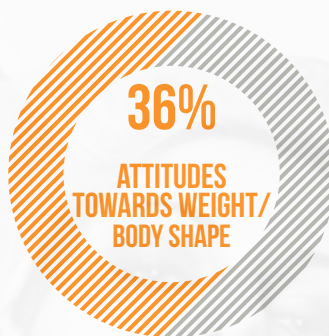


**WE PRODUCED THIS REPORT AND MADE IT FREELY
AVAILABLE WITHOUT ANY FUNDING.**

**CAN YOU HELP FUND OUR WORK SO THAT WE CAN CONTINUE TO MAKE POSITIVE CHANGE
FOR THOUSANDS OF YOUNG PEOPLE? PLEASE VISIT [DITCHTHELABEL.ORG/DONATE](https://ditchthelabel.org/donate)**

KEY FINDINGS: REASONS

Of the 45% of young people experiencing bullying, we asked them to explain the nature of the bullying that they have experienced. Below are the reasons that young people felt that they were being targeted.





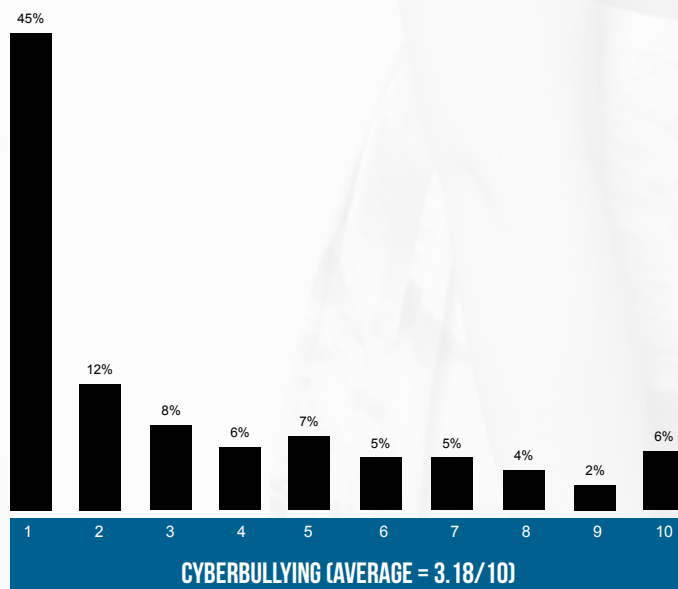
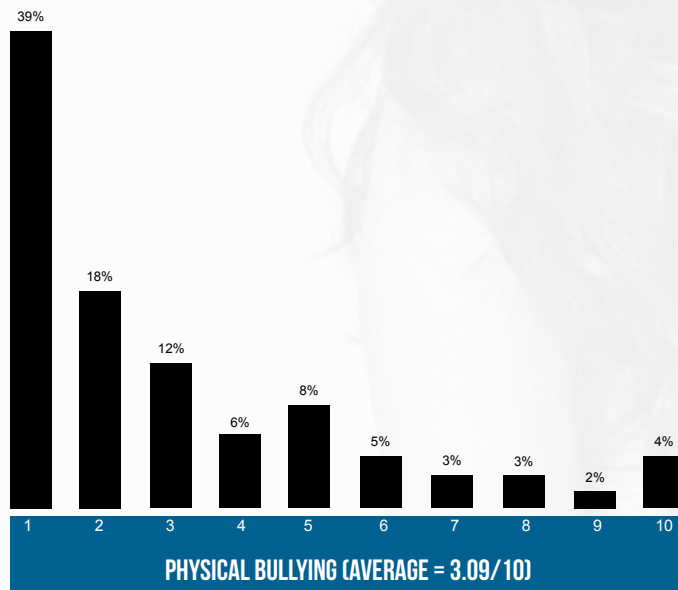
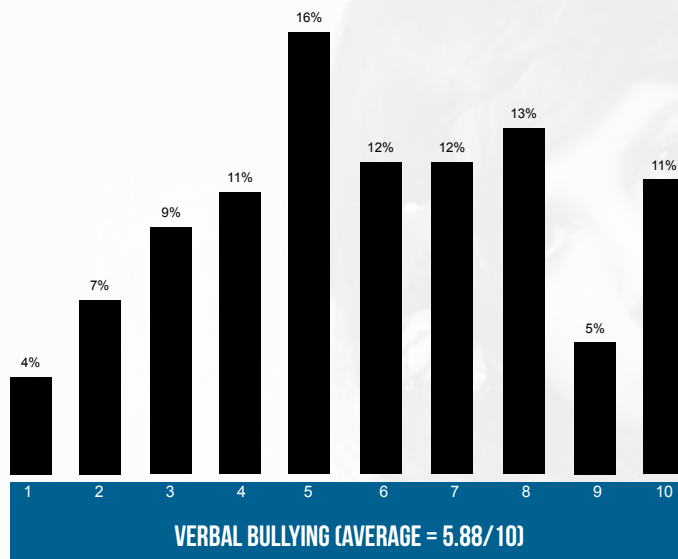
**DITCH THE LABEL IS READY AND WAITING TO HELP
YOUR SCHOOL OR COLLEGE.**

**DID YOU KNOW THAT WE CAN DEVELOP TAILOR MADE INTERVENTIONS TO ADDRESS ANY
BULLYING OR PREJUDICE RELATED ISSUES IN YOUR COMMUNITY?**

PLEASE CONTACT JON@DITCHTHELABEL.ORG FOR MORE INFORMATION.

KEY FINDINGS: FREQUENCY

Of the 45% of respondents who have experienced bullying, we asked them to rate on a scale of 1-10 the frequency of the bullying that they have experienced (1 indicates never, 5 often and 10 highly frequently)



Definitions

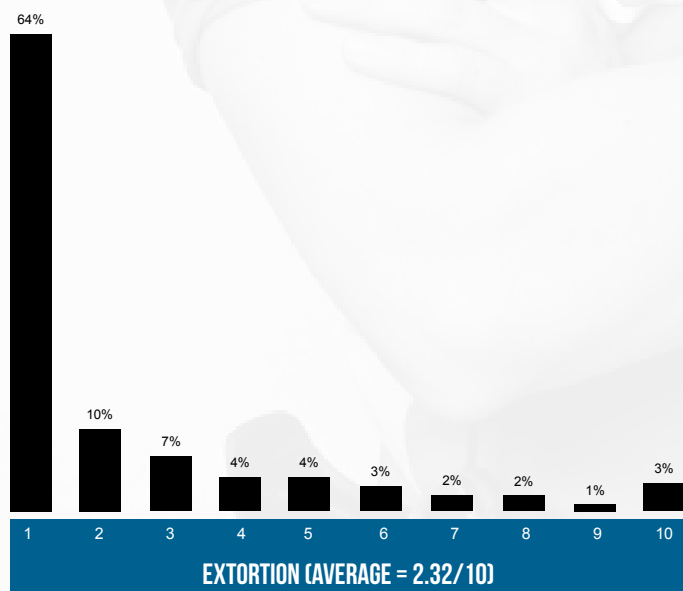
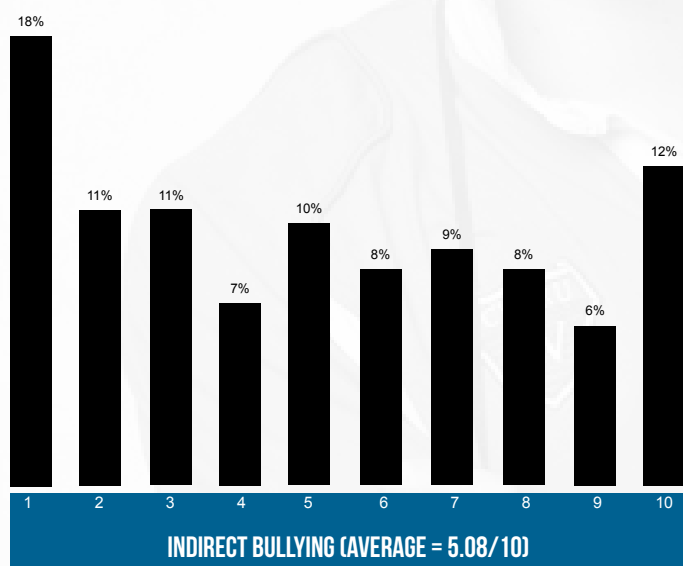
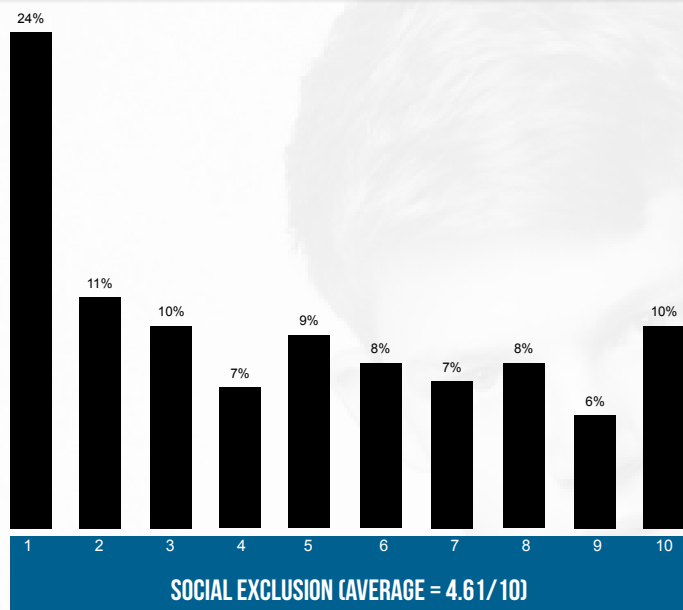
For the purpose of this research, the following definitions were communicated with respondents:

- **Verbal bullying:** anything that is said to offend including insults, teasing, abusive and threatening language.
- **Physical bullying:** any type of aggressive contact such as hitting, tripping, pushing and shoving.
- **Cyberbullying:** any bullying online or via phone i.e. on social networking sites, via text or email. Includes insults, threats, harassment and abusive language.
- **Sexual bullying:** unwanted comments, verbally and electronically, of a sexual nature and physical acts such as groping and sexual harassment.
- **Social exclusion:** being purposefully ignored or excluded from groups.
- **Indirect bullying:** spreading rumours, gossip, silent treatment and purposely breaking up friendships.
- **Extortion:** personal belongings being stolen or damaged, including money.
- **Sexual assault:** involuntary sexual act in which a person is threatened, coerced, or forced to engage against their will, including rape.



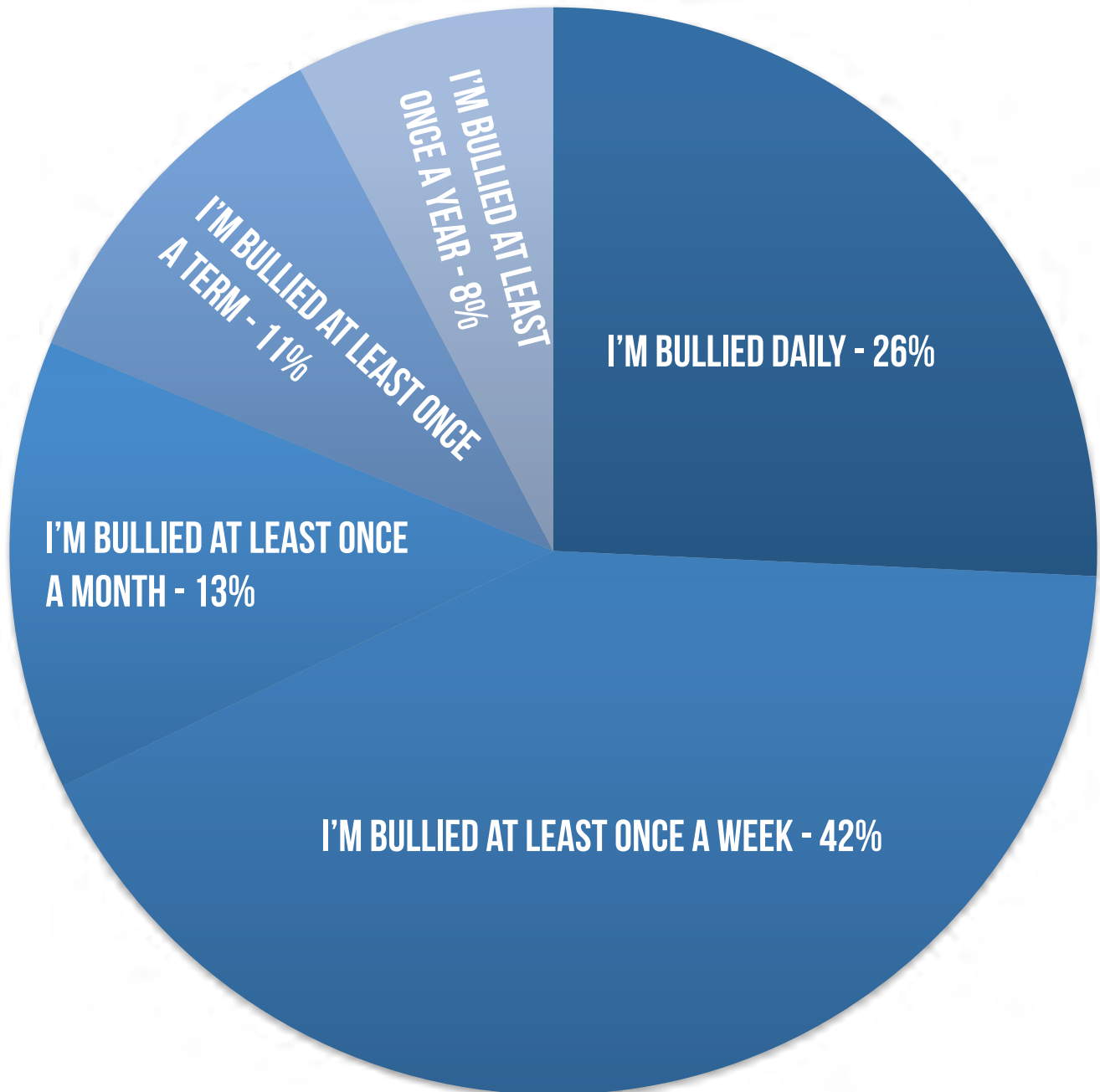
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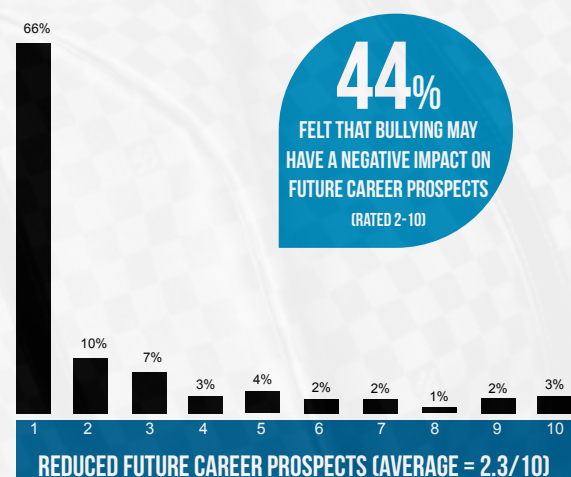
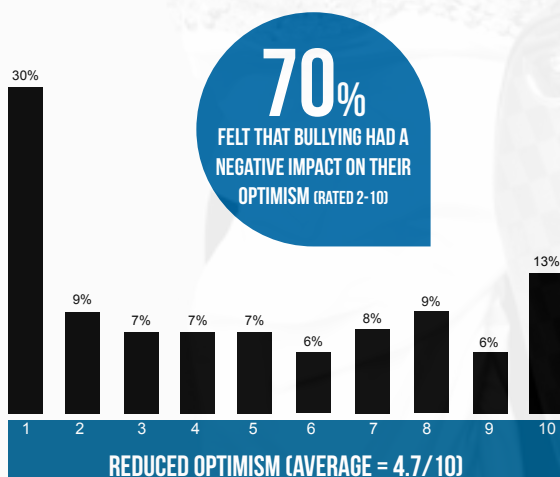
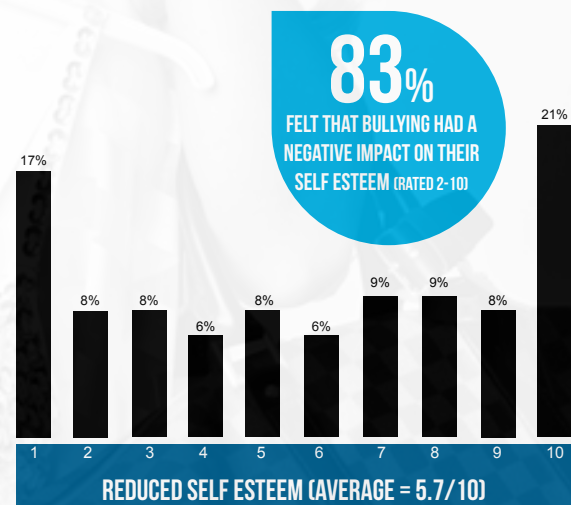
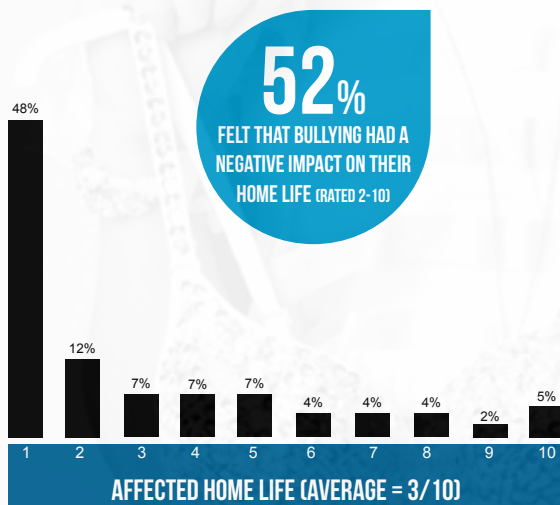
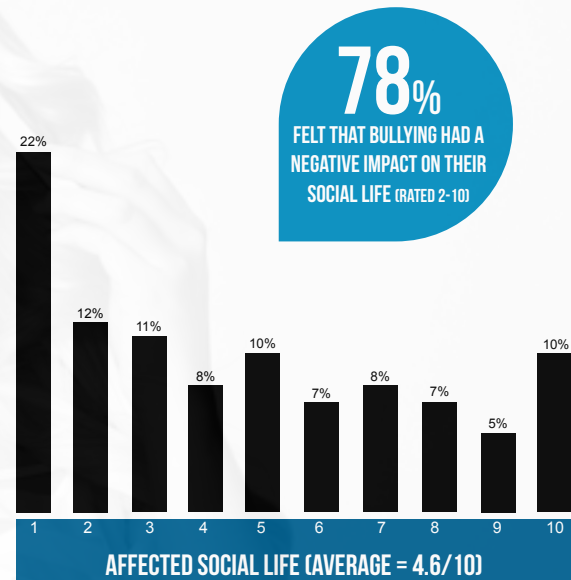
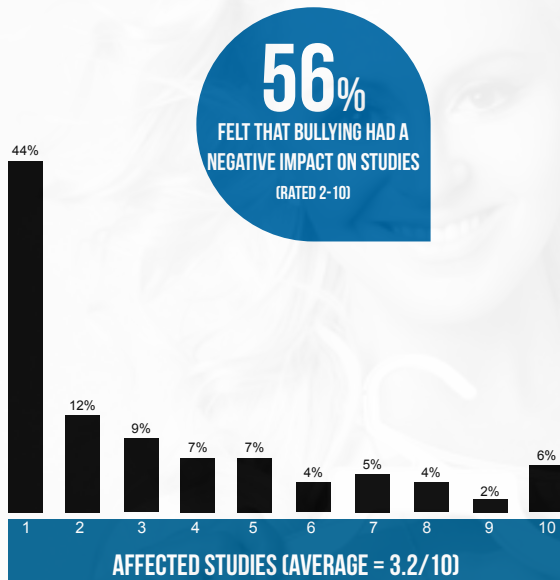
KEY FINDINGS: FREQUENCY

Of the 45% of respondents who have experienced bullying, we asked them to tell us how frequently they experience bullying overall.



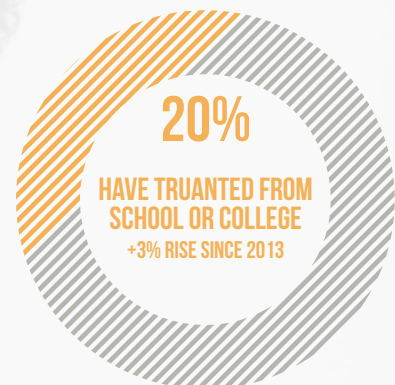
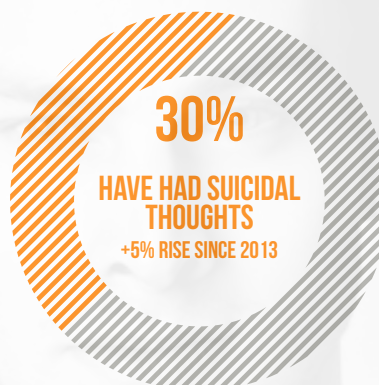
KEY FINDINGS: IMPACT

Of the 45% of respondents who have experienced bullying, we asked them to rate on a scale of 1-10 the impact that the bullying had on varying aspects of their lives (1 indicates not at all, 5 somewhat and 10 an extreme impact)



KEY FINDINGS: IMPACT

Of the 45% of respondents who have experienced bullying, we asked them to tell us what kind of behaviours they had exhibited as a direct result of bullying.



KEY FINDINGS: GRADES

We asked all respondents to tell us the latest grade that they have received in Maths, Science and English. We were then able to compare academic performance between those who had experienced bullying and those who had not.

MATHS

Maths	Not experienced bullying	Previously bullied	Currently being bullied
A*	21%	15%	13%
A	20%	21%	16%
B	20%	20%	16%
C	24%	24%	26%
D	8%	10%	12%
E	4%	4%	8%
F	2%	3%	5%
G	1%	1%	2%
U	0%	1%	2%

ENGLISH

English	Not experienced bullying	Previously bullied	Currently being bullied
A*	16%	15%	10%
A	25%	25%	16%
B	23%	22%	24%
C	21%	23%	26%
D	10%	10%	13%
E	3%	3%	7%
F	1%	1%	1%
G	0%	0%	1%
U	0%	0%	1%

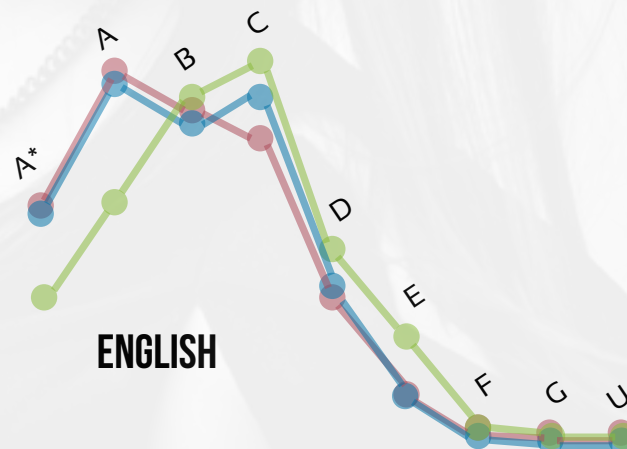
SCIENCE

Science	Not experienced bullying	Previously bullied	Currently being bullied
A*	25%	21%	16%
A	23%	22%	18%
B	19%	19%	20%
C	19%	22%	25%
D	9%	10%	10%
E	3%	4%	5%
F	1%	1%	4%
G	0%	0%	1%
U	1%	0%	1%

Not experienced bullying

Previously bullied

Currently being bullied



Trend Analysis

We found a direct relationship between bullying experience and grade performance. The trend we identified highlights that the higher the experience of bullying, the lower the average grades in Maths, English and Science.

We found that respondents who are currently experiencing bullying were least likely to achieve A* and A grades and most likely to achieve grades C and below and thus highlighting that bullying is having a significant impact upon academic performance.

KEY FINDINGS: SOCIAL ATTITUDES

We asked all respondents a series of questions designed to measure their social attitudes towards certain minority profiles. We were then able to compare and contrast attitudes between respondents who have experienced bullying and those that have not.

Not experienced bullying

Have experienced bullying

TRANSPHOBIA

4.8/10

TRANSPHOBIA

3.8/10

AUTISM/
ASPERGERS

3.8/10

AUTISM/
ASPERGERS

3.2/10

LEARNING
DISABILITY

3.6/10

LEARNING
DISABILITY

2.9/10

APPEARANCE
BASED

3.3/10

APPEARANCE
BASED

2.9/10

INTEREST
BASED

3.3/10

INTEREST
BASED

2.8/10

Measuring Social Attitudes

We asked respondents to rate on a scale of 1-10 the extent to which they agreed with prejudice-linked statements (1 for strongly disagree and 10 for strongly agree).

We were then able to compare and contrast the average values between respondents who have experienced bullying and those who have not. Below are the statements:

- **Appearance:** "I do not mind what my friends wear or look like."
- **Interests:** "I would not want to hang out with someone with different interests to me."
- **Homophobia:** "If I knew someone in my class was gay or lesbian, I would not want to be friends with them."
- **Religion based:** "I do not like mixing with people who have a different religion to me."
- **Sexism:** "I think women should only be housewives and mothers and not pursue a career."
- **Physical disability:** "I would prefer not to be friends with someone in a wheelchair."
- **Learning disability:** "I am happy to be friends with people who have learning disabilities."
- **Autism/Aspergers:** "I would happily be friends with someone who has Autism or Aspergers."
- **Transphobia:** "I think that it is okay for a boy to dress in girls clothes and vice versa."
- **Racism:** "I would rather not be friends with somebody that has a different skin colour to me."
- **Culture based:** "I am happy to be friends with people from different cultural backgrounds."

Some of the questions were reverse phrased to avoid response bias.

HOMOPHOBIA

2.6/10

HOMOPHOBIA

2.1/10

RELIGION
BASED

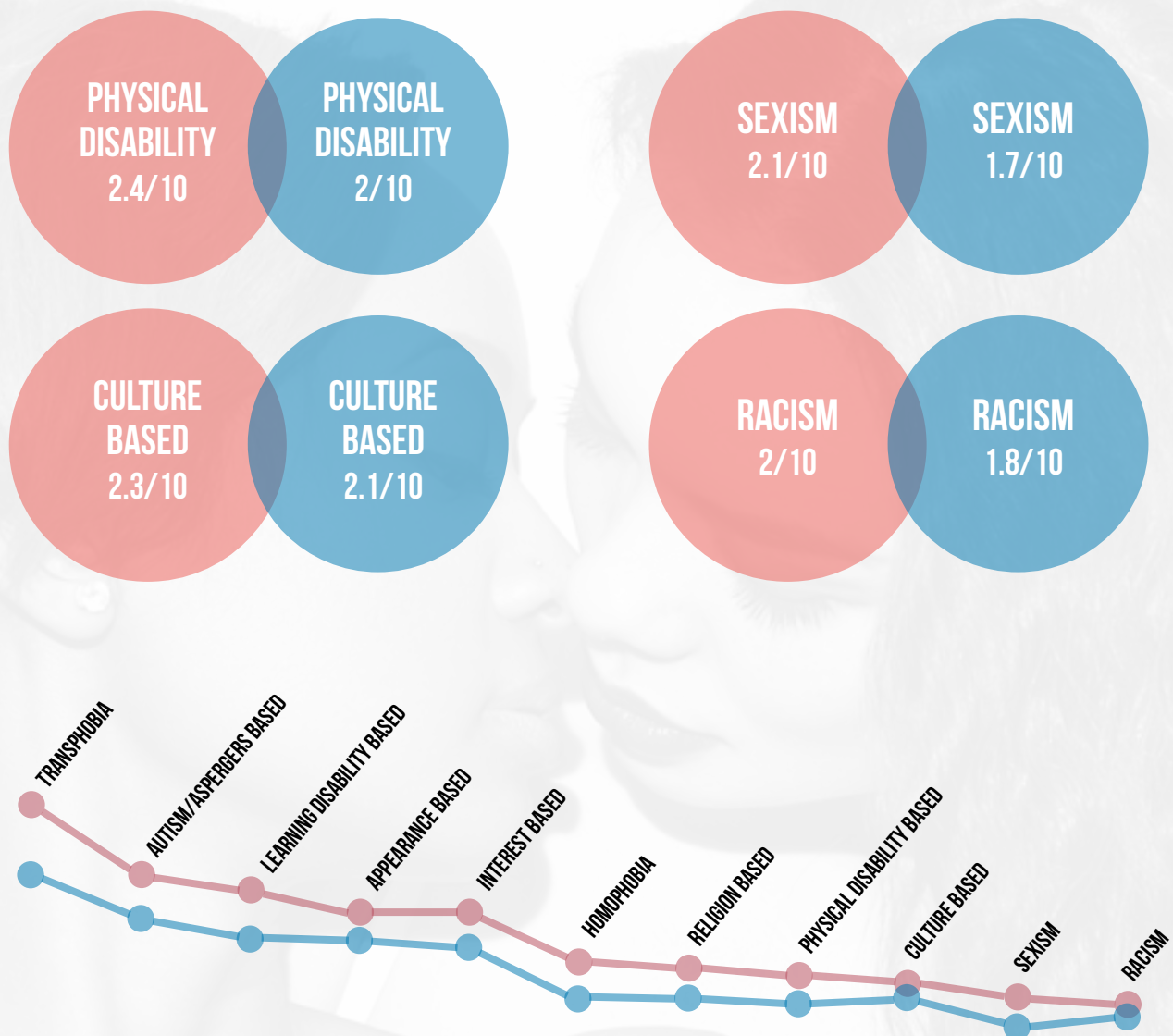
2.5/10

RELIGION
BASED

2.1/10

KEY FINDINGS: SOCIAL ATTITUDES

We asked all respondents a series of questions designed to measure their social attitudes towards certain minority profiles. We were then able to compare and contrast attitudes between respondents who have experienced bullying and those that have not.



So What?

Upon extrapolating the data, we found that young people with experiences of bullying were typically less prejudiced towards different minority profiles when compared with respondents who had never been bullied.

Suggested reasons for this trend could include:

- The fact that respondents with experiences of bullying were frequently from minority profiles.
- The experience of bullying may have produced higher rates of empathy towards others.
- Lower rates of young people with experiences of bullying succumbing to peer pressure.



39%

**OF BULLIED YOUNG PEOPLE
HAVE NEVER TOLD
ANYBODY.**

KEY FINDINGS: SUPPORT

Of the 61% of respondents who have experienced and reported bullying, we asked them to tell us who they typically turn to for bullying related support. We also asked respondents to rate their level of satisfaction for that particular area of support on a scale of 1-10; 1 indicates not at all satisfied, 5 somewhat and 10 incredibly.

**93% TURNED
TO A FAMILY
MEMBER**
AVERAGE
SATISFACTION: 6.6/10

**90% TURNED
TO A TEACHER**
AVERAGE
SATISFACTION: 4.6/10

**87% TURNED
TO A FRIEND**
AVERAGE
SATISFACTION: 5.7/10

**57% TURNED
TO A
COUNSELLOR**
AVERAGE
SATISFACTION: 5.1/10

**50% TURNED
TO A HEALTH
PROFESSIONAL**
AVERAGE
SATISFACTION: 4.5/10

**49% TURNED
TO SOCIAL
MEDIA**
AVERAGE
SATISFACTION: 4/10

**49% SPOKE
TO THE POLICE**
AVERAGE
SATISFACTION: 4.7/10

**47% CALLED
A HELPLINE**
AVERAGE
SATISFACTION: 4.7/10

In order of satisfaction: **family member** (6.6/10), **friend** (5.7/10), **counsellor** (5.1/10), **Police** (4.7/10), **helpline** (4.7/10), **teacher** (4.6/10), **health professional** (4.5/10) and **social media** (4/10)

THE ROUTE OF BULLYING

Below we have highlighted the key demographic findings using our 'Route of Bullying' data. The complete spreadsheet is freely available from the Research section at [DitchtheLabel.org](https://ditchthelabel.org).

> LGBT - Key Findings

- 80% of gay respondents bullied (making them the most bullied demographic group) 68% contemplated suicide and 37% attempted suicide.
- On average, lesbian respondents rated their experiences of sexual related bullying as 4.78/10 which is higher than the average of 1.97.
- Transgendered students rated their experiences of sexual related bullying as 6.52/10. 43% have tried to kill themselves and 62% turned to alcohol or drugs for escapism.
- 75% of Bisexual respondents bullied, 67% had suicidal thoughts and 64% self harmed. Also were more likely to be truant

> Disability - Key Findings

- 74% of those with Autism or Asperger's experience bullying, they are also more likely to experience severe verbal bullying than other types of bullying on average rating it 7.6 out of 10 on a scale of severity.
- 63% of those with a physical disability are bullied, and were more likely to experience extreme verbal bullying and to be extremely socially excluded. 67% had self harmed and 40% had tried to take their own lives, both figures are significantly above average.

> Nationality/Race - Key Findings

- Students from Chinese or Black African backgrounds were the racial groups at highest risk of bullying.
- 41% of Black African respondents bullied.
- Gypsy/Travellers were most likely of all demographic groups to experience severe bullying. Sexual assault was extremely high for this demographic and was rated 8.4/10 which is much higher than the national average of 1.47/10. Additionally, 60% had attempted to take their own lives, which is significantly higher than the national average of 10%.

> Religion - Key Findings

- 33% of Muslim respondents were bullied and they were the least likely of all religious groups to report bullying or seek support.

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 do 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 3,616 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.

> Household Income - Key Findings

- 60% of respondents from household income of below £12,000 experienced bullying.
- Respondents from a household income background of £200,000 or above reported that bullying was having the heaviest impact upon their lives (social, self-esteem, studies, family, optimism and future career) when compared to respondents from other income groups.



**DITCH THE LABEL IS READY AND WAITING TO HELP
YOUR SCHOOL OR COLLEGE.**

**DID YOU KNOW THAT WE CAN DEVELOP TAILOR MADE INTERVENTIONS TO ADDRESS ANY
BULLYING OR PREJUDICE RELATED ISSUES IN YOUR COMMUNITY?**

PLEASE CONTACT JON@DITCHTHELABEL.ORG FOR MORE INFORMATION.



OUR RECOMMENDATIONS

For Schools and Colleges

> Appearance and Body Weight, Size or Shape Based Bullying

Appearance and weight related bullying is incredibly damaging to self-esteem and can have long-term impacts on confidence and self-perception. A zero-tolerance approach needs to be established and anti-superficial messages need to be promoted throughout educational establishments. Workshops with guest speakers to promote positive body image, health campaigns featuring different healthy body shapes and sizes, PSHE lessons on health issues such as anorexia and fad dieting are some examples of positive measures.

> Interests and Hobbies Based Bullying

Interest derived bullying was the third greatest reason given for bullying. It is important to provide the opportunity for a wide range of extra-curricular activities

and enrichment programmes that represent the interests of your students. Encouraging participation in school-wide events such as Black History Month, culture weeks, special days, talent shows, and school or media projects can be a great way to bring different demographic groups together and celebrate diversity.

> Gender Stereotype Based Bullying

Bullying for not conforming to gender stereotypes affects a large proportion of bullied students. Educating and engaging with young people about preconceived gender role ideas and stereotypes can help in ensuring they understand the limitations this puts on both genders. Boys and girls should be encouraged to take part in a range of activities, courses and positions of authority within the school or college community.

> Bullying of Minority Groups

A large proportion of bullying was prejudice

based and due to attitudes towards a disability, race/culture, gender identity and sexual orientation. It is important to ensure that all minority groups are well represented and that appropriate support services are made available and endorsed. Education holds a huge opportunity to teach young people about different cultures, religions, lifestyles, and disabilities. PSHE lessons are an optimum space to reinforce to students the importance of acceptance and equality for all groups in society. Schools and colleges should diversify the variety of charities they fundraise for by including a wide variety of causes. Time should always be set aside to engage pupils in raising awareness of a charity and its associated issues to promote altruism and a care for the wider community.

> Sexual Bullying and Sexual Assault

We were alarmed to find a high rate of sexual bullying and sexual assault. A zero-tolerance approach must be implemented to ensure that students are fully aware of the seriousness of unwanted physical contact, sexual advances and sexual jokes.



Students must be aware of the criminality of these actions and should feel confident in reporting such behaviour to teachers, their parents and the Police. It is advisable to have guest speakers and workshops around issues of appropriate sexual behaviour and the right to say 'no.'

> Cyberbullying

Of those who reported bullying, over half had experienced bullying online. It is essential that schools and colleges take cyberbullying seriously as the effects can be particularly damaging to young people. Teachers must proactively monitor the potential signs of cyberbullying as they can be less obvious than verbal or physical bullying in the classroom.

Education is key in arming all students with the knowledge of how to stay safe online and how to report offensive content; PSHE lessons and workshops are effective spaces for this. Information should constantly be updated to reflect the changing nature of

social media and online trends. Please do get in touch for our updated resources.

> Mediation and Restorative Justice Techniques

Although zero-tolerance policies may be appropriate at times, we heavily suggest that schools and colleges utilise mediation and restorative justice techniques wherever possible.

Mediation can be effective in rebuilding friendships where bullying has occurred as a result of fall out between friends or peer groups. It can create empathy for the bullied individual and can prevent those involved from engaging in bullying behaviour again. Other restorative justice techniques can be effective in enabling the bully to reflect on their behaviour and challenge their views and actions. This can prevent that young person from going on to bully others in the future.

> Reporting to Teachers

Even though teachers were the second most turned to source of support for students for help, students were typically dissatisfied with their response as the average rating on a scale of 1 to 10 was between 1 and 4. It is essential that teachers are regularly trained in bullying protocol and are approachable, proactive and fully aware of bullying policy procedures. They should also be regularly trained in social media trends and reporting mechanisms so as to advise effectively any young people who are being cyberbullied. They should also be approachable and proactive.

> Reporting to Family and Friends

Education and information needs to be made available for parents and the friends of those who have experienced bullying. Every student and parent must be aware of what procedures to follow should somebody need his or her help. We also suggest schools and colleges invite parents to workshops to discuss bullying procedure both offline and

online, particularly as many young people feel that their parents have little understanding of social networking platforms. These workshops should also include information about trends in social media usage. If you need help with this, please get in touch: info@ditchthelabel.org.

> Suicide and Self harm

We were alarmed to find that almost a third of young people self harmed and one in ten had tried to take their own life. Coping with bullying can be very difficult for young people who, as a result, experience extreme feelings of isolation, loneliness and worthlessness. It is absolutely essential that teachers, parents and peers are aware of warning signs and have an understanding of these issues. Appropriate support services must be made readily available and heavily publicised throughout the school or college establishment.

> Counselling for Support

Bullying has a huge impact on all areas of life especially on self-esteem, social lives and optimism. Bullying can have long-term mental health implications such as anxiety and depression. Counselling services are vital in helping young people cope, rebuilding lives and ensuring good mental health. Available services should be heavily promoted and even rebranded in order to encourage more students to use them and end stigma surrounding such services. To increase satisfaction levels with counselling services a variety of therapy options should be available, sessions should commence promptly after referral and be offered on a rolling basis or maximum possible timeframe.

> Helplines and Social Networking Sites for Support

For those too scared or embarrassed to speak to someone face to face, anonymous services, such as helplines are essential in providing much needed support. Helplines and online forums should be advertised around the school or college. Online and printed information should be provided to all students by default.

For Parents and Guardians

First and foremost, we advise parents to build open and honest relationships with their children. It is important they feel comfortable approaching parents for help as it can be very hard for young people to tell someone about their experience as they may be embarrassed or even afraid of the potential repercussions of doing so.

A few common signs that a young person may be experiencing bullying include a low mood, loss in appetite, a desire for isolation and sudden changes in behaviour.

If it is a child being bullied, families must familiarise themselves with the school's

anti-bullying procedures, contact the school and chase up what action is being taken. If unsatisfied with the result, it is advisable to speak to the local authority or submit a formal complaint with the schools Governing Body – the school will have a Complaints Policy with guidelines on how to do this. If a satisfactory response is not achieved then a complaint can be made online to the Department of Education.

We also strongly recommend that parents familiarise themselves with social media platforms such as social networking sites and apps that are popular with young people in order to advise them to report content. Young people often tell us they do not think their parents will understand or take cyberbullying seriously. It is important to be aware of the severe consequences of this form of bullying. For more information visit: <http://www.ditchthelabel.org/dealing-with-cyberbullying/>

For Young People

We strongly advise all young people to report any level or type of bullying so that it can be dealt with immediately. Teachers and parents should be the first point of contact; young people could request that teachers mediate between themselves and the bully for both parties to discuss what has happened – particularly if the bullying has happened as a result of a fallout between friends. If bullying resumes, it is important to let the school or college know this. We advise that young people never retaliate as this could get them into trouble. It is a good idea to keep a record of any incidences.

Young people should never have to deal with bullying alone, it is important to be vocal and talk to others about what they have been through, this includes trusted adults, friends or health professionals.

Bullying can have a devastating impact: it can cause depression, anxiety and feelings of unworthiness sometimes leading to suicidal thoughts and urges to self harm. The first step in dealing with such difficult emotions is to talk about them. We advise young people to call helplines such as the Samaritans, 08457 909090, or Childline 0800 1111, in times of need. We also promote utilising counselling to help cope with negative emotions. Therapy services can be accessed at school, college, through a GP or privately.

Furthermore we advise that all young people be proactive in preventing bullying by not being a bystander to bullying behaviour. We advise young people to report any bullying they see and intervene or provide support if they feel they can.

For Government

Our research demonstrates that bullying is having a detrimental effect on millions of young people in the UK. Bullying not only has a huge impact on the emotional and psychological development of young people,

but it also affects their grades and potential future education and career prospects. We heavily advise the government:

- To invest in new approaches to inform and engage young people on social issues to tackle bullying based on appearance, body image and interests.
- To strengthen education around minority issues particularly on race, religion, disability, sexuality, gender identity and different cultures
- We also advise an innovative approach to educate young people about cyberbullying which not only includes up to date information on reporting mechanism but also fosters a socially responsible online experience.
- To increase funding in mental health support such as counselling and therapy services.

If you are a Governmental representative, we would love to hear from you.

Can You Help us?

> Donate and Fundraise

As an independent charity, we are heavily reliant upon fundraisers and donations from our supporters. To see how your help could benefit young people please visit: <http://www.ditchthelabel.org/donate/>

Just £2.27 can enable us to help one additional young person who has been impacted by bullying. You can now donate via SMS text messaging; simply message:

DITC12 and the amount you'd like to donate to 70070. For example, to donate £5 simply message DITC12 £5.

Please get the bill payers permission before donating via SMS.

> Volunteer

If you have a desire to help others affected by bullying and would be interested in working with us, we often recruit volunteers for exciting roles within our organisation so please visit: <http://www.ditchthelabel.org/careers/>

ALEX'S STORY

- Read the story about Alex and discuss the following questions in class:
 1. How responsible was Ashley for what happened to Alex?
 2. Did Alex use suitable methods to combat the cyberbullying?
 3. Were people breaking the law when they threatened Alex?



STEREOTYPING



DISABILITY DISCRIMINATION



It means that this woman thinks it is not her that needs to be fixed, but society.

By this, she means that society and people's attitudes are disabling, not the disability itself.

She is referring to the Social Model Theory.

According to this theory, disabled people are not treated equally in our society and are not given equal opportunities to achieve their potential or fulfil their dreams. Do you think this is true?

The Social Model Theory is an argument that certain things in society...

For Schools and Colleges: How we Can Help You

We provide a range of interventions aimed at tackling prejudice-based bullying; promoting equality and raising awareness of bullying related issues. These include:

- Cyberbullying Awareness
- Disability Equality
- Sexuality and Homophobia
- Race and Racism
- Cultural Identity
- Religion
- Gender Identity, Gender Roles and Sexism
- Appearance
- Interests

Aimed at all students, the interventions challenge prejudice and relate wider societal discrimination to bullying behaviour in the school or college community. Students become more socially aware, analytical, think more critically and are encouraged to respect the differences between people.

Furthermore, interventions are designed to aid educational establishments in reaching OFSTED requirements of ensuring a safe environment in which young people respect one another and are free from harassment and bullying. This includes cyberbullying and prejudice based bullying as stated in the Equality Act 2010 for schools. The

interventions demonstrate that your school is striving to promote such an environment by taking a proactive approach to eliminating bullying.

> What is included?

Materials for presentation, in-class activities and project ideas. We also include a pre and post intervention online surveys that not only measure the increase in students' existing knowledge on the intervention topic but also gauge change in social attitudes.

> Which interventions do we need?

As part of the process, we will arrange a consultation with your management to discuss any particular issues in your school or college. We will also request to see copies of your OFSTED report and any information that you have on demographic profiles within your environment. We can also additionally tie in a data extrapolation service called 'The Route of Bullying' within your pre-intervention survey. Using this tool, we are able to extrapolate data to identify which demographic groups are most susceptible to bullying within your school or college. Many establishments choose to start with one or two strategies simultaneously and then look to further develop their interventions with more at a later date.

> How successful are the interventions?

Our interventions have a high, measurable

success rate and in all instances have reduced bullying and positively impacted the motion of equality amongst participating students.

"The material provided by Ditch The Label was extremely engaging, original and user friendly. Our pastoral teams were able to use it effectively in their PSHE programmes. The students were able to reflect and engage in mature discussions and develop these into projects. The work that they achieved will have, positive, long-term effects for our school. The PreOintervention Survey Analysis provided was extremely informative and useful to our Pastoral Leaders, Form tutors and Senior team. It enabled us to initiate plans for future school practices, procedures and PSHE content for the coming terms. It has also formed a part of our SEF, which is an essential part of our School's evolution."

- Mr R Alleyne Inclusion Manager The UCL Academy London

> Find out more

Please contact Jon@ditchthelabel.org for further information.

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