UK Population: 64.1 MILLION (MID-2013 estimate) Office for National Statistics

Ethnic Profile: Part of 2011 Census, Key Statistics for Local Authorities in England and Wales (see data section of this publication). England and Wales has become more ethnically diverse with rising numbers of people identifying with minority ethnic groups in 2011. Despite the White ethnic group decreasing in size, it is still the majority ethnic group that people identify with.

- White was the majority ethnic group at 48.2 million in 2011 (86.0 per cent). Within this ethnic group, White British was the largest group at 45.1 million (80.5 per cent).
- The White ethnic group accounted for 86.0 per cent of the usual resident population in 2011, a decrease from 91.3 per cent in 2001 and 94.1 per cent in 1991.
- White British and White Irish decreased between 2001 and 2011. The remaining ethnic groups increased, Any Other White background had the largest increase of 1.1 million (1.8 percentage points).
- Across the English regions and Wales, London was the most ethnically diverse area, and Wales the least.
- 91.0 per cent of the usual resident population identified with at least one UK national identity (English, Welsh, Scottish, Northern Irish, and British) in 2011.

Unemployment fell by 63,000 to 1.96 million in the three months to the end of October 2014, according to the latest Office for National Statistics (ONS) figures. The unemployment rate (the proportion of the economically active population who are unemployed) for 16-24 year olds was 16.6%, unchanged from the previous quarter and down 4.1 percentage points from the previous year. Source: Youth unemployment statistics (PDF, 2 pages, 99.34 KB)

Youth Unemployment Rates. 754,000 young people aged 16-24 were unemployed in August to October 2014, down slightly on the previous quarter and down 208,000 on the previous year.


- In 2013 there were 18.2 million families in the UK. Of these, 12.3 million consisted of a married couple with or without children.
- The number of opposite sex cohabiting couple families has increased significantly, from 2.2 million in 2003 to 2.9 million in 2013. The number of dependent children living in opposite sex cohabiting couple families rose from 1.4 million to 1.9 million over the same period.
- There were nearly 1.9 million lone parents with dependent children in the UK in 2013, a figure which has grown steadily but not significantly from 1.8 million in 2003.
- There were 26.4 million households in the UK in 2013. Of these, 29% consisted of only one person and 20% consisted of four or more people.
The fastest growing household type was households containing two or more families, increasing by 39% from 206,000 households in 2003 to 286,000 households in 2013. However multi-family households still only represent 1% of all households.

1B ADOLESCENT POPULATION

There are 3,670,000 10–14 year olds – 5.8% of the population (source: Office of National Statistics).

1C EDUCATIONAL SYSTEM AND RELATED COURSES

In England, Scotland and Wales all children must attend full-time education until the age of 16.

England’s Department for Education states that you must stay in some form of education or training until your 18th birthday if you were born on or after 1 September 1997.

Source: https://www.gov.uk/know-when-you-can-leave-school

England and Wales have a National Curriculum:

- Key Stage 1 - Foundation year and Years 1 to 2 - for pupils aged between 5 and 7 years old
- Key Stage 2 - Years 3 to 6 - for pupils aged between 8 and 11 years old
- Key Stage 3 - Years 7 to 9 - for pupils aged between 12 and 14 years old,
- Key Stage 4 - Years 10 to 11 - for pupils aged between 15 and 16 years old, and
- Key Stage 5 - Years 12 to 13 - for pupils aged between 17 and 18 years old.


England’s Department for Education states that schools by law must teach from age 5 how to:

- use technology safely and respectfully, keeping personal information private; Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies’.

At Key Stage 3, age 12-14, this includes:

- understand a range of ways to use technology safely, respectfully and securely, including protecting their online identity and privacy; recognise inappropriate Content, contact and conduct and know how to report concerns’.

Personal Social Health and Economic Education takes place under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum must:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Maintained schools also have statutory duties to:

- promote children and young people’s wellbeing (Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing well being; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)
- promote community cohesion (Education and Inspections Act 2006; Education Act 2002)

1D BULLYING PREVALENCE

Information is presented as follows:

1. Type of bullying assessed: bullying or victimization or dual role, or specific type of bullying physical, verbal, social, sexual, racial, and the prevalence figure of each type
2. Operational definition used in the questionnaire (verbatim) and the local term used
3. Population (i.e., N, age or grade), the year and means of data collection (i.e. single vs. multi item questionnaire, school-based etc.)
4. Local references (translated) and URL of online source when available, of data provided and the organizations that have generated these data (along with organization’s legal entity structure - i.e. state agency, health department, NGO etc.)

UK 1D-1 HSBC STUDY

1. Number of young people by age who reported being bullied at school in the last two months:
   - 11 year olds – 10% girls and 12% boys
   - 13 year olds – 12% girls and 9% boys
   - 15 year olds – 9% girls and 7% boys

2. Definition of bullying in study: The study uses Olweus’ definition of bullying which says a student is being bullied when another student, or a group of students, say or do nasty and unpleasant things to him or her. It is also bullying when a student is teased repeatedly in a way he or she does not like or when he or she is deliberately left out of things. But it is not bullying when two students of about the same strength or power argue or fight. It is also not bullying when a student is teased in a friendly and playful way. Response options ranged from “I was not bullied at school in the past couple of months” to “several times a week”. The findings presented here show the proportions who reported being bullied at least two or three times at school in the past couple of months.
3. The English Survey is conducted by Fiona Brooks, Antony Morgan Cath Fenton, Ellen Klemera, Josefine Magnusson, Neil Spencer Centre for Research in Primary and Community.

Each country uses random sampling to select a proportion of young people aged 11, 13 and 15 years, ensuring that the sample is representative of all living in the country within the age range. Around 1500 students in each HBSC country were selected from each age group in the 2009/2010 survey, totalling approximately 200 000 young people. This report uses the terms “young people” and “adolescents” interchangeably to describe respondents to the survey. Of the 43 countries and regions that participated in the survey, 39 met the guidelines set for publication of data in this report. Those not included were unable to submit data on time or were unable to secure funding. Fieldwork took place between autumn 2009 and spring 2010. Further information on the survey design is given in the Annex, but a more detailed description of the research approach is set out in the HBSC 2009/2010 international study protocol (2). Roberts et al. (3) describe methodological development since the study’s inception.


UK 1D-2

Longitudinal Study of Young People in England (LSYPE2)

1. The study shows bullying among year 9 pupils has fallen dramatically since 2004. The findings show that when comparing 2013 to 2004:

- **Those who have been bullied** - 30,000 fewer pupils said they had been bullied in the last 12 months - a drop from 45% of pupils to 40%
- **Those who have been victims of violent bullying** - 30,000 fewer pupils said they had been victims of violent bullying - down from 18% to 13%
- **Name calling** - The most common form of bullying was name calling (including via text message and email). This had been experienced by 26% of young people in LSYPE2 in the previous 12 months, decreasing from 29% in LSYPE1 (there was a similar increase in the proportion of young people saying they did not know if they had experienced name calling – increasing from 4 to 6 per cent between LSYPE1 and LSYPE2).
- **Impact of bullying** - 80% of young people experienced daily bullying. We found that bullying, which decreased between LSYPE1 and LSYPE2, was linked to a number of negative outcomes. For example, young people who were regularly bullied were more likely to misbehave, more likely to truant or miss school and more likely to be temporarily excluded.
- **Disabilist bullying** - Young people with a disability were slightly more likely to have experienced all forms of bullying compared to young people without a disability. Almost one third of young people with a disability experienced name calling (31%) during the previous 12 months, 21 per cent had suffered from social exclusion, 1 in 5
(20%) had been threatened with violence and 18% had experienced actual violence.

2. –

3. **LSYPE 1** - LSYPE1 started in 2004. The initial sample comprised 21,000 young people aged 13 or 14, sampled from the year 9 pupil records of schools throughout England (both maintained and independent schools, and mainstream and special schools). The sample was boosted with pupils from certain ethnic groups and with those attending schools in areas with high levels of deprivation. Both young people and their parents were initially interviewed at home about a range of experiences and views; however later waves were completed solely by the young person, usually over the telephone or internet. LSYPE1 initially interviewed participants annually for 7 years, until 2010, but an eighth wave of interviews will be conducted in 2015, when respondents will be aged 24 or 25. It should be noted that wave 7 of LSYPE1 was the final wave managed by the Department for Education; the Institute of Education (IOE) have since taken over responsibility for the study.

**LSYPE 2** - It is intended that LSYPE2 will track a sample of 13,100 young people in England from the age of 13/14 annually for seven years, through to the age of 19/20. The young people in LSYPE2 were sampled through a two-stage sampling process. First schools were sampled, followed by pupils within those schools. The sample includes young people in local authority (LA) maintained schools, academies and independent schools, but for practical reasons excludes small schools and overseas students. It includes special schools as well as mainstream provision. This sample was designed to ensure the widest feasible perspective on young people’s experiences. Further information on the sample and survey design can be found in Annex A and the technical report, which will be released alongside the LSYPE2 data.

4. Source: Longitudinal study of young people in England: cohort 2, wave 1, November 2014

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**Benton T. (2011). Sticks and stones may break my bones, but being left on my own is worse: An analysis of reported bullying at school within NFER attitude survey. Slough: NFER**

1. Types:

   **Verbal bullying** - Table 1 (see in annex under summative table) reveals that verbal bullying is clearly the most common form affecting almost a third of pupils aged between 11 and 15. Boys and girls are roughly equally likely to be affected. The least reported form of bullying is unwanted sexual contact.

   **Physical bullying** - Of the six types of bullying that have been explored in the study, three are more likely to be reported by boys than girls of the same age. In every age group physical bullying is at least twice as prevalent amongst boys as it is amongst girls. Having property stolen or damaged is slightly more common amongst boys than amongst girls of the same
age and (perhaps surprisingly) unwanted sexual contact is also more commonly reported by boys.

- **Indirect bullying** - Prior to entering the sixth form (age 16), “being left out” is more commonly reported by girls than boys. This is particularly true in the early stages of secondary school between the ages of 11 and 13.

2. -

3. Since early 2010 the NFER has been working with both primary and secondary schools to allow them to survey their own pupils and better understand their views across a range of issues. With almost 100 secondary schools and more than 35,000 pupils in years 7 to 13 having taken part we have now begun undertaking a national analysis of the results so far. We have begun by exploring findings relating to bullying at school and have produced some interesting results. As part of the NFER attitude survey, children in school years 7 to 13 (aged 11 to 18) were asked questions about the types of bullying they had experienced over the last 12 months and why they think they may have been bullied. Through analysis of their responses to these questions and how these relate to the emotional wellbeing of children (also measured within the questionnaire) some conclusions can be made as to the prevalence of different types of bullying and the relative seriousness of each type of bullying as measured by its impact on emotional wellbeing.

4. **Source:** Benton T. (2011). *Sticks and stones may break my bones, but being left on my own is worse: An analysis of reported bullying at school within NFER attitude survey.* Slough: NFER. URL: http://www.nfer.ac.uk/publications/ASUR01/ASUR01.pdf

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**1E CYBER BULLYING PREVALENCE**

| UK1E – 1 |

Benton T. (2011). *Sticks and stones may break my bones, but being left on my own is worse: An analysis of reported bullying at school within NFER attitude survey.* Slough: NFER

1. **Cyber-bullying** - Cyber-bullying is unusual in that although it is one of the least frequently reported forms of bullying, it is roughly evenly reported across both boys and girls as well as across different age groups. However, there is some tendency for cyber-bullying to be more common amongst girls at the beginning of secondary school and more common amongst boys towards the end of secondary school.

2. -

3. Since early 2010 the NFER has been working with both primary and secondary schools to allow them to survey their own pupils and better understand their views across a range of issues. With almost 100 secondary schools and more than 35,000 pupils in years 7 to 13 having taken part we have now begun undertaking a national analysis of the results so far. We have begun by exploring findings relating to bullying at school and have produced some
interesting results. As part of the NFER attitude survey, children in school years 7 to 13 (aged 11 to 18) were asked questions about the types of bullying they had experienced over the last 12 months and why they think they may have been bullied. Through analysis of their responses to these questions and how these relate to the emotional wellbeing of children (also measured within the questionnaire) some conclusions can be made as to the prevalence of different types of bullying and the relative seriousness of each type of bullying as measured by its impact on emotional wellbeing.


1. Prevalence of Cyberbullying - Young people showed high levels of exposure to cyberbullying, with 38% of respondents who were or knew of someone cyberbullied within their age group, exceeding the findings of other studies which placed victimisation rates between 16% (Smith et al, 2008) and 30% (Cross et al, 2009).
   - 50% of respondents felt cyberbullying persisted within the wider community. The majority, 56% felt that it was experienced within the home and 15% whilst travelling.

Types of cyberbullying - Abusive emails’ (26%) was the most prominent method of cyberbullying, followed closely by ‘abusive texts’ (24%) and ‘prank and silent calls’ (19%). 52% of young people were bullied with two or more forms of technology. Older youth experienced higher levels of cyberbullying across the more ‘creative’ and aggressive categories e.g. hate websites and happy slapping. Younger youth experienced higher levels of cyberbullying across the traditional modes e.g. abusive emails and texts.

2. Cyberbullying refers to the bullying and harassment of others by means of digital technologies, with the intention to harm someone, both directly and indirectly. This includes a wide range of behaviours such as being recorded against one’s will; verbal abuse, silent and malicious calls; blackmailing, embarrassing or humiliating someone on the internet and electronic media; and dissemination through GSM (Global System for Mobile Communications) services.

3. The first was a large postal survey completed by 1282 pupils which compared responses of younger youth (Year 8 pupils aged 12-13 years) and older youth (Year 10 pupils aged 14-15 years), to ascertain whether seemingly narrow ages had a different impact on cyberbullying experiences and opinions. The second consisted of two online surveys from 177 Diana Anti-Bullying Ambassadors aged 12 to 16 years, to shed light on effective preventative practices. Four focus groups completed the third part, with 31 young people aged 12 to 16 years who provided insight on the emergent findings and recommendations.


URL: http://oro.open.ac.uk/32271/1/Diana_-_Young_Peoples_Voices_Report.pdf

1. Teachers’ perspectives on prevalence of cyberbullying amongst students – 91% of Secondary teachers and 52% of Primary teachers say pupils at their school have experienced cyber bullying, and that most of it is perpetrated via social networking sites.

Cyberbullying by text was the second most common form of pupil-to-pupil cyberbullying, cited by 55% of primary teachers and 75% of secondary teachers within the subset of teachers who said that their pupils had been cyberbullied. Email was cited by 39% of primary teachers and 51% of secondary teachers and instant messaging by 38% of primary and 48% of secondary teachers in the subset. Difference by phase was most apparent in the data on the use of picture or video sharing sites for cyberbullying, with 4% of primary teachers, compared with 34% of secondary teachers, in the subset citing these technologies.

2. -

3. This report is based on data from a bespoke NFER teacher survey, using NFER’s Teacher Voice Panel, in January 2012. A panel of 1315 practising teachers from 1051 schools in the maintained sector in England completed the survey. Teachers completed the survey online between the 3rd and 6th January 2012. What was the composition of the panel? The panel included teachers from the full range of roles in primary and secondary schools, from headteachers to newly qualified class teachers. 54% (715) of the respondents were teaching in primary schools and 46% (600) were teaching in secondary schools.


1. Breakdown of cyberbullying by gender - Girls are twice as likely to experience persistent cyberbullying as boys.

Prevalence of cyberbullying - 30% of a large sample of Secondary school pupils in England have been deliberately targeted, threatened or humiliated by the use of mobile phones or the internet.

Young people’s use of the internet – 99% of children aged 12-15 use the internet, as do 93% of 8-11 year olds and 75% of 5-7 year olds.

2. -
This scoping review focuses upon ascertaining what published literature reviews and key studies exploring internet technology risks (including content risks3 and contact risks4) reveal about children’s exposure and responses to online harm; and what is known about groups of children who might be more vulnerable to specific risks and harm. Given the extremely limited time available to undertake the review5 the author emailed key experts from the UK Council for Child Internet Safety (UKCCIS) Evidence Group and a network of international child welfare experts6 and requested that they identify key studies for review by the research team.


**Source:** UK Safer Internet Centre (2013) Have Your Say: Young people’s perspectives about their online rights and responsibilities. UK: UK Safer Internet Centre.

**1. Young people’s use of the internet** - 96 per cent of young people aged 11–19 use some form of online communication tool, including services such as social networks (74%), emails (72%), instant messaging (68%) and webcams (52%).

**Prevalence of cyberbullying** - 40% of 7-11 year old respondents knew someone who had been cyberbullied.

**2. -**

**3. Source:** UK Safer Internet Centre (2013) Have Your Say: Young people’s perspectives about their online rights and responsibilities. UK: UK Safer Internet Centre. [URL:](www.bbfc.co.uk/sites/default/files/attachments/Have-your-Say-survey-Full_Report%202013.pdf)
Table 1. Summative table of local bullying and cyberbullying prevalence studies and rates in the United Kingdom

<table>
<thead>
<tr>
<th>Study name</th>
<th>Type of bullying assessed</th>
<th>Population and Reporters/ informants and age for children</th>
<th>Year of data collection</th>
<th>PREVALENCE rates (per type of behaviour assessed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social determinants of health and well-being among young people: Health Behaviour in School-Aged Children (HBSC) study: international report from the 2009/2010 survey / edited by Candace Currie ... [et al.].</td>
<td>Prevalence of bullying in schools.</td>
<td>Random sampling-of young people aged 11, 13 and 15 years, ensuring that the sample is representative of all living in the country within the age range. 1,522 boys and 1,981 girls in England took part in the survey.</td>
<td>2009-2010</td>
<td>Rates of young people by age who reported being bullied at school in the last two months: - 11 year olds – 10% girls and 12% boys - 13 year olds – 12% girls and 9% boys - 15 year olds – 9% girls and 7% boys</td>
</tr>
<tr>
<td>Longitudinal Study of Young People in England</td>
<td>This study follows two cohorts of young people from 2004 every year until 2010. The next study on them will be done in 2015. The study shows the cohorts experiences of Secondary School and compares their experiences of bullying over time.</td>
<td>LSYE 1 - LSYE1 started in 2004. The initial sample comprised 21,000 young people aged 13 or 14, sampled from the year 9 pupil records of schools throughout England. LSYE 2 - It is intended that LSYE2 will track a sample of 13,100 young people in England from the age of 13/14 annually for seven years, through to the age of 19/20. LSYE2 data.</td>
<td>2004 - 2013</td>
<td>30,000 fewer pupils said they had been bullied in the last 12 months - a drop from 45% of pupils to 40% 30,000 fewer pupils said they had been victims of violent bullying - down from 18% to 13% 10,000 fewer pupils reported being bullied every day - down from 10% of pupils to 8%, a drop of a fifth</td>
</tr>
<tr>
<td>Benton T. (2011). <em>Sticks and stones may break my bones, but being on left on my own is worse: An analysis of reported bullying</em></td>
<td>The study looks at the prevalence of different types of bullying among young people and the relative</td>
<td>100 secondary schools and more than 35,000 pupils in years 7 to 13 took part in the survey.</td>
<td>2010-2011</td>
<td>Verbal bullying - Affects almost a third of pupils aged between 11 and 15. Boys and girls are roughly equally likely to be affected. Physical bullying - In every age group</td>
</tr>
</tbody>
</table>
The study looks at the prevalence of different types of bullying among young people and the relative seriousness of each type of bullying as measured by its impact on emotional wellbeing. 100 secondary schools and more than 35,000 pupils in years 7 to 13 took part in the survey.

**Indirect bullying** - Prior to entering the sixth form (age 16), “being left out” is more commonly reported by girls than boys. This is particularly true in the early stages of secondary school between the ages of 11 and 13.

**Cyber-bullying** - is the least frequently reported form of bullying, it is roughly evenly reported across both boys and girls as well as across different age groups.

However, there is some tendency for cyber-bullying to be more common amongst girls at the beginning of secondary school and more common amongst boys towards the end of secondary school.

**Types of cyberbullying** - Abusive emails’ (26%) was the most prominent method of cyberbullying, followed closely by ‘abusive texts’ (24%) and ‘prank

<table>
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<th>Source</th>
<th>Description</th>
<th>Details</th>
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<tbody>
<tr>
<td>Benton T. (2011). <em>Sticks and stones may break my bones, but being on left on my own is worse: An analysis of reported bullying at school within NFER attitude survey</em>. Slough: NFER</td>
<td>The study looks at the prevalence of different types of bullying among young people and the relative seriousness of each type of bullying as measured by its impact on emotional wellbeing.</td>
<td>This study aims to provide a nuanced understanding of the nature and 1) Postal survey completed by 1282 pupils which compared responses of younger youth (Year 8 pupils aged 12-13 years) and older youth (Year 10 pupils aged 14-15</td>
</tr>
<tr>
<td>Tarapdar, Saima and Kellett, Mary (2011). <em>Young people’s voices on cyber bullying: what can age comparisons tell</em></td>
<td>100 secondary schools and more than 35,000 pupils in years 7 to 13 took part in the survey.</td>
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</tr>
<tr>
<td>Source</td>
<td>Methodology</td>
<td>Findings</td>
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<tr>
<td>Aston, H. and Brzyska, B. (2012) Protecting Children Online: Teachers' perspectives on eSafety. Milton Keynes: Vital</td>
<td>A panel of 1315 practising teachers from 1051 schools in the maintained sector in England completed the survey. 54% (715) of the respondents were teaching in primary schools and 46% (600) were teaching in secondary schools.</td>
<td>52% of young people were bullied with two or more forms of technology.</td>
</tr>
<tr>
<td>Munro, E (2011) The Protection of Children Online: A Brief Scoping to Identify Vulnerable Groups</td>
<td>A brief scoping of the current literature and key studies that exist.</td>
<td>Teacher’s perspectives on prevalence of cyberbullying amongst students – 91% of Secondary teachers and 52% of Primary teachers say pupils at their school have experienced cyber bullying, and that most of it is perpetrated via social networking sites.</td>
</tr>
<tr>
<td>UK Safer Internet Centre (2013) Have Your Say: Young people’s perspectives about their online rights and</td>
<td>The Safer Internet Day 2013 research was designed to help the UK Safer Internet Centre engage with children and young people. It consisted of a large-scale quantitative survey which encompassed the views of over 24,000 children age 7-19 years, and the focus groups gathered the</td>
<td>30% of a large sample of Secondary school pupils in England have been deliberately targeted, threatened or humiliated by the use of mobile phones or the internet.</td>
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responsibilities. across the UK in order to: 1. ask them about their online experiences 2. to hear what they think that their online rights and responsibilities are.
perspectives of 90 young people, from across the UK.

Annex

<table>
<thead>
<tr>
<th>Gender of pupil</th>
<th>Percentage of pupils experiencing each type of bullying over the last 12 months</th>
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<tbody>
<tr>
<td></td>
<td>Age (at start of school year)</td>
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<tr>
<td>Male</td>
<td>11</td>
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From source: Benton T. (2011). Sticks and stones may break my bones, but being on left on my own is worse: An analysis of reported bullying at school within NFER attitude survey. Slough: NFER