A Phenomenological study giving voice to the 11-16 year old senior school populations' experience of 'Cyberbullying' via the social media site, Facebook^{TM} within Bath and North East Somerset.

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ABSTRACT.

This study focuses on the experiences of the 11-16 year old school population of Bath and North East Somerset, situated in the South West of England, and specifically gives voice to the victims within that sample who have been Cyberbullied through the social media site Facebook.

The objectives were: to discover what are the *lived experiences* of the 11-16 year old schoolchildren from the Bath and North East Somerset area who have been cyberbullied through the Facebook social media website? And, from their stories, what *construct(s)* emerges of the nature of cyberbullying within these parameters?

To achieve this a collaboration was established between the Avon & Somerset Constabulary, Bath and North East Somerset District Council, Bath Spa University and 7 local schools. A phenomenological lifeworld approach was employed, utilizing a questionnaire with open-ended questions, analysed with a phenomenological method. Descriptive statistics were then also included, where appropriate, to support and contextualise the findings.

4,706 questionnaires were distributed and 2,495 (1,152 male/1,343 female) students responded, representing a return rate of 53.02%. Within this 340 reported having been victims of cyberbullying and 198 (58.24%) identified that their 'Cyberbullying' had occurred through the Facebook social media site, justifying a more defined research focus.

In this study the victimization rate was 13.63%, while past research (in the 11-16 age group) record variations from 24% to 45%, potentially resulting from misunderstanding of what constitutes 'cyberbullying'. Indeed, this study commenced by confirming the potential for such confusion and the inherent danger to data integrity if the concept is not clearly defined.

From this strong foundation the study questions were then examined through the following emergent themed areas:

1. Initial Reaction.

2. Response after reflection.

3. Resultant feelings.

4. Cause.

5. Prevention.

These findings were then examined and positioned within the conceptual framework of Kohlberg's stages of moral development model (1958) and the findings indicated that the conventional level, (stages 3 and 4) was the main cognitive process underpinning cyberbullying interactions within this 11- 16 year old sample.

Additional examination and positioning was then also achieved within an adapted conceptual framework of Goffman's Presentation of Self in Everyday Life model (1959), where social interactions are viewed as performances. Through this approach the finding indicated that the actor's desired perception from the audience became the main *battleground* and active factor in the commissioning of cyberbullying.

Recommendations included presenting the case for a universally acceptable definition, encompassing legal wording; thereby standardising understanding of the phenomenon, supporting data integrity and enabling comparability across the field of study.

Other recommendations included improved social media provider anti-cyberbullying systems that are robust, responsive and fit for purpose. Together with acknowledging the need for holistic approaches where *all* relevant parties engage in cyberbullying safeguarding.

450 words

KEY WORDS: Youth; Online Social Networks; Facebook; Social Media; Cyberbullying; Victimisation; Crime Reduction; and, E-safety.

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GLOSSARY OF TERMS

Actus Reus.

[Latin, Guilty Act.] As an element of criminal responsibility, the wrongful act or omission that comprises the physical components of a crime. Criminal statutes generally require proof of both actus reus and mens rea on the part of a defendant in order to establish criminal liability.

(Available at: http://legal-dictionary.thefreedictionary.com/actus+reus Accessed 1/3/17).

Authentic experience/voice.

Authentic Experience is a psychological term denoting the validity and 'genuineness' of one's own personal experiences of a phenomenon, or phenomena, irrespective and uninfluenced by otherwise potentially corrupting external pressures, forces and influences.

BaNES.

Bath and North East Somerset District Council (BaNES); a geographic local authority within the Southwest region of the United Kingdom.

Bully.

'Intentionally harmful, aggressive behaviour of a more powerful person, or group of people, directed repeatedly towards a less powerful person, or group of people, usually without provocation' (Harris & Petrie, 2003:2).

Bullying.

'Repeated acts of aggression or harm by individuals who have more power than their victims' (Bolton & Grave, 2005:9). There is currently no legal definition for bullying within the United Kingdom.

Cyberspace.

'The electronic Universe created by computer networks in which individuals interact' (Hinduja & Patchin, 2009:185) and originated from science fiction writing dating back to 1984. (Available at: http://www.bbc.co.uk/news/magazine-35765276 Accessed 1/3/17).

Cyberbullying: Definition.

The definitions of cyberbullying are many and varied. For the purpose of this study it was defined as:

- Actions that use information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm another or others.
- Use of communication technologies for the intention of harming another person.
- Use of the internet service and mobile technologies such as web pages and discussion groups as well as instant messaging or SMS text with the intention of harming another person.

Other definitions include:

'Wilful and repeated harm inflicted through the use of computers or cellphones, to harass, threaten, humiliate, or otherwise hassle their peers' (Hinduja & Patchin, 2009:5).

<p align="center">Or</p>

'*……….the repeated use of computers, cell phones, and other electronic devices to harm, harass, humiliate, threaten, or damage the reputation and relationships of the intended victim'* (Schrock & Boyd, 2011:374).

<p align="center">Or</p>

Shariff & Gouin (2005:30) define cyberbullying as.*'covert psychological bullying conveyed through the electronic medium'*.

Cyberbullying: Spelling (for the purposes of this thesis).

Verb (used with or without object), cyberbullied, cyberbullying.

1. To bully online by sending or posting mean, hurtful, or intimidating messages, usually anonymously: The 12-year-old had been cyberbullied for almost a year.

Noun, plural cyberbullies.

2. A person who does this.

Origin: 1990-95; cyber- + bully

Related forms: cyberbullying, noun.

Cyberbullying. (n.d.). *Dictionary.com Unabridged*. Dictionary.com website.

 (Available at: http://www.dictionary.com/browse/cyberbullying Accessed 1/3/17).

Digital natives & Digital immigrants.

Digital Natives are those individuals who have grown up during the recent technological advances and are therefore fully conversant with them. Digital Immigrants are those who had to learn the new technology from an unfamiliar background. The suggestion is that the later are often disadvantaged by their unfamiliarity, although critically supporting evidence of this didactic interpretation is lacking. (Prensky, 2001).

Digital natural & Digital striver.

Terms introduced within this study to subcategorize Digital Natives, showing the range of ability within those who grew up with modern technology. Specifically, within cyberbullying the differentiation is related to the advantage inherent to the more able over the less able victims.

E-Safety.

E-Safety encompasses not only Internet technologies but also electronic communications via mobile phones, games consoles and wireless technology. It highlights the need to educate children and young people about the benefits, risks and responsibilities of using information technology.

- E-Safety concerns safeguarding children and young people in the digital world.
- E-Safety emphasises learning to understand and use new technologies in a positive way.
- E-Safety is less about restriction and more about education about the risks as well as the benefits so we can feel confident online.
- E-Safety is concerned with supporting children and young people to develop safer online behaviours both in and out of school.

(Available at: https://www.policy.e-safety.org.uk/default.cfm?pid=10&pcid=2 Accessed 1/3/17).

E-Safety panel.

A cross-agency group formed to monitor, review and form policy regarding all aspects of safety. The original BaNES Group had middle management representatives from the Police, Council, Mental Health and Education.

Final Warning Surgery.

The Final Warning was introduced by the Crime and Disorder Act 1998, and replaced the cautioning of offenders under the age of 18. Under the new provisions, if a first offence is assessed as being within a prescribed range of gravity, young offenders receive a Final Warning. A prosecution follows for second and third offences (Holdaway and Desborough, 2004:4).

Facebook.

An online social networking site which in the fourth quarter of 2016 had 1.86 billion active users. The site has a lower age limit of 13.

(Available at: http://www. Facebook.com Accessed 1/3/17).

Fear of crime.

Fear of crime involves feelings, thoughts, and behaviours, all of which are focused on the subjectively conceived threat of criminal victimization (Ferraro, 1995; Hale, 1996; Vanderveen, 2006; Farrall, Jackson, & Gray, 2009 cited in Jackson, J., Gouset, I. 2013). (Available at:

http://www.academia.edu/1815559/Fear_of_Crime_An_Entry_to_the_Encyclopedia_of_Theoretical_Criminology Assessed 1/3/17).

Freedom of Information Act (FOI) (2000).

A statutory act which provides public access to information held by public authorities.
(Available at: http://www.gov.uk/make-a-freedom-of-information-request/the-freedom-of-information-act Accessed 1/3/17).

Harassment and the Protection from Harassment Act (PHA) (1997). '..*causing alarm or distress' offences under section 2 of the Protection from Harassment Act 1997 as amended (PHA), and 'putting people in fear of violence'* offences under section 4 of the PHA. The term can also include harassment by two or more defendants against an individual, or harassment against more than one victim (Crown Prosecution Service (CPS), 1997). (Available at:

http://cps.gov.uk/legal/s_to_u/stalking_and_harassment/#a03f Accessed 1/3/17).

Interpretive Phenomenological Analysis (IPA).

An approach to qualitative research, with an idiographic focus. This offers insight into the human lived experience and has a theoretical origin through Husserl, Heidegger and Merleau-Ponty. IPA notably combines interpretive and idiographic elements.

Mens Rea.

Latin: *Guilty Mind*, the term used to describe the mental element required to constitute a crime. Generally it requires that the accused meant or intended to do wrong or at least knew he was doing wrong. However, the precise mental element varies from crime to crime. (Stewart, W. J., 2006, cited in Collins Dictionary of Law, 1996).

Online Social Network (also referred to as SNS's, or Social Network sites).

Web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system (Boyd & Ellison, 2007:211).

Police and Crime Commissioner.

A locally elected official, replacing police authority panels, whose remit is to oversee the effectiveness and efficiency of police force.

Qualia.

Subjective conscious experience.

Social Media.

Is the social interaction among people in which they create, share or exchange information and ideas in virtual communities and networks (Ahlqvist, Back, Halonen & Heinonen, 2008). (Available at: http://en.m.wikipedia.org/wiki/Social_media Accessed 1/3/17).

Stakeholder.

Stakeholders include parents, children, school staff, district personnel, community members, and everyone else with a connection to the issue at hand (Bolton & Graeve, 2005:43).

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Chapter I. Introduction

1.1. Introduction

This research focuses on the experiences, or qualia, of cyberbullying victims.

More specifically, it focuses and gives 'voice' to the experience, or qualia, of the 11-16 year old school population of Bath and North East Somerset, situated in the South West of England, who have experienced Cyberbullying through the social media site Facebook.

The research commenced by sending Freedom of Information Act (2001) requests to all the relevant stakeholders and agencies (Appendix A) operating in the Bath and North East Somerset authority area to ascertain what cyberbullying data existed. From the responses it was apparent that they had no specific data regarding the local extent, nature, or cyberbullying victimization rates; largely due to the lack of a generally agreed definition, a system to capture the data, or a protocol to produce preventative strategies using informed and shared information. In reality, this 'gap in knowledge' represented a potentially large group of young people who potentially were experiencing a new form of pernicious bullying and victimization without 'the authorities' knowing, combating it, or even rendering assistance.

This apparent deficit prompted and justified research to ascertain a more informed understanding of the nature and extent of cyberbullying within the Authority's area, to enable informed monitoring and prevention strategies, utilizing empirical data about the physicality of the problem and qualitative data regarding its personal impact. To facilitate this a collaboration was established between the Avon & Somerset Constabulary, Bath and North East Somerset District Council (BaNES), Bath Spa University and the local schools.

To capture the necessary data a qualitative approach was designed, utilizing a large scale detailed questionnaire and, distributed to 4,706 students from seven randomly chosen schools. The resultant data, from the 2,495 participants, was analysed through an Interpretive Phenomenological Analysis (IPA) approach (Smith, Flower & Larkin, 2009; Moustakas, 1994), allowing the authentic experiences and 'voice' of the subjects to

emerge. This qualitative data was then augmented with descriptive statistics, reflected/considered against appropriate academic frameworks, such as; Olweus's Bullying Theories (1978), Lawrence Kohlberg's Stages of Moral Development model (1958) and Goffman's Presentation of Self in Everyday Life (1956, 1959), prior to the presentation of conclusions and recommendations.

Thus, this study gave voice to a geographically specific group of local young people, who had been victims of cyberbullying. Through academic analysis that data, augmented with a statistically descriptive element, was then able to contribute to the current breadth of understanding regarding bullying, specifically through the Facebook social media site.

1.2. Principal and related research Questions

1a. **What were the *lived experiences* of the 11-16 year old schoolchildren from the Bath and North East Somerset area who have been cyberbullied through the Facebook social media website?**

And

1b. **From their stories, what *construct*(s) emerged of the nature of cyberbullying within these parameters?**

As stated, through a phenomenological approach emergent themes were identified. These were then examined to construct a more detailed understanding of what Cyberbullying encompassed, from those personally experiencing it and, specifically when occurring through the medium of Facebook.

These clustered experiential themes emerged as follows:

1. Initial Reaction.
2. Response after reflection.
3. Resultant feelings.
4. Cause.
5. Prevention.

This detailed emerging phenomenology picture is then underpinned, integrated and contextualized using descriptive qualitative statistics. As such, it is described, discussed and cross-referenced by age, gender, ethnicity, together with 'user profiles' showing how they used/accessed Facebook, and through what means and for how long. This is largely statistical, quantitative and descriptive, but is a necessary addition to the qualitative insight to give the full contextual understanding of the phenomenon and is hence a required approach.

Thus, these findings are presented sequentially utilizing the quantitative questionnaire questions to provide the structure. This approach uses these 'fixed' descriptive statistics to establish the phenomenon's 'background', in effect, empirically 'contextualising' the phenomenon, before expanding to include the key phenomenological 'voice' for each area.

Following this variations are explored and discussed in more general terms reflected against the overall data, individual school, class, age, or specific anonymised victim's 'profile'.

Finally, recommendations for improvement are discussed and presented in chapter V.

This concludes the introduction and the contextual background within which the study took place that will now be explained in more detail.

1.3. The contextual background and personal researcher statement

In introducing and conceptualising this section there are historical, chronological and situational observations which are largely qualitative and subjective to the author, and will be best explained and described in the first person (Webb, 1992). While such a style of writing may assist with 'setting out the background' it is not generally in keeping with the epistemologies of the overall research, and will therefore only be employed briefly here and to a lesser extent within the methodology and analysis chapters. As such, its use

is simply to enhance understanding of my own role and reporting of personal qualitative findings operating within this social field of study (Webb, 1992; Oliver, 2008).

At the commencement of this study I was a serving Police Officer with the Avon & Somerset Constabulary and was in charge of Youth Strategy across the Bath and North East Somerset authority area, in the South West of England. As such *I* was specifically tasked with keeping the 'youth' element of our society as safe as possible; teaching in a variety of secondary schools across the authority area, representing the Constabulary on a number of 'safety panels', and managing the Final Warning Surgeries and restorative justice meetings (Holdaway and Desborough, 2004).

Through this thorough 'immersion' in the local education system I became aware that the youth environment can be 'problematic' and stressful as a result of the myriad of complex interpersonal relationships, coupled with the young people's limited life experience and general vulnerability. Moreover, I observed that within this 'socio-specific group' these 'problematic' interactions often resulted in 'tensions' which in turn occasionally manifest themselves in the form of violence, anti-social behaviour, or bullying.

Basic research told me that 'traditional bullying', because of its history and seriousness as a social problem, had already attracted considerable interest from researchers, such as Clarke and Kiselica (1997), Borg, (1998), Boulton, (1999) and latterly Van der Wal et al., (2003). Indeed, the most seminal reference which is often credited with 'defining' the nature of the phenomenon of social bullying specifically in schools would be the Norwegian researcher Dan Olweus in 1973. He observed that violence and antisocial behaviour within schools was nothing new as many people who have been unfortunate enough to experience it first-hand will testify, but none of this 'historical familiarity' changed the fact that it still remains a major cause of constant concern for those tasked with keeping young people safe today, e.g. Local Authority Anti-Bullying panels etc.

From this observation, and as someone who had just finished a Master's Degree in Education, I explored the available academic literature more deeply and specifically asked young people and professionals in the workplace about their understanding of the local 'bullying' situation. Through this process I quickly became aware of another

emerging form of bullying which had the potential to be far more harmful to its victims, namely, Cyberbullying.

This 'cyberbullying' was relatively new, still evolving and had been less explored than that of more traditional 'face-to-face' forms of bullying. In addition, it took advantage of advancements in technology such as the internet, social media and Smartphones, even raising confusion in its actual name; Cyberbullying, Cyber-bullying, or Cyber Bullying? Current thinking identifies the first, *cyberbullying* as being the correct version (Cyberbullying, nd) (see glossary).

Indeed, the phenomena of Cyberbullying was often referred to by fellow professionals in terms of a familiar, simplistic and well understood 'entity'. This meant that when I was co-opted onto the E-Safety panel for Bath and North East Somerset as the Police representative only to find that the group was being disbanded, I was somewhat surprised.

This concern increased when my questions were met with an apparent 'normalized' perception and general assumption that cyberbullying was not really a problem in our area, meriting further attention, even though none of the partner agencies, participants or stakeholders could produce any factual data or statistics to support such an assertion. This was despite the fact that Cyberbullying is arguably more harmful and destructive than many offences, as the next paragraph will show.

From this disturbing 'discovery' I formed a collaborative group between the Police, School, Local Authority Council and other stakeholder agencies and set out to qualitatively capture and analyse the experiences of the victims.

Seven randomly chosen schools agreed to participate and extensive fieldwork commenced utilizing a questionnaire survey. The process started with a pilot, and culminated with the distribution of 4,706 questionnaires, each with 42 detailed questions, of quantitative, qualitative and mixed natures.

These original 4,706 questionnaires generated 2,495 (1,152 male; 1343 females) respondents; a return rate of 53.02%. Within this there were 340 cyberbullying victims

(13.62%) (95 male; 245 female). From that group 198 respondents (58.24%) (59 male; 139 female) specifically reported being cyberbullied through the Facebook social media site, presenting/justifying a finer focus for the research questions, PhD Dissertation and the subsequent phenomenological enquiry.

In summary, from a perceived workplace *gap in knowledge* a locally Facebook-related cyberbullying problem had *emerged*. This merited a phenomenological study to give a voice to the victim's experiences with a view to informing/enhancing our understanding and responses to the phenomenon and this 'tighter focus' of, concentrating on Facebook victims, would also fall within the scope of a realistic PhD research study.

1.4. The justification and need for the study

As stated, this study focused on youth safety, well-being and the phenomenon of Cyberbullying through the massively popular social media provider Facebook™.

Maggie Turner, the Chief Executive of the Diana Awards makes the case for the importance of this research when she commented on the findings of their recently commissioned study:

> '*This report identifies the shocking and increasing numbers of young people affected by cyberbullying*" and "*These findings plainly evidence that funding and improved safeguards are still needed to better protect our children in society*' (Mahadevan, 2011:2).

But what is cyberbullying, why is it of such concern and how does it relate to our society?

Cyberbullying is a relatively recent phenomenon and as such the 'problem' has had limited research. In 2011 Bullying UK (2011) claimed that 43.5% of respondents aged 11-16 had been bullied on social network sites such as Facebook. In 2014 No Bullying.com (2014) found that 37% of young people experienced cyberbullying on a highly frequent basis, with 20% experiencing it daily[1]. Additionally they reported that

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[1] These are the most recent statistics from this organisation.

54% of those specifically on Facebook experienced cyberbullying. While that is considerably more than this study's finding of 13.63% cyberbullying victimization (ranging from 10.29% - 25.19%), this still represents a significant threat to child welfare.

Further support for this statement also comes from recent academic opinion which suggests that Cyberbullying is in many ways even more harmful and traumatic than traditional bullying due to its unique nature, especially given that it is not restricted to a fixed venue, time of day, or frequently even a known culprit (Reid et al, 2004; Hinduja and Patchin, 2009; Dupper, 2013).

Such enhanced harm can also come from cyberbullying victims' unique ability to 'revisit' offensive communications, in effect 're-victimising' themselves (Campbell and Marilyn, 2005). The resulting trauma, damage to their confidence and occasionally suicidal thoughts (Hertz, Donato & Wright, 2013; Marr & Field, 2001) found in other studies were present in this research, as will be shown in chapter IV.

With depressing regularity the media and official statistics also testify to its harm, as demonstrated by Alexandra Topping's article in The Guardian Newspaper in January 2014:

> *The number of children suffering at the hands of cyberbullies has sharply increased, with victims often left in despair and struggling to cope, according to ChildLine.*
>
> *The charity saw 4,507 cases of cyberbullying in 2012-13, up from 2,410 in 2011-12, with an 87% rise in contacts about online bullying, a 41% increase in contacts about self-harm and a 33% increase in young people feeling suicidal.*
>
> *The charity has also seen a sharp rise in racist bullying online, with more than 1,400 young people telling ChildLine they had been called, among other insults, a terrorist, bomber or had been told to go back where they came from – a 69% increase on last year.*

Self-harm was a major concern, said ChildLine – being mentioned in 47,000 counselling sessions, a 41% year-on-year increase. The number of 12-year-olds mentioning self-harm also increased by 50%.

The founder of ChildLine, Esther Rantzen, said the report had to act as a wake-up call. "Far too many of the nation's children seem to be struggling and in despair. It's so important that we support children to talk about issues and look out for signs that they're not able to cope.

"No matter how hard pressed we are, we must commit to giving children time and space to talk about their lives. If they are concealing unhappiness, encourage them to open up and if they can't talk to you, maybe they can talk to ChildLine."

The CEO of the NSPCC, Peter Wanless, said the issues facing children today were different from those experienced by their parents. He said: "Stranger danger, for example, rarely comes up in contacts to ChildLine but depression, self-harm, online bullying and even suicide contacts are increasing exponentially. If we are to help young people we need to listen to what they are telling us about the issues they are facing."

The charity plans to regularly publish all its data around calls to enable children's voices to be heard, he said. "ChildLine is one of the most important sources of information about vulnerable children in the UK and these regular snapshots will help us to keep one step ahead and focused on the areas that are concerning them."

The ChildLine figures come a week after the Prince's Trust said as many as 750,000 young people in the UK may feel they have nothing to live for, citing high unemployment rates among young people as a significant factor.

A spokeswoman for the Department for Education said every school had to have measures in place by law to prevent cyberbullying. "Thanks to our new curriculum, children will soon be taught how to stay safe online, including cyberbullying, from the age of five. We have strengthened the powers teachers have to tackle bullying. They can search pupils for banned items, delete

> *inappropriate images from phones and give out same-day detentions," she*
> *said.*   (Topping, 2014)

Further supporting statistics, evidencing and justifying the need for my research, can also be found at the research websites below:

http://nobullying.com/six-unforgettable-cyber-bullying-cases/
(No Bullying. com, 2012) (Accessed 1/3/17).

http://nobullying.com/category/bullying-facts/bullying-statistics/
(No bullying.com, 2014a)[2] (Accessed 1/3/17).

http://nobullying.com/cyberbullying-bullying-ststistics-2014-finally/
(No bullying.com, 2014b) (Accessed 1/3/17).

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013329
(National Centre for Educational Statistics, 2013)[3] (Accessed 1/3/17).

In addition to these, the most recent study, by the National Society for the Prevention of Cruelty to Children (NSPCC) shows that their helpline counselled 4,541 children in 2015/16, compared with 2,410 in 2011/12. This statistic indicates a rise of 88% in cyberbullying in five years (NSPCC, 2016, cited by ITV, 2016).

While my study is phenomenological and local in nature it is interesting to note that the cyberbullying problem is significant and ever present regardless of location, or culture. Stassen Berger (2007) found when she studied numerous large scale international surveys and highlighted a victimization rate of 9-32% and a bullying rate of 3-27%. All that appears to be required is access to the internet and supporting hardware/software.

The potential severity regarding well-being is best shown by the work of Hertz, Donato and Wright's (2013) and Hinduja and Patchin's (2010) who showed that there was a

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[2] The most recent data was released 2014.
[3] Most recent data, released 30/4/15.

strong correlation between bullying and suicide related behaviour. Again, this study detected similar indications.

As final supporting evidence for the need for this study I will draw upon the comments of Maggie Turner, the Chief Executive of the Diana Awards:

> " *This report identifies the shocking and increasing numbers of young people affected by cyber-bullying*" and "*These findings plainly evidence that funding and improved safeguards are still needed to better protect our children in society*" (Mahadevan, 2011:2).

1.5. Summary

In summary, this research operates with a clear social manifesto approach (Coombs and Smith, 2003; Coombs, 1995; Gardner & Coombs, 2009); seeking to 'improve' a situation through greater understanding of a phenomenon, rather than by testing, or 'proving' a specific element through an experimental design.

The initial discovery that no 'official' cyberbullying data, definition, or protocols existed suggested that a large group of young cyberbullying victims may have gone undetected, hampering meaningful understanding and thus prevention.

Through my position as a serving Police Officer, 'in charge' of youth strategy across Bath and North East Somerset (BaNES) I was able to secure support for this study from the Police service, the local Council, Agencies, seven Schools and just under five thousand students.

198 Facebook cyberbullying victims were identified and through an Interpretive Phenomenological Analysis (IPA) process their related qualitative responses were coded into themes (Taylor, C and Gibbs, G. R. 2010; Ryan, G. W. and Bernard, H. R. 2003; Strauss, A. and Corbin, J. 1990) to capture the nature of the phenomenon (Moustakas, 1994; Creswell, 2003) *via* these key research questions:

1a. **What were the lived experiences of the 11-16 year old schoolchildren from the Bath and North East Somerset area who have been cyberbullied through the Facebook social media website?**

And

1b. **From their stories what *construct(s)* emerged of the nature of cyberbullying within these parameters?**

Quantitative supporting descriptive statistics were then integrated to further inform and triangulate understanding, before the data was reflected upon and analysed against relevant academic frameworks.

Conclusions and recommendations, as recently called for by Mary Kellett (Mahadevan, 2011), Professor of childhood and youth director of the Children's Research Centre are then presented. Her actual statement of need reads as follows:

> "*This youth-led report demonstrates the impact cyber-bullying is having on young people's lives, the pace at which it reinvents itself and the inadequacy of current measures to contain it*" (ibid: p. 1).

In Chapter two this study provides examples of literature, including seminal works, concerning the history of bullying, the act and definition of 'bullying', together with details of how it manifests itself through the internet and the social media, as 'cyberbullying'. Having done this the chapter then refines its focus, examining Facebook (the social media site relevant to this study, current legislation, the additional associated literature and the apparent issues.

Chapter II. Literature Review

2.1 Introduction

This chapter commences with a short synopsis regarding how bullying has historically manifested itself and how it has been perceived by society.

This historical perspective provides an initial background relevant to the study research questions:

   1a. **What were the lived experiences of the 11-16 year old schoolchildren from the Bath and North East Somerset area who have been cyberbullied through the Facebook social media website?**

And

   1b. **From their stories what *construct(s)* emerged of the nature of cyberbullying within these parameters?**

It also shows that the concepts of bullying (and thus cyberbullying) are not simple; they evolve and consist/require of several constituent elements.

As such, the review then examines, problematizes and establishes the difficulties surrounding the accuracy of a working definition, before also considering what constituent factors need to coexist for bullying to occur and what existing legislative frameworks are relevant.

This initial synthesis then proceeds to explore more complex factors, such as the status of 'repeatability', both practically and legally, which can have unique properties (and implications) within the asynchronous virtual reality of the internet that would not otherwise be possible in the synchronous physical world.

Having clarified what the concept is, the review next returns to contextualization; examining the social phenomena of Cyberbullying within society and the social psychological effects relative to the individual.

This commences by reflecting cyberbullying against Goffman's framing theory (1974) or 'cyber-framing' as it might be termed within this context. However, while this study contextualises the research within Goffman's work, section (2.3) it also ultimately postulates that there is a need for his dramaturgical 'Theatre Analogy' (Goffman, 1959) to evolve into what could be termed a 'Television Studio Analogy', to accommodate the new horizons and aspects presented when humans interact via the internet.

Lawrence Kohlberg's Stage of Moral Development (1958) model then provides the second theoretical model to be considered and applied. Within this research it is utilized to explore what underpins the possible cognitive decisions involved within the process.

The contextualization then critically considers Prensky's Digital Natives and Digital Immigrants work (2001) regarding how variations in information technology proficiency and knowledge could resultant in power imbalances, thereby supporting a potential for bullying. This modified focus on ability, rather than age, is then relate to cyberbullying.

This review then examines the 'darker side' of how technological advances are affecting young people's lives (2.3.1). The section (2.3.2) reflects how our understanding of cyberbullying is 'slippery', outlining related problems and cross-referencing with the earlier consideration of more historic bullying. From this confused backdrop Section (2.3.3) reviews the literature and stances regarding regulation and the need for a social policy.

Next the chapter focuses on the background of social networks, specifically Facebook and its policies within the following key areas: Harmful and hateful speech on Facebook, Use by children under 13, and issues around Personal data (2.5.3).

The literature review concludes with international and national legislation connected to cyberbullying and school/education policy, cyberbullying and freedom of speech (together with the apparent tensions and informative literature), before coming to the summary.

2.2. Historical Bullying

Vaughn & Santos (2007) claim that human beings have always been fractious and quarrelsome and that historically, as a species, consistently display a profound and innate inability to *'get along'*. Other anthropomorphic researchers have postulated that such behaviour may be due to a need to "*strive for social dominance*", (Rigby, 2002:151) and that within this there is a resultant tendency to single out, victimize and abuse anyone who is 'different'. Underwood, Rish-Scott, and Springer (2011:11) support this view adding that the behaviour often takes place with the culprits acting in groups and 'scapegoats' as the victim through a 'join group' action and mentality.

Hymel & Swearer (2009), in their work '*Bullying: An Age-old problem that needs new solutions'*, correctly identify how historical literature, such as Charles Dickens's 19th century works *Oliver Twist* and *Nicholas Nickleby* have bullying as a central theme, right through to modern works such as Nicholas Hornby's 2002 book, *About A Boy*. While these examples are fictional literature the social settings and themes illustrated within them shows how bullying behaviour has a pervasive continuity regardless of the social modernity of society and how it frequently involves children and adolescents. Indeed, almost all forms of bullying peak in middle school before decreasing up until the tenth grade, (around the age of 15 in the United Kingdom) (Zweig, Dank, Lachman & Yahner, 2013).

Bullying is indeed part of our ecological system and permeates all our "*concentric circles of influence, which include intrapersonal, family, peer, community, and wider societal influences on behaviour and development*" (Banyard, Cross, & Modecki, 2006:1,313 cited in Dupper 2013:2). At its highest level nations can bully nations through a differential in 'power'. This can occur through commerce (economic), war/conflict (militarily), or even politically (Parsons, 2005). At a lower societal level bullying is to be found in the media, sport and the workplace showing that, as a phenomenon, it permeates all strata and aspects of society. The results can be shocking as various cases of suicide from traditional bullying are evident within Marr & Fields work (2001).

Given the frequent examples of bullying in society, literature, schools, the workplace and the media in general it could suggest a danger that society would inevitably 'normalize'

bullying, accepting it as an unfortunate 'fact of life'. Fortunately, this literature review has found little evidence of that occurring. Instead, in the 1970's the Norwegian, Dan Olweus started a wealth of research, leading ultimately to useful legislation and social policies, with his first systematic study, focussing primarily on school based bullying (Olweus, 1973;1978;1993).

Thus, in summary, while bullying has historically been a recognised factor within society it has shown itself to have an ongoing ability to evolve. This changing 'bullying methodology' is now becoming problematic with the advent of the internet and virtual world social media. Unsurprisingly then, cyberbullying research is still in its infancy and given the fluidity of the concept this study suggests that its definition linked to its deeper understanding is a major area of weakness. As such, the definition slipperiness and mechanism by which the aggressors interact with their victims are presented in the next section of this literature review.

2.3. Defining and understanding the term 'Bullying'

Having explored how *it* (bullying) has manifested itself throughout our social history it is appropriate to pause and consider whether there is clear understanding regarding what it actually is and is not.

According to Dupper (2014:7) '*Bullying is a complex phenomenon that defies simple explanation...*'. Within this section I will provide a framework which endeavours to conceptualize the transactional event known as 'bullying' (Swearer, Espelage, Vaillancourt & Hymel, 2010; Ungar, 2011), but first this 'slippery' concept needs to be defined:

> *'Bullying is a pervasive type of aggression, but whose specific components set it apart from other violent, abusive or aggressive behaviour. For it to take place there must first be an imbalance of power between perpetrator and victim, the action needs an element of deliberate 'mens rea', that is 'intent', and that intention must be to cause/inflict, directly or indirectly, distress or harm physically, emotionally, or both'.* (James, 2010).

From this paragraph alone it can be seen that the concept of 'bullying' is both complex and multifaceted.

It is therefore not surprising that both the legal and academic world have struggled to properly 'pin down' this phenomenon, with the British courts avoiding any *statutory* definition for schools completely. This legal 'omission' is most visible on the main United Kingdom advice site for schools, which can be found at www.gov.uk/bullying-at-school/bullying-a-definition (Assessed 1/3/17). Here it clearly states that *there is no legal definition*, before providing the following 'guidance':

> '…..*however, it is usually defined as behaviour that is: repeated; intended to hurt someone either physically or emotionally; often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation'…and…..'It takes many forms and can include: physical assault; teasing; making threats; name calling; cyberbullying- bullying via mobile phone or online, e.g. email, social networks and instant messenger'…adding that…'your school should have its own definition of bullying'*. (Gov.UK, 2017).

Additionally, under the 'law' section of the website it expands this stance by adding that,

> '***some sorts of bullying are illegal*** *and should be reported to the police. These include: Violence or assault; theft; repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages; hate crimes',…..reminding the schools that,…'all state schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils'*. (ibid, 2017).

This 'guidance' is woefully inadequate as it fails to appreciate, or address, the complexity and interpretability of the words involved, as will be shown shortly. Additionally, such a failure potentially fails to comply with the Universal Declaration of Human Rights (UDHR) (1948), the United Nations Convention on the Rights of the Child (UNCRC), (United Nations, 1998), or national education and school policy.

Supporting this criticism concerning the vagueness of the policy Thompson, Arora & Sharp (2002) found that there can often be a tendency to view bullying as a social norm and an integrated part of school culture, adding that school staff frequently resist admitting or acknowledging any bullying problem exists for fear of damaging their establishment's image and reputation. And the 2012 Ofsted report *No Place for Bullying,* mirrored the criticism when they said the following:

- Pupils in all of the schools could give a range of examples of disparaging language that they heard in school. This was related to perceived ability, race, religion, sexuality, appearance or family circumstances. Homophobic language was frequently mentioned. *In contrast, staff often said that they did not hear any of this type of language in a typical week*. Few schools had a clear stance on the use of language or the boundaries between banter and behaviour that makes people feel threatened or hurt.

- Almost half of the pupils surveyed wrote about an incident where they had felt picked on or bullied at some point while at their current school. Incidents related to friendship issues, personal appearance, family circumstances, sexuality, race, religion, ability, being seen as clever or good at something, disability or a combination of these aspects. Seventy-five per cent of questionnaire respondents in primary schools and 83% in secondary schools thought that bullying would stop if it was reported to an adult in the school.

- Despite significant strengths in some schools, inspectors found a range of weaknesses in how the schools recorded bullying incidents, the detail included in this recording and in its analysis. This undermined the school's ability to use this information to shape future actions.

(Ofsted, 2012:3)

Another consideration which supports the need for a clearer and 'fixed official definition' are the inherent issues stemming from the contextual background of the new UK academy school systems, where reputation equates to student enrolment applications/student numbers, which in turn equates to revenue and perceived 'success'.

Within such a situation workplace bullying, from management against teachers becomes a plausible possibility, thereby leading to child bullying becoming under reported, or even ignored.

Finally, the use of the phrase '*some sorts of bullying are illegal*' serves perfectly to illustrate the inadequacy and confusion within this central example of Government guidance; as that phrase alone can arguably give rise, or sanction, interpretation and subjective assessment based on no clear continuity or framework. I would argue that the result of such a statement also implies that some forms of bullying are legal, which clearly is not the case. Thus, in conclusion there is strong evidence and an urgent need for a more concrete definition, clarifying the constituent parts and supporting a 'valid' and a consistent approach. So, the next step requires that a suitable definition needs to be identified as a central part of this thesis academic framework.

In pursuit of this goal, Smith & Sharp, (1994:2) define bullying as the "*repeated and deliberate ……systematic abuse of power*", which harms others and Hazler (1996) adds that it can be individuals or groups perpetrating a course of action repeatedly intended to have a negative result for the less dominant subject in the interaction.

Hazler (1996) is then joined with Roffrey (2000) who continued by saying that physical aggression is not a prerequisite, bullying can also include psychological attacks that seek to undermine confidence, hurting feelings and damaging self-esteem, even through the act of exclusion. Indeed, social exclusion demonstrates some of the different perceptions and bullying 'modus operandi' found within different countries such as Japan and Korea, where they have their own names; *ijime* and *wang-ta* (Morita et al, 1999; Kanetsuna and Smith, 2002; Koo et al, 2008 cited in James, 2010). Regrettably, James does not expand on why social exclusion is more prominent within these cultures, but it could be hypothesised that the prevalence simply reflects that their culture has developed more along the collective response route. So, clearly the academic nature of what constitutes bullying is not 'clear cut' and requires careful construction from many different authoritative sources and alternative cultural settings.

The next insight comes from a *Common law* judgement of R.H. Walker v Derbyshire County Council [1994] (Heald, 1994. cited in Reid, p et al, 2004:242) which ruled that

bullying required, '*longstanding violence, which could be physical or psychological. Such violence could be perpetrated by either an individual or a group against an individual not able to protect themselves. The key element being implicit desire to threaten, frighten or intimidate the individual*'. This element of conscious intent is mirrored by Manning, Heron & Marshal, (1978) who concur that the phenomenon requires an unprovoked harassing, or aggressive repetition of acts, by one or more culprits, towards one or more 'victims' intending the causing of harm. This would appear to be progress, suggesting that an intention to cause harm suffices and that there is not any prerequisite for harm (psychological or otherwise) to have actually resulted.

Similarly, Nansel et al (2001) put forward a stance that 'aggressive behaviour' will suffice, rather than actual physical harm, but makes no priori comment regarding *Mens Rea*, or required intention, although it is not unreasonable to surmise that 'aggressive behaviour' is in itself a precursor and action generating harm in one form or another in the recipient of such attention. So, from this it can be argued that the question of 'intention' requires a certain specific state of mind, whether the bullying 'action' is direct (physical or verbal), or indirect (alienation, exclusion).

Since Olweus (1978) various other researchers have considered these aspects, (Ericson, 2001; Leckie, 1997; Tattum, 1989; Hawker & Boulton, 2000) and Van der Wall, de Wit & Hirasing (2003), even concluded that controlling another person fulfilled the requirements to constitute bullying. Similarly, social sabotage (through gossip and the breaking up of social relationships) has also been thought to be sufficient by Prinstein, Boegers & Vernberg (2001), provided the intent is there.

So, when considering the literature clarifying what constitutes bullying, it becomes clear that to be in a position to negatively influence the victim in any of these ways there must be an inherent imbalance in power between the perpetrator/s and the victim/s, even if it is only perceived. As such, one of the most obvious examples would be physical, but others would include: age, intellect, social standing, socio-economic background, race, sexuality, religion, technical ability; such as technical natives v's technical immigrants. Another would be workplace bullying where clear lines of organisational power are involved. Again, these areas are by no means confined to the list above, but these examples come from research initially started by Dan Olweus of Clemson University in

1978. Since then, as demonstrated above, a series of other researchers have confirmed and expanded the list (Rigby & Slee, 1993; Roland, 1980).

So, from this literary background search we can start to summarise what might constitute and therefore define bullying:

Hinduja and Patchin (2009:12) claimed that the characteristics of bullying have four main components:

- Intentional Behaviours.
- Repetition.
- Violence or aggression.
- Power differential.

While generally agreeing with this, crucially the question of 'repetition' largely remains unclarified, perpetuating this highly problematic area of uncertainty.

James' definition of bullying, in her 2010 paper 'School Bullying' provides another more comprehensive definition, together with some explanation regarding 'repetition':

'What is Bullying?
Essential components of bullying behaviour:

- **Intention to harm**: bullying is deliberate, with the intention to cause harm. For example, friends teasing each other in a good-natured way is not bullying, but a person teasing another to upset them is bullying.

- **Harmful outcome**: one or more persons are hurt physically or emotionally.

- **Direct or indirect acts**: bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.

However, bullying also has characteristics that set it apart from other aggressive behaviours:

- ***Repetition: bullying involves repeated acts of aggression: an isolated aggressive act, like a fight, is not bullying.***

- **Unequal power**: bullying involves the abuse of power by one or several persons who are (perceived as) more powerful, often due to their age, physical strength, or psychological resilience.'
(James, 2010:4-5).

Similarly, Harris and Petrie's definition (2003) acknowledged the need for *repetition* but at no point clarified what that may, or may not include:

'*intentionally harmful, aggressive behaviour of a more powerful person, or group of people, directed repeatedly towards a less powerful person, or group of people, usually without provocation*' (Harris & Petrie, 2003:2).

So, in both James' paper for the National Society for the Prevention of Cruelty to Children (NSPCC) and Harris & Petrie's work an element of 'repetition' is required and some explanation is given. Regrettably though, both still fall short of the degree of clarity needed for when considering cyberbullying, as will now be explained.

From the above examples it can be seen that historically, in the physical world, bullying *repetition* has always required a recurrence of a threat, assault or form of physical violence to take place. So, it has required separate phenomenal events to occur; generated on each occasion by an aggressor and thus under their direct control. Legally this would be described as a repeated *Actus Reus* - Criminal action, or conduct, together with associated *Mens Re*a - guilty, or reckless intent (R v Stone & Dobinson [1977]; R v Miller [1983]).

In the virtual world the damaging item/act (Actus Reus), such as a text, uniquely continues to exist, maintaining its inherent ability to inflict more harm/suffering

asynchronously, *without the need for any recurring action by the aggressor* - a fact that the aggressor will know when sending such material. Thus, this study proposes that in Cyberbullying, the 'repeated' bullying element can be fulfilled by the victim alone, re-reading texts and hateful material, in effect repeatedly re-victimizing themselves. This postulate identifies an import difference between the nature/commission of traditional bullying and the more recent asynchronous cyberbullying. The implication is therefore that a significantly different approached is merited, incorporating/acknowledging the victims ability to repeat the necessary element of harm (Harris & Petrie, 2003; James, 2010; Hinduja and Patchin, 2009).

So, in summary bullying (which underpins cyberbullying), is a complex phenomenon with multiple required elements; Intention to harm, Harmful outcome, Direct or indirect acts, Repetition an unequal power. However, there still requires greater clarity, or another tier of explanation to unequivocally rule/understand what acts do, or do not qualify.

Indeed, the greatest problematic area, especially pertaining to cyberbullying is the crucial issue of what can constitute as 'repeated', given the special capabilities within the virtual world where the bullying 'act' can remain 'active' allowing the victim to repeat the damage by revisiting it themselves. In the noumenal synchronous world such a situation is not possible and repeated requires/necessitates a further 'act' by the aggressor with the victim only being capable of being the recipient.

I will consider this and other important elements regarding understanding cyberbullying next.

2.3.1. The need to clarify '*repeated*' within a usable definition, the spelling of the concept and associated implications for data integrity

The reason this lack of clarity is so problematic for when considering Cyberbullying can be demonstrated with the following question:

'If a victim can revisit and reread a threatening, or abusive text/message, does that ability, or action by the victim fulfil, amount and therefore substantiate the necessary element of *repetition* prerequisite in the commission of an act of bullying?'

I would argue that this problematizing of the understanding of the word '*repeated*' is paramount when seeking to study cyberbullying, and have justified this stance through my findings that show that there is indeed, to a significant extent, a belief amongst young people and professionals that one *revisited* text (or 'bullying' E-contact), constitutes as having been cyberbullied. This view/understanding impacts directly on their perception, and reporting, of whether they have, or have not *been cyberbullied*.

The literature has demonstrated how difficult it is to give a definitive direction on this point, having failed to acknowledge the importance of clarifying 'repeated'. As a result there is also an apparent lack of awareness regarding the lack of clarity regarding respondents' responses when asked if they have been bullied, or cyberbullied. Clearly, as it is rather an important question legally, and therefore regarding effective policy and 'policing', this needs to be clear and, as previous academic literature shows no clarifying evidence, legal literature forms the next area of inquiry.

The Crown Prosecution website discusses the offence of 'harassment' and states that it can be considered as similar to bullying, especially as it requires elements of both *'repetition'* and *'intent'*:

> **Harassment**
>
> In this legal guidance, the term harassment is used to cover the 'causing alarm or distress' offences under section 2 of the Protection from Harassment Act (PHA) 1997 as amended , and 'putting people in fear of violence' offences under section 4 of the PHA. The term can also include harassment by two or more defendants against an individual or harassment against more than one victim.
>
> Although harassment is not specifically defined in section 7(2) of the PHA, it can include repeated attempts to impose unwanted communications and contact upon a victim in a manner that could be expected to cause distress or fear in any reasonable person.
>
> The definition of harassment was considered in Plavelil v Director of Public Prosecutions [2014] EWHC 736 (Admin), in which it was held that the repeated

making of false and malicious assertions against a doctor in connection with an investigation by the GMC could amount to a course of harassment. The Court of Appeal rejected the argument that malicious allegations could not be oppressive if they could easily be rebutted.

A prosecution under section 2 or 4 requires proof of harassment. In addition, there must be evidence to prove the conduct was targeted at an individual, was calculated to alarm or cause him/her distress, and was oppressive and unreasonable.

Closely connected groups may also be subjected to 'collective' harassment. The primary intention of this type of harassment is not generally directed at an individual but rather at members of a group. This could include: members of the same family; residents of a particular neighbourhood; groups of a specific identity including ethnicity or sexuality, for example, the racial harassment of the users of a specific ethnic community centre; harassment of a group of disabled people; harassment of gay clubs; or of those engaged in a specific trade or profession. Harassment of an individual can also occur when a person is harassing others connected with the individual, knowing that this behaviour will affect their victim as well as the other people that the person appears to be targeting their actions towards. This is known as 'stalking by proxy'. Family members, friends and employees of the victim may be subjected to this.

(Crown Prosecution Service (CPS), 2016:10).

Again, while explanatory examples are given the matter for 'repetition' remains undefined. Indeed, this omission interestingly appears to be 'international' when United Kingdom laws are compared against the United States Texas Penal Code § 42.07: "HARASSMENT", which also specifically requires '*repetition*', for electronic communications (A7), but crucially then fails to qualify what this actually means, despite defining the other key terms:

United States Texas Penal Code § 42.07: "HARASSMENT"
A person commits an offense if, with intent to harass, annoy, alarm, abuse, torment, or embarrass another, he:

(1) initiates communication by telephone, in writing, or by electronic communication and in the course of the

communication makes a comment, request, suggestion, or proposal that is obscene;

(2) threatens, by telephone, in writing, or by

electronic communication, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of his family or household, or his property;

(3) conveys, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;

(4) causes the telephone of another to ring repeatedly or makes repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;

(5) makes a telephone call and intentionally fails to hang up or disengage the connection;

(6) knowingly permits a telephone under the person's control to be used by another to commit an offense under this section; or

(7) **sends repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.**

(b) In this section:

(1) "Electronic communication" means a transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic, or photo-optical system. The term includes:

(A) a communication initiated by electronic mail, instant message, network call, or facsimile machine; and

(B) a communication made to a pager.

(2) "Family" and "household" have the meaning assigned by Chapter 71, Family Code.

(3) "Obscene" means containing a patently offensive description of or a solicitation to commit an ultimate sex act,

including sexual intercourse, masturbation, cunnilingus, fellatio, or anilingus, or a description of an excretory function.

(c) An offense under this section is a Class B misdemeanour, except that the offense is a Class A misdemeanour if the actor has previously been convicted under this section."

Interestingly, though this example does modify the '*intent*' element, discussed earlier, with the more subjective wider phrase *'in a manner reasonably likely to...'*.

So, as I have ascertained that the question of what is and is not 'a repeated' course of conduct, or 'repetitious' course of conduct is potentially crucially important within people's (victims, policy makers, legislators and enforcers) understanding of whether cyberbullying has or has not occurred, so the question has to be further investigated.

The word *repetition* is a noun defined as:

1/ 'The act of doing or saying something again'
or
2/ 'Something that happens in the same way as something that happened before'.
(Cambridge Dictionaries Online, 2014).

When actions are considered in law it is often referred to as the 'course of conduct' and here the Crown Prosecution Service (CPS) provides guidance and clarification regarding its use in the Harassment Act (1997):

A Course of Conduct.
Section 7 defines a course of conduct as being **on at least two occasions**. Harassment is not defined but includes conduct causing alarm or distress. It is confirmed as including speech.

The PHA does not specify what period of time should elapse between occasions. Arguably, therefore, so long as the behaviour complained of ceased, even for a short period of time, and then resumed either in the same or a different form, this can form a course of conduct. Acts might be some distance apart, and yet still constitute a course of conduct. Each case will fall to be determined on its own facts.

Section 7(3A) provides that conduct by one person shall also be taken to be conduct by another if the other has aided, abetted, counselled or procured the conduct. It makes it clear that a campaign of collective harassment by two or more people can amount to a "course of conduct". It also confirms that one person can pursue a course of conduct by committing one act personally and arranging for another person to commit another act.

If there are only two incidents and a long period between them, the less likely it is that they will be accepted by a court as amounting to a course of conduct. In the case of *Pratt v* DPP [2001] EWHC 483, the Administrative Court held that two incidents almost 3 months apart were "close to the line" but nevertheless sufficient to establish a course of conduct.

However, the courts have ruled that it is not just the number of incidents which make up a course of conduct, but whether those incidents could be said to be so connected in type and context as to justify the conclusion that they could amount to a course of conduct (see *Lau v DPP* [2000] Crim. L.R. 580 and *R v Patel* [2005] 1 Cr. App. 27).

It is necessary to prove that the conduct is unacceptable to a degree which would sustain criminal liability, and also must be oppressive (*R v Curtis* [2010] EWCA 123). The prosecution in this case relied on a series of spontaneous outbursts of bad temper and bad behaviour, with aggression on both sides, between partners during the time they cohabited. These were interspersed with considerable periods of affectionate life. The Court of Appeal allowed the appeal against conviction on the basis that the trial judge had not directed the jury that the course of conduct

had to amount to harassment and that the facts of the case, largely undisputed by the defendant, did not establish a nexus between the incidents.

There is no specific requirement that the activity making up a course of conduct should be of the same nature. Therefore different types of behaviour by a person such as making a telephone call on one occasion and damaging the victim's property on another may suffice, provided that the prosecution can also show that there was a common intent to persuade the victims or any other person to do something or not to do something they were entitled to do.

It may often not be immediately apparent that separate incidents are connected as a course of conduct. It is therefore important that officers are alert to the possibility that such incidents could form part of a course of conduct and to take this into account during the investigation of each incident - making whatever inquiries seem appropriate to determine whether the incident is in fact part of a course of conduct. Police will need to ensure that accurate records are kept of each incident. (Crown Prosecution Service (CPS), 1997).

The available literature has provided little assistance regarding the question of 'repeatability' within Cyberbullying. As a result I would argue that within the virtual world the victim can peculiarly revisit the damaging act, thus fulfilling the requirement for a repeated course of action (within what might at first consideration otherwise be considered a single act). Similarly, the requirement for any repeat appears to be unwarranted and worthy of question. This stance echoes the victim's understanding found in this study (see findings and discussion chapter), who attest to having been cyberbullied, irrespective of the number of interactions.

Similar vagueness of definition is also apparent in other forms of "deviant" cyber activity, such as cyber harassment and cyberstalking, is often quite vague (Vandebosch and Cleemput, 2008:499) and any consensus regarding what actually constituted 'Cyberbullying' must be thrown into doubt.

Hinduja & Patchin, in their 2009 book *Bullying beyond the schoolyard* defined cyberbullying as:

> "*wilful and repeated harm inflicted through the use of computers or cell phones, to harass, threaten, humiliate, or otherwise hassle their peers*" (Hinduja & Patchin, 2009:5).

However, even within the same book they acknowledge that their definition has had to 'evolve' to take account of newer developments, thus making much of their earlier research incomparable. Even now you could easily identify weaknesses with the use of that definition, simply from the use of cultural terms such as cell phone (mobile) if it were to be applied in the United Kingdom for instance.

Such potential for interpretation obviously has a bearing on research findings and potentially explains why previous studies within the 11-16 age group show such varying victimization ranges, a view shared by Vandebosch & Cleemput, (2008) and Hinduja & Patchin, (2009). Examples include:
6% (Finkelhor, Mitchell & Wolak, 2000); 7% (Ybarra & Mitchell, 2004); 20% (National Children's Home, 2005); 34.4% (Hinduja & Patchin, 2007); and, 42% (Keith & Martin, 2005).

Even within authoritative academic literature the concept is frequently still spelt differently:

- 'Cyber bullying' (Kowalski et al, 2008:1),
- 'Cyber-bullying' (Shariff and Churchill, 2010:1)
- Cyberbullying (Hinduja and Patchin, 2010b:1).

Legal literature shows the same confusion; such as the US legal definitions site 'Cyber bullying Law & Legal Definition' which spells it two different ways (one with, one without a hyphen), within the first two paragraphs of their attempted definition (http://definitions.uslegal.com/c/cyber-bullying/ Accessed 1/3/17).

As it is a compound word, and a noun in common use, the correct spelling and version used within this thesis is *cyberbullying* (Cyberbullying, 2017) (http://wwwdoctionary.com/browse/cyberbullying Accessed 1/3/17) .

This additional most basic and very common area of confusion and variation can again produce flawed/incomparable results. For instance, when extracting data from a computer database requiring a specific search phrase/parameter, 'cyber bullying' would miss everything recorded under 'cyberbullying'. The result will be a reduced incidence, suggesting lower numbers. Crucially, the reality of such a situation would equate to unidentified young victims.

All these differences stem from a lack of agreement about what actually constitutes 'cyberbullying' (Hinduja and Patchin, 2009), supporting the need for a workable definition and for it to be adopted, distributed and championed at the highest policy levels.

So, in summary, this section has described and shown how many earlier examples of Cyberbullying research must be viewed with caution and are potentially seriously flawed by the lack of clarity regarding definition and data collection. Critically, many agencies have fundamentally failed to appreciate the importance of this interpretability, which is likely to be a major contributory factor towards the current large diverse range in the numbers of young people appearing in studies as victims of cyberbullying. This variance can be seen in numerous studies, such as Stroud (2009) who claims 43% (citing the National Crime Prevention Council) without making clear the exact subject details, DCSF (2007), 34% and Slonje & Smith (2007) who puts the figure at 22%.

As will be shown later, this study indicates that cyberbullying within the Bath and North East Somerset youth population is below the bottom of the current quoted national range and appears to be 21% at its highest (the average being 13.63%).

2.3.2. Confused understanding, policy and preventative strategy at the commencement of the study

Indeed, professional agencies need an accurate understanding of the nature and extent of cyberbullying in order to develop preventative strategies that are not

largely unfocused/unintelligent; simply reacting with a vague perception of what the real nature and essence of the problem is, ungrounded in accurate factual data. Failing this, they might often work to some limited extent, but crucially they will not expand our knowledge or understanding of the factors involved in generating such behaviour and shared evaluation and generalization will be impossible.

Also, in the absence of a more informed understanding resultant strategies are limited and often only seek to 'bluntly' remove the victim from the mechanism of the 'act' of victimization, i.e. the internet to prevent the occurrence of the offence through culprit/victim interaction. Critically, such an approach also removes the benefits from internet access, whether they are sociological, intellectual, or recreational.

A similar analogy would be if society sought to stop people using their cars simply to prevent accidents, hence, losing all the benefits of such mobility and never establishing if the accidents could have been reduced or prevented through some more appropriate intelligent action in the first instance. An example of such a 'basic' approach where strategy seeks to simply ban the culprit from E-access, is shown in the following quote:

> '51% felt that blocking the bully from further contact or communication was a vital tool and a further 68% felt that being able to report the perpetrator's bullying would be advantageous' (Bullying UK, 2011:1).

Indeed, this 'blunt' and uninformed preventative strategy contradicts the current problem orientated policing model (POP), as described by Herman Goldstein in 2001:

> 'Problem-oriented policing is an approach to policing in which discrete pieces of police business (each consisting of a cluster of similar incidents, whether crime or acts of disorder, that the police are expected to handle) are subject to microscopic examination (drawing on the especially honed skills of crime analysts and the accumulated experience of operating field personnel) in hopes that what is freshly learned about each problem will lead to discovering a new and more effective strategy for dealing with it. Problem-oriented policing places a high value on new responses that are preventive in nature, that are not dependent on the use of the criminal justice system, and that engage other public agencies, the community

and the private sector when their involvement has the potential for significantly contributing to the reduction of the problem. Problem-oriented policing carries a commitment to implementing the new strategy, rigorously evaluating its effectiveness, and, subsequently, reporting the results in ways that will benefit other police agencies and that will ultimately contribute to building a body of knowledge that supports the further professionalization of the police'. (Goldstein, 2001:1)

This lack of intelligence generated response is also not restricted to the United Kingdom as can be seen in a recent initiative from the Japanese city of Kariya, Aiichi Prefecture where they have sought to ban thirteen thousand children between the ages of six to fifteen from using their phones in the evenings, specifically to tackle cyberbullying (Reilly, 2014). Such poor first order preventative strategies diminish the likelihood of more informed secondary interventions rendering modified behaviour outcomes virtually impossible.

So, having examined the research it is perhaps not unsurprising that this thesis critically observes and asserts that the vast majority of available literature and studies also concentrate on the 'symptom'; the bullying behaviour and how to stop the act, rather than exploring and considering the ***underlying factors*** which cause/drive it, again leaving a knowledge deficit and generating a largely continuous unmanaged 'reactive' cycle (Goldstein, 2001). As such, within the scope set out this research aims to identify and consider the 'causes', rather than just the 'symptoms' and where appropriate will propose new approaches as recently called for by Mary Kellett, Professor of childhood and youth director of the Children's Research Centre when she said *'This youth-led report demonstrates the impact cyber-bullying is having on young people's lives, the pace at which it reinvents itself and the inadequacy of current measures to contain it'* (Mahadevan, 2011:1).

Indeed, these twin elements of 'impact' and 'reinvention', as identified by Mahadevan (2011:1) are especially pertinent to this thesis as the scope of this research directly features this extremely harmful and damaging form of behaviour which victimizes, *or impacts*, young people within our society and causes them a great deal of anxiety. The nature of this behaviour is a complex 'moving target' as the means for its commission

constantly evolves, and *reinvents* itself through the opportunities offered by new technology. In addition, the increasing availability (and wider social access) of computers and other forms of interactive technology generate a legitimate fear that the problem is likely to increase. While this fear of crime is often overlooked it must be considered as an equally important element as it directly affects young people's' quality of life. Indeed, the extent of their fear can be seen in a recent poll of 1,512 young people across England commissioned by the Diana Awards which showed that '*78% of young people fear cyberbullying will continue to rise with four in 10 young people reporting to have been affected by the phenomenon*' (Mahadevan, 2011:1).

Thus, within the context of this study it is also important to state the extent of the disproportionate harm related to the subject. This can be illustrated by another online survey commissioned by Bullying UK (2011) which claims that 43.5% of respondents aged 11-16 had been bullied on social network sites such as Facebook. Prior research also indicates that Cyberbullying is in many ways more harmful and traumatic to the victim than traditional bullying as it is not restricted to a fixed venue, time of day, or frequently even a known culprit (Reid et al, 2004). Additionally, the victim can 'revisit' offensive communications, thereby 're-victimising' themselves (Campbell, 2005).

So, in summary, this suggests confused policies based on inaccurate data, real harm to young people, a fear of crime within the youth population and an increasing prevalence for the offence through social networking sites. I will now discuss and explore the nature of social networks and why these serve as an opportunity for cyberbullies.

2.4. Cyberbullying within society

Having researched the historical background of bullying, the problematic nature of its definition and the dangers resulting from misunderstanding, this literature review is in a position to consider its latest terminology-assisted manifestation; Cyberbullying.

While there are clear advantages from the recent advances in information technology, the internet and social networks, such as improved knowledge sharing, reduced social isolation and a greater awareness of other cultures, there are also a new set of challenging problems. Virtually, on a daily basis, the media carries stories about how these

technological advancements are resulting in anti-social behaviour, harassment and the phenomenon which has come to be categorised under the slippery term 'Cyberbullying'. Moreover, this coverage suggests that these 'social problems' are increasing dramatically as society becomes more integrated and reliant on technology.

Childline statistics for 2012-13[4] show 4,507 cases of cyberbullying compared to the figure of 2,410 in 2012-13, suggests a rise in the region of 33%. The same charity also reports an 87% rise in calls about online bullying, a 41% increase in self-harm calls and most alarmingly a 33% increase from those reportedly feeling suicidal. Other statistics from the same charity show an apparent 69% rise in racist cyberbullying prompting the following comment from the Childline founder, Esther Rantzen:

> *"Far too many of the nation's children seem to be struggling in despair. It's so important that we support children to talk about issues and look out for signs that they are not able to cope.*
>
> *No matter how hard pressed we are, we must commit to giving children time and space to talk about their lives. If they are concealing unhappiness, encourage them to open up and if they can't talk to you, maybe they can talk to ChildLine"*. (Topping, 2014)

Another recent publication by Martin Bagot (2014) claimed that Devon and Cornwall Constabulary have experienced a 225% increase in online harassment cases in the last three years. The same article claims Humberside Police registering a 82% increase on Facebook and Twitter alone and while caution has to be exercised regarding the sources these statistics, reportedly the data was obtained following formal 'Freedom of Information Act' requests. Worryingly, Bagot's article (2014) also adds that of the forty-two forces contacted for information only twenty-six responded.

Based on my own workplace observation I would suggest that possible reasons regarding why only just over half the forces responded could be that some of their statistics may not

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[4] Note, Childline statistics are only available up to 2014.NSPCC statistics are more current and are also included later, but do not clearly differentiate between bullying and cyberbullying https://www.nspcc.org.uk/services-and-resources/research-and-resources/2016/what-children-are-telling-us-about-bullying/ Accessed 21/3/17.

show the accuracy, or the full extent of the problem. Indeed, such a rationale is further strengthened when the Avon and Somerset Constabulary were unable to produce any cyberbullying data when requested as part of this study through a freedom of information act request. (see appendix A (2)). Another recent Freedom of information request on the 6th October 2016 (see appendix A (4)) shows that both the knowledge and procedures concerning cyberbullying have remained completely unchanged. This background supports the need for studies such as this to help fill this ongoing gap in knowledge.

So, in summary, this study aims to provide a far more informative understanding of 'cyberbullying' through the phenomenological voice and experiences of the 11-16 year old victims from within the Bath and North East Somerset Area of England who have experienced cyberbullying through the popular social network site Facebook.
But to achieve this it is first necessary that this study explores and discusses how the 'slipperiness' of the phenomenon has affected prior research and validity and how the developed research framework of this study will take this into account.

2.5. Social Networks

Social networks, or Online Social Networks to be more specific, allow individuals, or 'users' to create personal profiles which can be public or semi-public on the global internet. Masrom & Usat (2013) provide a definition of Online Social Networks within their paper 'Understanding Student's Behaviour on the Use of Online Social Working' as follows:

> *'A service that allow users to construct a public or private profile within a system, a list of users' friends and a view of their list of connections and those made with others within the system'* (ibid: 489).

This also makes clear how such networks can link, spread and generally form extensive interconnecting networks rapidly. Additionally, because of the absence of physical barriers within the virtual world previous inhibiting communication factors such as distance, language, international borders and national legislation frequently no longer apply.

Indeed, these social networks have grown through the phenomenal spread of the internet and have profoundly changed much of the way we communicate (Ellison, Steinfield and Lampe, 2007). Familiar corporate examples include Facebook, Ask.FM, Twitter, SnapChat, MySpace, BeBo and YouTube, with each one offering a slightly different blend of services and focus; such as photographs, limited text exchanges, or user timelines. In addition, to ever growing popularity (Pempek, Yermolayeva and Calvert, 2009), these platforms are also constantly evolving in response to market trends and as such the usage can change depending on what provider is considered to be 'in fashion' at any given time, especially amongst young people.

Within the United Kingdom the use of Social Networks amongst young people is very prolific with the non-user being very much the exception, rather than the rule. The potential social and educational benefits of such frequent use however come with inherent dangers, not least because the interactions are 'virtual' rather than 'face-to-face. People may not even be who they say they are (Tsikerdis & Zeadally, 2014) and the support mechanisms are not necessarily as available (Knowthenet, 2014), or as recognisable as in the physical realm. Indeed, as recently as February 2017 William Gardner, a director of the UK Safer Internet Centre and Chief Executive of Childnet commented that the inherent reliance on virtual digital image and video, '…*can magnify the risks and pressures that young people face, while also offering fun new opportunities for self-expression and creativity*' (UK Safer Internet Centre, 2017:p1).

As Maslin & Usat, (2013) and Lewis & West (2009) discovered, these threats are rarely recognised as most young users simply view social networks (Facebook in these cases) as fun and not as something serious, or risky. Additionally, as will be seen in the next section (2.6.3.) personal data is often freely, and arguably unadvisedly, available through these social network sites. So, next I will specifically examine the social network site Facebook.

2.6. An examination of Facebook

The 4th February 2004 heralded the arrival of Facebook, although for two years it remained little more than a social network for students confined to Harvard University in the United States of America. Since then its rise in popularity has been extraordinary (Urisa, Dong & Day, 2009) and today it is a global phenomenon with 989 million *daily*

active users worldwide, with each user spending an average of 40 minutes a day using the site.

Currently, the first quarter of 2016's figures indicate that if you increase the parameter to *monthly* active users the number would rises to 1.65 billion people. Currently, the world's population is calculated to be 7.37 billion people, which suggests that in the region of 22.39% of the world's inhabitants utilize the Facebook social media platform. (Available at: http://www.census.gov/popclock/ Accessed 1/3/17).

Statistics
- 1.09 billion daily active users on average for March 2016
- 989 million mobile daily active users on average for March 2016
- 1.65 billion monthly active users as of March 31, 2016
- 1.51 billion mobile monthly active users as of March 31, 2016
- Approximately 84.2% of our daily active users are outside the US and Canada.

(Available at: https://newsroom.fb.com/company-info/ Accessed 1/3/17).

First Quarter 2016 Operational Highlights
- Daily active users (DAUs) – DAUs were 1.09 billion on average for March 2016, an increase of 16% year-over-year.
- Mobile DAUs – Mobile DAUs were 989 million on average for March 2016, an increase of 24% year-over-year.
- Monthly active users (MAUs) – MAUs were 1.65 billion as of March 31, 2016, an increase of 15% year-over-year.
- Mobile MAUs – Mobile MAUs were 1.51 billion as of March 31, 2016, an increase of 21% year-over-year.

(Available at: https://investor.fb.com/investor-news/press-release-details/2016/Facebook-Reports-First-Quarter-2016-Results-and-Announces-Proposal-for-New-Class-of-Stock/default.aspx Accessed 1/3/17).

Table 1: The rise of Facebook.

The rise of Facebook

Active users, millions
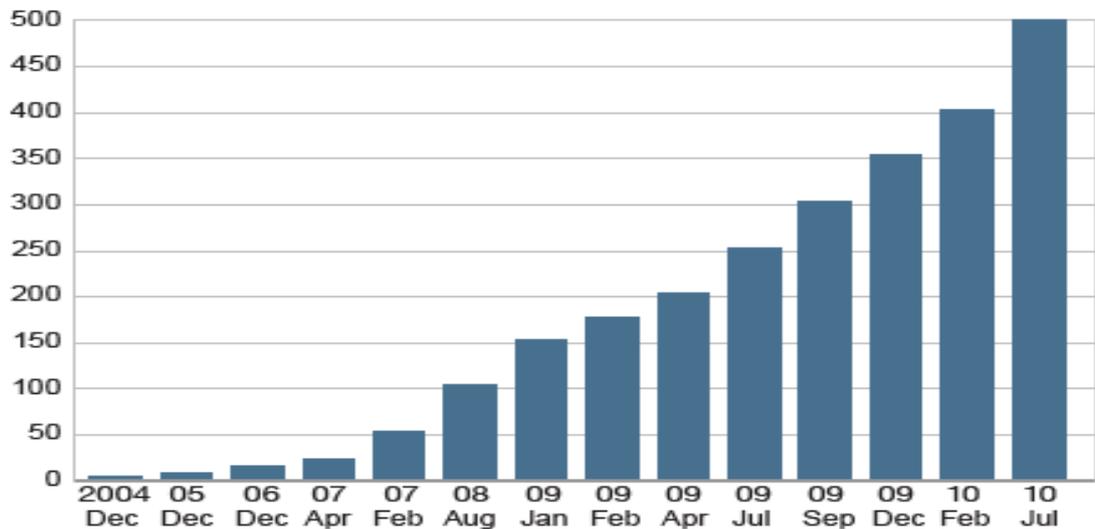
Source: Facebook

Financially, the company revenue is $2,910 Million dollars, $824 Million from Europe (again for the second quarter of 2014). Some $2,676 Million of this was generated through advertising, with $757 Million again coming from Europe. (Facebook, 2014; Bercovici, 2014).

Table 2: First quarter 2016, Facebook financial highlights.

	GAAP						Year-over-Year % Change	
	Three Months Ended March 31,							
In millions, except percentages And per share amounts	**2016**			**2015**				
Revenue:								
Advertising[1]	$	5,201		$	3,317		57	%
Payments and other fees	181			226			(20)	%
Total revenue[2]	5,382			3,543			52	%
Total costs and expenses	3,373			2,610			29	%
Income from operations	$	2,009		$	933		115	%

Operating margin	37	%	26	%			
Provision for income taxes	555						
Effective tax rate	27	%					
Net income	$	1,510		$	512		195	%
Diluted EPS	$	0.52		$	0.18		189	%

(Source: https://newsroom.fb.com/company-info/ Accessed 1/3/17).

First Quarter 2016 Other Financial Highlights:

- Mobile advertising revenue – Mobile advertising revenue represented approximately 82% of advertising revenue for the first quarter of 2016, up from 73% of advertising revenue in the first quarter of 2015.
- Capital expenditures – Capital expenditures for the first quarter of 2016 were $1.13 billion.
- Cash and cash equivalents and marketable securities – Cash and cash equivalents and marketable securities were $20.62 billion at the end of the first quarter of 2016.
- Free cash flow – Free cash flow for the first quarter of 2016 was $1.85 billion.

(Available at: https://investor.fb.com/investor-news/press-release-details/2016/Facebook-Reports-First-Quarter-2016-Results-and-Announces-Proposal-for-New-Class-of-Stock/default.aspx Accessed 1/3/17).

Facebook's own Facebook page, http://www.facebook.com, has the following company mission statement:

> *'Founded in 2004, Facebook's mission is to give people the power to share and make the world more open and connected. People use Facebook to stay connected with friends and family, to discover what's going on in the world, and to share and express what matters to them'.*

Along with these are some key 'milestones' in its development:
- 2016
  1.65 Billion active monthly users.

- 2012

  More Than 1 Billion Active Users.

- 2010

  Launched the 'Like' Button.

- 2006

  Facebook Opens for Everyone.

- 2005

  High School Students Join Facebook.

- 2004

  College Students Join Facebook.

Facebook's Terms of Service state:

Violence and Threats

'Safety is Facebook's top priority. We remove content and may escalate to law enforcement when we perceive a genuine risk of physical harm, or a direct threat to public safety. You may not credibly threaten others, or organize acts of real-world violence'.

Bullying and Harassment

'Facebook does not tolerate bullying or harassment. We allow users to speak frankly on matters and people of public interest, but take action on all reports of abusive behaviour directed at private individuals. Repeatedly targeting other users with unwanted friend requests or messages is a form of harassment'.

Hate Speech

'Facebook does not permit hate speech, but distinguishes between serious and humorous speech. Whilst we encourage you to challenge ideas, institutions, events, and practices, we do not permit individuals or groups to attack others based on their race, ethnicity, national origin, religion, sex, gender, sexual orientation, disability or medical condition'.

Adding the following explanatory comment:

'We work hard to remove hate speech quickly, however there are instances of offensive content, including distasteful humour, that are not hate speech according to our definition. In these cases, we work to apply fair, thoughtful, and scalable policies. This approach allows us to continue defending the principles of freedom of self-expression on which Facebook is founded. We've also found that posting insensitive or cruel content often results in many more people denouncing it than supporting it on Facebook. That being said, we realize that our defence of freedom of expression should never be interpreted as license to bully, harass, abuse or threaten violence. We are committed to working to ensure that this does not happen within the Facebook community'.

(Available at: http://www.facebook.com/communitystandards Accessed 1/3/17).

2.6.1. Facebook - Harmful and hateful speech on Facebook

In May 2013 concerns were voiced by the media, the Everyday Sexism Project and a coalition they represent regarding apparent gender-based hate incidents. Indeed the type of incident they were referring to included young females and would be included within the definition of cyberbullying making it relevant to this thesis. In response to the identified problem Facebook admitted that their '*system to identify and remove hate speech*' had failed to work effectively.

By way of a further explanation Facebook stated that 'out of date criteria' (unspecified) had been used and thus material (examples of cyberbullying and hate speech) were subsequently not removed, or that if they had been the process had often been too slow.

Following this incident Facebook policy was also changed to say the following regarding 'Harmful Content' (potentially meaning cyberbullying) and their future response to such material:

- *We define harmful content as anything organizing real world violence, theft, or property destruction, or that directly inflicts emotional distress on a specific private individual (e.g. bullying). As part of doing better, we will be taking the following steps, that we will begin rolling out immediately (28/5/13):*

- *We will complete our review and update the guidelines that our User Operations team uses to evaluate reports of violations of our Community Standards around hate speech. To ensure that these guidelines reflect best practices, we will solicit feedback from legal experts and others, including representatives of the women's coalition and other groups that have historically faced discrimination.*

- *We will update the training for the teams that review and evaluate reports of hateful speech or harmful content on Facebook. To ensure that our training is robust, we will work with legal experts and others, including members of the women's coalition to identify resources or highlight areas of particular concern for inclusion in the training.*

- *We will increase the accountability of the creators of content that does not qualify as actionable hate speech but is cruel or insensitive by insisting that the authors stand behind the content they create. A few months ago we began testing a new requirement that the creator of any content containing cruel and insensitive humor include his or her authentic identity for the content to remain on Facebook. As a result, if an individual decides to publicly share cruel and insensitive content, users can hold the author accountable and directly object to the content. We will continue to develop this policy based on the results so far, which indicate that it is helping create a better environment for Facebook users.*

- *We will establish more formal and direct lines of communications with representatives of groups working in this area, including women's groups, to assure expedited treatment of content they believe violate our standards. We have invited representatives of the women Everyday Sexism to join the less formal communication channels Facebook has previously established with other groups.*

- *We will encourage the Anti-Defamation League's Anti-Cyberhate working group and other international working groups that we currently work with on these issues to include representatives of the women's coalition to identify how to balance considerations of free expression, to undertake research on the effect of online hate speech on the online experiences of members of groups that have historically faced discrimination in society, and to evaluate progress on our collective objectives.*

These are complicated challenges and raise complex issues. Our recent experience reminds us that we can't answer them alone. Facebook is strongest

when we are engaging with the Facebook community over how best to advance our mission. As we've grown to become a global service with more than one billion people, we're constantly re-evaluating our processes and policies. We'll also continue to expand our outreach to responsible groups and experts who can help and support us in our efforts to give people the power to share and make the world more open and connected. - Marne Levine, VP of Global Public Policy[5].

(Available at: https://www.facebook.com/notes/facebook-safety/controversial-harmful-and-hateful-speech-on-facebook/574430655911054 Accessed 1/3/17).

2.6.2. Facebook- Use by children under 13

Officially Facebook say that participants need to be at least 13 (within their terms of service) and while they accept that there are younger people using the site, they portray this as very much the exception rather than the rule and claim that when it happens it is usually with the co-operation/consent of the parents.

This stance is contradicted by recent studies regarding the age that young people start using Facebook, such as the Cybersurvey, 2011 (cited in Katz, 2012) which identified that 39% (n=343) of 10-11 year olds had a Facebook page, almost mirroring the findings from my study, as can be seen in table 3 below:

Table 3: Facebook victim age data from this study.

Age	Number of victims (n=198)	Percentage
11	11	5.56%
12	27	13.63%
11 + 12	*38*	*19.19%*
13	27	
14	73	
15	46	
16	14	

---

[5] Marine Levine's policy statement was first published on the 28th May 2013, but still forms the main introduction on the Facebook Safety page (22/3/17).

Indeed, the argument that under 13 year olds are frequently on Facebook find further support from many other studies, including: the online study by Knowthenet, (2014), which found that 59% of their respondents had used online social networks by the age of 10, with Facebook being the most popular means of access (n=1,004). The same study also reported that 52% of 8 to 16 year olds admitted ignoring official age limits prompting Dr Richard Woolfson, child psychologist and Knowthenet (ibid) spokesman to say, *'As this study shows, children are gaining access to social media sites at a younger age, which could expose them to content, people or situations that are out of their depth and which they're not emotionally prepared for'* (2014).

This pattern of under 13's accessing Facebook with ease and regularity was also reported by Winpenny & Marteau (2014), who added that while doing so they experienced exposure to alcohol marketing, illustrating just one of the resultant potential danger areas.

As shown, in my study 19.19% of those experiencing cyberbullying through Facebook were aged 11 or 12 (n=198) suggesting under 13 are frequently ignoring Facebook's policy and age restriction rules.

The United States 1998 Federal Children's Online Privacy Protection Act (COPPA) is supposed to support Facebook's policy in so far as it requires young people over 10 years old seeking to use the site, or any commercial site to have parental permission.

Enforcement however is difficult when faced with the findings of the online journal study First Monday, (Hargittai, Schultz and Palfrey, 2011), "*Why Parents Help Their Children Lie to Facebook About Age: Unintended Consequences of the Children's Online Privacy Protection Act*", which found that out of 1,000 households surveyed, more than three-quarters (76%) stated their children joined under 13, implying both their knowledge and consent.

The same study also reported that Facebook reportedly removes 20,000 people a day, (people who are underage), stating that, Facebook takes various measures both to restrict access to children and delete their accounts if they join.

In conclusion the report questions the ability of the law to enforce the age restriction along with the publicity Facebook uses to disseminate its policy effectively, quoting the following statistics:

> *Only 53% of parents said they were aware that Facebook has a minimum signup age; 35% of these parents believe that the minimum age is a site recommendation (not a condition of site use), or thought the signup age was 16 or 18, and not 13* (Hargittai, Schultz and Palfrey, 2011).

2.6.3. Facebook - Personal data.

Various examples of research (cited in Masrom & Usat, 2013:490) discovered that inadvisable personal data is often disclosed by young people using the Facebook site:

- Birthdays (96%), E-mail address (85%), Hometown (85%) and relationship status (81%) (Christofides, Muse & Desmarais, 2009).
- In addition, 99% (from a sample of 77) undergraduates used their real full names (Young & Quan-Hasse, 2009), although this is not really surprising given Facebook's terms of use.

In Stern & Taylor's study (2007) (cited in Masrom & Usat, 2013, 490) the following similar supporting statistics were discovered:

- Nearly two thirds of respondents (the details of which are unfortunately absent) showed their sexual orientation, relationship status and interests.
- 97.4% included their school name.
- 83.1% their E-mail addresses.
- 92.2% their date of birth.
- 80.5% their Hometown.
- 98.7% a picture of themselves.
- 96.1% included friends' images.

Lastly, in a sample of 4,540 profiles, 90% were found to contain profile pictures along with 87.7% including their dates of birth (Masrom & Usat, 2013).

So, in summary, Facebook is arguably *the* global social network site, interlinking vast amounts of people, generating large amounts of revenue, containing immense amounts of personal data, with a clearly set out policy relating to youth membership and behaviour. But it does not operate solely within its own rules; there are various international and national laws that are relevant and which I will now discuss.

2.7. Academic frameworks relevant to this phenomenological study of cyberbullying via Facebook

As stated at the commencement of this review, most of the early large scale research conducted into bullying based in and around schools was conducted in the 1970's by Dr Dan Olweus, from the University of Bergen in Norway.

In the 1980s he progressed into systematic intervention studies against bullying and identified many positive effects, through a 'bullying prevention program' he devised (Olweus, 1991; Olweus, Limber & Mihalic, 1999). The seminal publication 'Bullying at school: What we know and what we can do' followed in 1993 and is cited in most articles addressing bullying, regardless of where they originate from.

In Olweus's 2001 work, *Peer Harassment: a critical analysis and some important issues* he proposes that there are seven different steps, or levels, on the bullying ladder and this is the model most relevant to this study. It basically proposes that the phenomenon of bullying can be distilled and categorized into the following steps:

1. The student who wants to bully and initiates the action.
2. Followers or henchmen
3. Supporters (or passive bullies).
4. Passive supporters (or possible bullies).
5. Disengaged onlookers.
6. Possible defenders.
7. Positive defenders (who actively try to stop it).

(The bullying circle. Olweus, 2001: p3-20).

It is immediately apparent that this academic model describes polarities of mindset; from negative through to positive, indeed, Donegan (2012:36) observes that '*Dismantling the aggressive portion of this ladder and shifting students to a deterring mindset must be a fundamental part of any prevention program*'.

Thus, the Olweus model is relevant and merits inclusion, however it will only be used to contextualize and position this study's findings within the stages of the process.

The reason for this decision is partly because Olweus's model provides a rather static linear description; charting the evolution of the event from its start to its ultimate conclusion, with to some extent, didactically fixed participant roles within it. The main reason however for not using the model for anything more than contextualising that it developed from research exclusively on the neumonal world of physical bullying and thus may have limitations regarding its application to bullying data generated in a virtual domain.

In summary therefore, it was somewhat static, linear and quantitative in nature; whilst this study was predominantly qualitative and holistic. Additionally, through the literature review, two more favourable models had already been identified to assist with the discussion and findings phase, enabling more of the phenomenological essence to be examined, rather than the *mechanics* of the process.

The first of these academic models used within the discussion to understand the findings comes from the work of the sociologist Erving Goffman and his theory regarding *The Presentation of Self in Everyday Life* (1956). This model was primarily chosen because it supported the examination of the cognitive processes involved in social interactions. Secondly, I had also used it previously in my work on student voice (MA Bath Spa University, 2011) and had found it to be helpful when discussion young people's aims and vulnerabilities when presenting themselves on social platforms. Thirdly, conversations with Professor Coombs informed/confirmed my decision. And finally, having largely completed this thesis, I discovered that Kernaghan and Elwood (2013) had also utilized Goffman's work to study cyberbullying, thereby further validating my choice.

I will now describe the model:

Goffman, in his 1956 work 'Presentation of Self in Everyday Life' proposed that all interactions take place within a 'space'. This 'space' equates and encompasses those engaged in the interaction, those observing it and those that can participate, or otherwise be interacted/influenced as a result of the primary event (interaction).

To make this clearer Goffman used the analogy of a theatre, with a 'back of the stage' area where the 'performer' is unseen, unassessed, thus free to act as their true selves, without contest, objective, or risk/stress. Indeed, Goffman's analogy stresses the 'safety' afforded while in this area (p.135), because this 'back of stage' area equates to where we conduct our private thoughts and lives. In contrast, dynamic interactions, or engagement with others takes place as a 'performance' at the 'front of stage'. When doing this the performer instigates engagement with a recipient audience of one or more people. These performers (the bully for our purposes), while on stage (interacting) actively seek to achieve a desired impact, or to generate a desired impression upon the target audience. As such they try to constantly manage the interaction, assessing feedback, modifying their performance accordingly in order to achieve the performer's desired outcome, avoiding any negative outcome for themselves.

In the context of cyberbullying Goffman's presentation of self in everyday life model (1959) applies as follows:

- In Goffman's analogy and contextual framework the theatre supports a performance. In cyberbullying the theatre, or construct within which the act takes place is the internet. More specifically within this study the theatre represents the social media site Facebook and the act is the cyberbullying attack.
- Within this model Goffman also identifies a back stage (the performer, or bully's private domain). This denotes the assailant's persona separate and away from the profile they portray (or enact to maintain the analogy) through the social media site.
- A front of stage features, where the performer (and the bully) engages and seeks to achieve an impact/impression on the audience. In cyberbullying this would be the posts, messages and associated message board..

- Then there are the performer; the instigator/bully, and the audience; the victim/s.
- Lastly, there are outsiders, who do not participate, or even observe the performance (the unaware/uninvolved others).

But, Erving Goffman's model was formed originally in 1956 and although it is still frequently cited in interaction research, I postulate that the main dramaturgical theatre analogy (p57) (Fig 1) needs to evolve for the following reason:

Historically, bullying required a physical or verbal interaction in a synchronous noumenal environment, between two or more active participants, fitting Goffman's analogy. Additionally, the bullying, or performance, existed for a finite moment and had to be 'recommended' by those involved to recur.

In the virtual world the bullying, or performance, can exist and be revisited, or replayed by the original victim/audience, or other originally unintended audiences. Expanding Goffman's original analogy the fixed access theatre, with its live 'on off' performance now becomes a television studio with semipermeable, less controlled access.

In addition the performance does not cease after 'the show' as the internet in effect 'records' it, posing the potential for future viewing by any number of people and for any variety of reasons.

Similarly, because of the nature of the virtual internet world the performer can no longer control, or even be completely aware of, who their audience might in reality actually be, or even how big it is (examples supporting this hypothesis would include videos 'going viral' contrary to their original purpose), whereupon the internet as the 'theatre' is not so controllable and indeed the performer may not be entirely aware of the extent, or make up of the observers.

For these reasons this study would postulate that Goffman's original framing using a dramaturgical analogy of performers, audience, front of stage and backstage is useful, but needs to be developed when applied to internet interactions:

The 'theatre' analogy now needs to evolve into more of a 'television station' to incorporate the fact that when a performance is carried out via the internet there is a very real potential for the audience composition and size to be completely unknown, regardless of the original perception or plan. Secondly, when activity takes place via the internet the performance becomes 'recorded' supporting the potential for it to be 'rerun', with little or no control from the original cast, and again regardless of the original perception, or plan (Figure 2).

Further justification for this evolution requirement came from Kernaghan and Elwood (2013) in their article, *All the world's a (cyber) stage*. Within that paper the authors also identify a need to evolve Goffman's Perception of self in everyday life theatre analogy model (1959) when applying it to cyberbullying. They however restricted their modified thinking to an acceptance that the traditional backstage zone within the theatre was no longer an inviolate sanctuary for the performer, safe from any potential bully. They also commented that the bully now has a greater potential to conceal their identity, referring to physical distance differences as the salient factor.

When I synthesised my evolved model of Goffman's original model/analogy I was unaware of Kernaghan and Elwood's work (ibid), however, its discovery also supports my argument and rationale for the new synthesised model, which I will now describe:

Figure 1: An annotated visual metaphor of Goffman's *original* presentation of self in everyday life dramaturgical model (1956) and conceptual framework.

Theatre
The conceptual analogous parameters of the model

Backstage region
Here the actor is safe and is not exposed to the audience or their reactions.
This is where the actor formulates their performance and the impact/reaction they hope to receive. This safe space is also where the actor retreats to in order to reflect on their last success, or failures/missed opportunities meriting future adjustment.
In teenage terms this would equate to a home environment, or even a bedroom.

The stage

It is here that the performance, or interaction, takes place. The objective is to gain praise and approval, leading to increased perceived self-image and possibly social status. In reality the stage would be anywhere where dialogue and interaction could take place. In Goffman's model this would have been predominantly physical.

Audience

These are the spectators; those whose opinion would form the feedback and achieved impression.in Goffman's original model the interaction would be largely physical and the audience, if not known specifically would be generally confined, visible and operating within fixed social parameters.

Performance

This would be usually singular, not recorded or repeatable and would be confided to that specific theatre, rather than accessing multiple life spheres. The audience would also be within largely fixed parameters, rendering them known, or at least partly a known element.

In the original model the physical performance is also synchronous, unlike the additional asynchronous nature possible within a virtual world social media environment.

Perception

This would have been visible, attributable and fixed within those who were present in the theatre. Feedback would also have been usual immediate from those who witnessed, or engaged with the performance first hand.

Figure 2: A *modified* annotated visual metaphor of Goffman's presentation of self in everyday life dramaturgical model (1956) and conceptual framework, more applicable to cyberbullying.

Theatre (now requiring the theatre analogy to evolve into more of a TV program model)

Backstage region

Here, whereas the actor was safe enjoying no exposure to the audience or their reaction the situation has now fundamentally changed

This area where they formulated their performance and the impact/reaction they hope to receive is no longer guaranteed as safe; as cyberbullying occurring through IT such as phones and computer audience access now becomes possible.

In teenage terms this would equate to the home environment, or even a bedroom becoming accessible in a way that had been impossible.

Similarly, due to the nature of the access parental awareness and involvement diminishes.

The stage.

Within the phenomenon of cyberbullying it now becomes unlimited, with the potential for vast unknown audiences and unknown/unintended and unauthorised recording and reproduction. Similarly, the stage becomes plural and varied, all with different regulatory, social and cultural norm applying.

Performance.

Because the stage has changed the nature, extent of the audience potentially becomes infinite and unknown. This is especially true in the case of recording and distribution (often referred to as g*oing viral). A key difference between bullying and cyberbullying is therefore that the latter is asynchronous, whereas the former is not.*

Perception

The unquantified audience can now result in feedback from infinite perspectives, frequently unknown individuals and from a variety of *agendas* existing in the virtual world with fluid social norms.

The second academic framework utilized within the discussion, to assist with contextualisation and understanding was Lawrence Kohlberg's Stages of Moral Development (1958). This assisted in considering the moral motivational or inhibiting factors that may have underpinned the cyberbullying behaviour, within the entire interaction dynamic. I will now describe the model:

Kohlberg's Stages of Moral Development theory was published in 1958. The initial concept largely built on earlier work by the psychiatrist Jean Piaget, although other

influences can also be attributed to Erikson, underpinned philosophically by the American philosopher John Dewey. This is especially true regarding their belief/proposal that humans develop both philosophically and psychologically was progressive, in an increasingly complex fashion.

Kohlberg's moral development theory (1958) relates to Piaget (1932) and Erikson (1950), as follows in Figure 3.

Figure 3: The psychosocial/cognitive relationship between Kohlberg, Piaget and Erikson.

Psychosocial/cognitive developmental theories

Kohlberg's theory of stage moral development	Piaget's theory of cognitive development	Erikson's theory of stages of development
Preconventional. Birth to 9yrs. (Seeks to avoid punishment and gain reward).	Sensorimotor. Birth to 2 yrs. (Repeated action prompts reflex).	1. Infancy. (Basic trust versus mistrust: Idiocentric).
Stage 1. Obedience and punishment. (Punishment and obedience orientation).	Preoperational. 2-7 yrs. (Egocentric: Thinking using symbols).	2. Toddler stage. (Autonomy versus shame and doubt.
Stage 2. Individualism. Instrumentalism and exchange.	Concrete operational. (Logical thinking).	3. Preschool stage (Initiative versus guilt).
Stage 3. Good boy/nice girl. 9-20 yrs. (Gain approval, avoid disapproval).	Formal operational 11 – 15 yrs. (Avoid disapproval, gain approval).	4. School age. (Industry versus inferiority).
Stage 4. Society-maintaining order. 20 yrs plus. (Agreed rights and personal moral standards: Justice).		5. Adolescence. (Identity versus law and role of confusion).
Stage 5. Social contract orientation.		6. Young adult. (Intimacy versus isolation).

		7. Middle adulthood. (Generativity versus stagnation).
Stage 6. Universal ethical principle orientation		8 Older adult. (Ego integrity versus despair.

(Adapted from Pinterest (nd) Piaget, Erikson and Kohlberg: Cmap)

For the purposes of this study the levels, stages and resultant social orientation of Kohlberg's model alone can be seen in table 4 below:

Table 4: Stages and levels of Kohlberg's stage model of moral development (1958).

LEVEL	STAGE	SOCIAL ORIENTATION
Pre-conventional	1	Obedience and Punishment
	2	Individualism, Instrumentalism, and Exchange.
Conventional	3	"Good boy/Girl"
	4	Law and Order.
Post-conventional	5	Social Contract.
	6	Principled Conscience.

Within this model (1958) Kohlberg suggests that the first stage, (initiating the pre-conventional level) is found in preschool and elementary school aged young people and features behaviour which follows socially accepted norms, as specified by authority figures, such as teachers and parents. Compliance usually stems from threat, or perception of, penalty, or punishment. As such, the likelihood of sanction/punishment is what determines whether an action is 'wrong' and the chances of being caught determine whether it happens or not.

The second stage (still pre-conventional level) may extend into the junior high school age bracket and recognizes that others also have needs. This ability to see potential exchanges results in actions based on symbiosis, or as McDevitt & Ormrod (2007:518) term it '*you*

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scratch my back, I'll scratch yours'. Within this right and wrong are still primarily viewed in terms of egocentric, rather than empathic consequence..

The third stage initiates what is classed as conventional thinking and is present in a small number of older elementary school students. More generally it appears amongst junior high school students and high school students and is characterised by the ability to make decisions based on what actions will please others; primarily authority figures (teachers, popular peers). The ability to consider other people's perspectives as empathy becomes more pronounced, along with concepts such as sharing, trust, and loyalty in maintaining relationships.

The fourth stage (also conventional level) typically does not appear until the high school. The awareness of rules, regulations, laws and guidelines now influence perception of what is right or wrong. The concept of 'Duty' is involved and the need to obey rules to keep society functioning becomes more potent. This stage is therefore sometimes referred to as the 'law and order' stage'. Critically, however, this is a didactic understanding, experiencing difficulty to accommodate the possibility that rules can, and should change, dependent on society's needs.

Stage five (termed the Postconventional Morality level) can appear around college age, however Kohlberg's theory (ibid) comments that it can be extremely rare even in adults. This stage has a philosophical underpinning echoing Rousseau's social contract, *Du contrat social* (1762):

[The social contract] can be reduced to the following terms: *Each of us puts his person and all his power in common under the supreme direction of the general will; and in a body we receive each member as an indivisible part of the whole.*

As such it is characterised by recognition that rules represent agreements framing appropriate behaviour, maintaining the general social order and protecting individual rights. The flexibility of rules and the possibility of changing them when faced with a need also becomes understood.

Stage six (concluding the postconventional level), according to Kohlberg, is rarely reached. This stage, occasionally also referred to as the universal ethical principle stage, is characterised by the ability to adhere to a few abstract principles of morality. Examples include: respect for human dignity, universal equality, and commitment to justice, all at a higher level that transcends normal rules and behaviour. The main characteristic therefore is a strong inner conscience, which translates into a willingness to disobey laws that violate their own ethical principles.

Figure 4: Kohlberg moral development model hierarchy (1958).
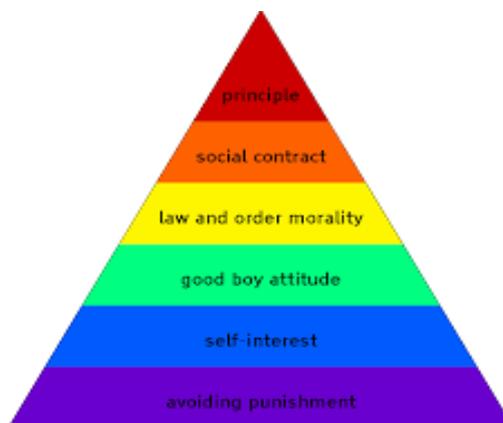
(Rice. 2016)

This figure shows the evolving moral development, as proposed by Kohlberg (ibid), from a young age (Stage 1, top), to greater maturity (Stage 6, bottom).

Figure 5: Progression within Kohlberg's moral development model (1958).
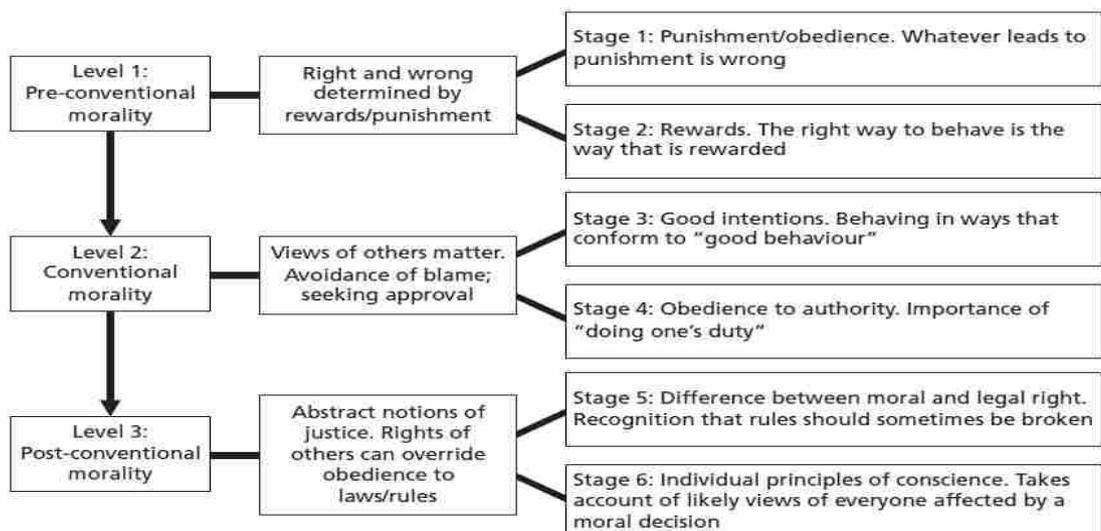
(Rice, 2016:1)

Within this study Kohlberg's stages of moral development model (ibid) will be considered regarding why, morally, cyberbullying takes place and also why it does not. To assist with this the findings and discussion chapter will utilize the model to frame the victim voice and comment about how moral development has been a factor in the phenomenon's manifestation.

The third academic model considered is Marc Prensky's work, Digital Natives, Digital Immigrants (2001) was used to consider how underpinning *power imbalance* potentials might be involved in generating, or supporting cyberbullying.

Within his paper Prensky had proposed that people could be grouped into *Digital Natives*; those brought up with IT and thus more familiar and *Digital Immigrants*; who did not grow up with the technology and had to adapt to its capabilities and use (Figure 6).

Figure 6: Prensky's Digital Native and Digital Immigrant model (2001).
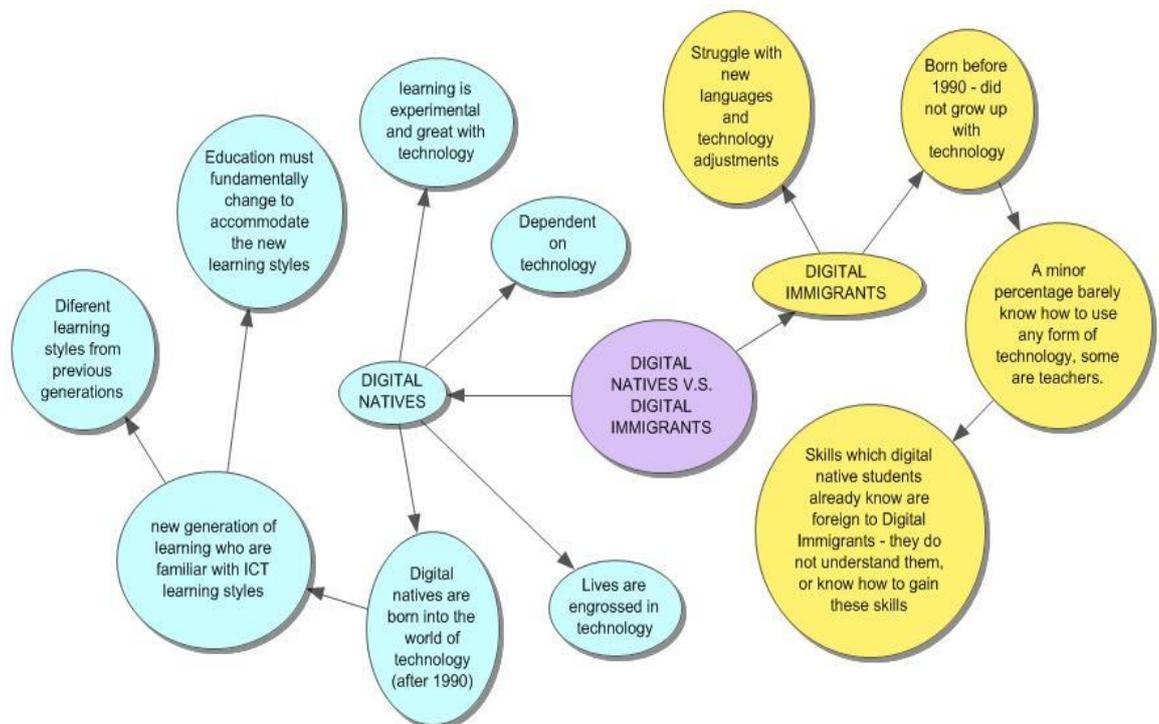
(Prensky, 2001b)

This rather didactic interpretation and presentation has attracted critical comment:

In 2009, Helsper and Enyon stated that Prensky's work lacked evidence, a claim further supported by Bennett, Maton & Kervin's review (2008) which concluded that there was no empirical research to support such claims. Similarly, Jones & Shao (2011) conducted a literature review for the UK Higher Education Academy which also found no empirical evidence of a new generation gap in ability.

Responding to these criticisms Prensky stated that he sought to bring together various concepts under '*one umbrella*' (2006) and '*that much of the controversy was due to a mis-interpretation of the term Digital Native by some people to mean 'everyone born after a certain date knows everything about technology*' (Prensky, 2017:1).

His stated current view is that *'the Digital Natives/Digital Immigrants metaphor is NOT about what people know, or can do, with technology. It is more about attitudes' (ibid).*

Despite these criticisms of Prensky's original model I still found it useful regarding imbalances in information technology capabilities within groups and individuals.

Additionally, even though all the cyberbullying culprits and victims in this study would have historically been categorised as *Digital Natives* (by virtue of their age), this was not the aspect I was interested in, so it posed little problem.

Indeed, even if this grouping had been valid a definitive sub-classification appeared necessary, linked simply to ability rather than age.

In summary, Marc Prensky (2001) defined the term 'digital native" to be young people who were *native speakers of the digital language of computers*; videos, video games, social media sites, immediate messaging and other forms of technological communication. Thus, they are those individuals who have a natural aptitude and advantaged when interacting through IT, as they have always known and utilized information technology (IT) within their day-to-day lives.

My adaptation subdivides Digital Natives (which applies to my entire respondent sample, by virtue of their age) into a further two subgroups based only on ability as the age ceased to be relevant. I termed these new sub classifications *Digital Strivers* and *Digital Naturals:*

Digital Strivers - I define as the vast majority who are less conversant with internet/information technology and who take a little longer to reach a good level of capability.

Digital Naturals - I define as those who cognitively grasp information technology and communication with a degree of ease.

Through the modification I was able to consider imbalance in ability as a possible cyberbullying generator, without including the didactic age element which had been so problematic in Prensky's original work (2001). Additionally I was able to theorize that another potential factor in the cessation of cyberbullying could arise from the victim reaching a parity of ability with the aggressor; where preciously the academic thinking had favoured element of social and moral maturation (Hinduja & Patchin, 2009).

This section has identified and critically considered academic models applicable to cyberbullying, identifying the two most appropriate (Goffman, 1958 and Kohlberg, 1958) for use in understanding and discussing the findings. Within this process the study has also postulated the need for a more evolved analogy based on Goffman's framing and presentation in everyday life work (1959), which will be discussed in more depth later (Chapter 5).

Additionally a modified interpretation of Prensky's (2001) Digital Natives and Digital Immigrants work has been presented, focusing on ability and associated power imbalances as causal factors in cyberbullying.

The next section will now introduce the legislation and policy which tries to inform and control human interaction through the internet, including social media sites such as Facebook.

2.8. The legal framework - internationally and nationally relating to internet use and communication

At an international level 'cyberbullying' would fall within those provisions specified within the UN's Universal Declaration of Human Rights (1948) as follows:

- Article 1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
- Article 3. Everyone has the right to life, liberty and security of person.
- Article 5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
- Article 7. All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.
- Article 12. No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.
- Article 18. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.
- Article 19. Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.
- Article 22. Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.
- Article 27.

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

  - (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

- Article 28. Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

  - (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

  - (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

These principles are further triangulated internationally by the United Nations Convention on the Rights of the Child (UNCRC), (United Nations, 1998), which states:

- Article 16. Arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks with his or her honour and reputation.

- Article 19. All children should be protected from violence, abuse and neglect and governments should protect them.

- Article 28. States that parties recognise the right of the child to education and that it should be on the basis of equality. Adding that, State parties should also take measures to encourage regular attendance at schools and reduce dropout rates.

- Article 34. No-one can do anything to your body and grown-ups should protect you.

- Article 37. No child should be punished in a way that humiliates or hurts them.

Notably, alongside these rights the Act also adds that, '...*if it is every child's right to be protected from conflict, cruelty, exploitation and neglect, then children also have a*

responsibility not to bully or harm each other. It is every child's right not to be bullied and it is every child's responsibility not to bully'.

At a European level the United Nations Act (1998) is augmented by the Human Rights Act (1988) which created The European convention on Human Rights (ECHR), of which the United Kingdom is a signatory. This legislation however does not distinguish between adult and children's right and has to be accorded to everyone regardless of sex, age, race or any other area of possible discrimination. Section 1 of the ECHR sets out the following:

- Article 2. The right to life.
- Article 3. Prohibition of torture.
- Article 4. Prohibition of slavery and forced labour.
- Article 5. Right to liberty and security.
- Article 6. Right to a fair trial.
- Article 7. No punishment without law.
- Article 8. Right to respect for private and family life.
- Article 9 Freedom of thought, conscience and religion.
- Article 10. Freedom of expression.
- Article 11. Freedom of assembly and association.
- Article 12. Freedom to Marry.
- Article 14. Prohibition of discrimination.
- Article 16. Restriction of political activities of aliens.
- Article 17. Prohibition of abuse of rights.
- Article 18. Limitation on use of restrictions on rights.

The first Protocol additionally adds; Article 1 Protection of property; Article 2 Right to Education; Article 3 Right to free elections.

Clearly, not all of these articles are relevant to bullying behaviour, however the following potentially are:

- Article 3. Prohibition of torture, which expands to say, '*No one shall be subjected to torture or to inhuman or degrading treatment or punishment'.*

- Article 14. Prohibition of discrimination, '*The enjoyment of the rights of freedom of any ground such as colour, race, language, religion, political or other opinion, national or social origin, association with national minority birth or other status*'.
- Article 2 Right to Education, which says, '*No person shall be denied the right to education.*'

In addition to the broad scope of the UNCRC and ECHR legislation, bullying was specifically featured in the '*Safeguarding Children Public Service Agreement targets 2008-11*', (PSA 13 NI 69) by the UK government.

The Education and Inspections Act 2006 also required all UK schools to ensure measures were put in place to prevent all forms of bullying and this responsibility extended to school governing bodies in consultation with Headteachers requiring the regular review of such policies.

Indeed, the amount of concern the U.K. Government has had regarding the harm of bullying, and more recently cyberbullying, is reflected by the volume and constantly evolving plethora of guidance that has emerged in just the last decade:

DfES (2002) Don't suffer in Silence; DfES (2003) Bullying: Effective action in Secondary Schools; DfES (2004) Bullying – A Charter for Action; DfES (2004) Safeguarding children in Education; DfES (2006) Bullying around Racism, Religion and Culture; DfES (2005/6) Stand Up for Us; DCSF (2007) Safe to learn: Embedded Anti-Bullying Work in Schools; DCSF (2007) Anti-Bullying Toolkit for Local Authorities; DCSF (2007) Cyber-bullying; (DCSF (2007) Homophobic Bullying; DCSF (2008) Consultation on Sexual Exploitation of Young People; DCSF (2008) Bullying Involving Children with Special Educational Needs and Disabilities; DCSF (2009) Sexist, Sexual and Transphobic Bullying; DCSF (2009) Safe from Bullying: Play and Leisure: Extended Services; Youth Services; Children's Homes; Journeys; Further Education Colleges; Strategic Managers and Training Resources.
Children's services; DH/DfES (2006) National Healthy Schools Programme; DfES (2005/6) National Primary and Secondary Strategies on Behaviour Improvement and Behaviour Attendance; DfES (2005) Excellence and

Enjoyment: Social and emotional aspects of learning; Ofsted (2009) Effective Action in Secondary Schools (Cornwall County Council, 2010).

In concluding this legislative review, the Department for Education (2016a/b) has just published another update to the statutory guidance for schools and colleges, which sets out what they must do to safeguard and promote the welfare of children and young people under the age of 18:

- Department for Education (2016a) Keeping children safe in education. (https://www.gov.uk/government/publications/keeping-children-safe-in-education Accessed: 1/3/17).

- Department for Education (2016b) Keeping children safe in education (PDF). (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf Accessed: 1/3/17).

A detailed examination of each of these documents would go beyond the scope of this dissertation, however many are cross-referenced and included and referred to within this study when they link specifically to the research questions, or notable findings.
The current stance of the Department of Education is also illustrated by this recent quote from an (unnamed) spokeswoman, which notably appears to accept the onus of prevention and enforcement within the realms of education, schools and teachers when she said the following:

> *'Thanks to our new curriculum, children will soon be taught how to stay safe online, including cyberbullying, from the age of five. We have strengthened the powers teachers have to tackle bullying. They can search pupils for banned items, delete inappropriate images from phones and give out same-day detentions'* (Teacher News, 2014).

In summary, a wealth of legislation surrounds both bullying and cyberbullying:

All State schools are required to have anti-bullying policies through the School Standards and Framework Act (1998) and the Education (Independent Schools Standards) Regulations 2003 places the same requirement on independent schools.

These policies therefore encompass cyberbullying and potentially make addressing the phenomena, through policy, a legal requirement.

Despite this, cyberbullying is not specifically a criminal offence in its own right and as a result enforcement would usually be achieved through the Protection of Harassment Act, 1997, the Crime and Disorder Act, 1998 (for threatening behaviour), The Telecom Act, 1984, (regarding anonymous or abusive calls), or The Communications Act 2003, which specifically governs sending messages or other matters that are grossly offensive, indecent, obscene, or menacing in character by means of a public communications network.

Other Acts with might apply include: The Malicious Communications Act 1998; The Computer Misuse Act 1999 and the new Anti-Social Behaviour, Crime and Policing Act 2014 which received Royal Assent in March 2014 and which replaced the ASBO (Anti-Social Behaviour Order) with a new Injunction (a civil offence) and Criminal Behaviour Orders.

2.9. Legal and policing implications/consideration and the right to 'Freedom of Speech'

So, from the last section it would appear that enforcement legislation is available and unambiguous, however, without a clearly defined specific offence, or a raft of stated cases, it is not quite that simple:

As we have seen The European convention on Human Rights (ECHR), of which the United Kingdom is a signatory, contains many articles which are pertinent to bullying and cyberbullying. Within this 'list' Article 10; The right to Freedom of expression, stands out as an area where possible conflicting views can emerge. Policies and enforcement must balance this important right with the need to protect vulnerable people from antisocial/criminal behaviour, such as cyberbullying.

Freedom of expression in the United Kingdom is comparable to the United States' First amendment, which protects citizens under their right to free speech and it is through this example of legislation that much of the potential conflict has been considered.

Indeed, as recently as 17th June 2014, in Charlie Osbourne's article (Osbourne, 2014:1), '*Supreme Court weighs in on social network free speech*' describes how the two potential opposing tensions can be evident through Facebook and how a ruling is being decided, with important ramifications for cyberbullying.

Within her article Osbourne describes how a husband, Anthony Elonis, allegedly posted '*There's one way to love you but a thousand ways to kill you. I'm not going to rest until your body is a mess, soaked in blood and dying from all the little cuts……...*" on his estranged wife's Facebook page. After a visit from the FBI he then followed it up with a second threatening posting aimed at the female FBI agent and a general 'rant' about bombs. As a result he received a four year sentence in relation to what the court considered to be his threatening actions.

Elonis, however claimed that the comments were his way of releasing his tensions and angst, and at no time were intended to cause harm, distress, or to be believed as threatening genuine acts of violence.

In the original trial the jury were instructed to decide *objectively*, whether they deemed Elonis' course of action to be threatening, while his defence strongly objected stating that they must be considered *subjectively*, specifically and crucially given the '*causal nature of the web*'. If the latter were supported it heralds an unusual departure from existing law as normally any assessment regarding motivation stems from the language used, applying an objective standard.

The article also then includes the following view, supporting and reinforcing my observations in the preceding sections:

> '*This is one issue that social media cases bring to light. We often hear of cyberbullying, trolls and threats made across the web, but legal systems have*

largely given such cases a wide berth. However, as social media is now mainstream, it cannot be ignored much longer'. (Osbourne, 2014:1) (Available from: http://www.zdnet.com/supreme-court-weighs-in-on-social-network-free-preech-7000030618/ Accessed: 1/3/17).

From this the Supreme Court is considered '*whether as a matter of statutory interpretation, convictions of threatening another person under 18. U.S.C #875(c) requires proof of the defendant's subjective intent to threaten*'.
US Supreme Court List 16-June=14 Order list: 573 U.S. 13-983 ELONIS, Anthony D V. United States.
(Available from: http://www.supremecourt.gov/orders/courtorders/061614zor_2b8e.pdf Accessed: 1/3/17).

On the 1st June 2015, in the case of Elonis v United States (2015) the Supreme Court ruled that negligence with respect to the communication of a threat was not sufficient to support a conviction; mens rea was required. Similarly, to convict a defendant of threatening another person proof of subjective intent to threaten was required, rather than the earlier ruling based on objective opinion. In simple terms, the ruling means that prosecutors in the United States of America have to now prove that threats are meant in the literal sense to secure a conviction.
(Available from: http://www.supremecourt.gov/opinions/14pdf/13-983_7148.pdf Accessed: 1/3/17).

2.10. Chapter Summary.

In summary, this chapter has found that the word 'Bully' appearing in general use as early as the 1530's (Harper, 2008 cited in Donegan, 2012) and the phenomenon has been part of society throughout history.

Despite this significant research has only been carried out during the last 40 years (Olweus, 1973; 1978; 1993) and still struggles to understand the phenomenon. This is especially true as new advances in technology have allowed bullying to evolve, increased the complexities and difficulties in establishing a suitable definition (even now there is no

legal definition agreed upon despite the fact that schools have legal requirements to engage in its prevention (Gov.UK, 2014)).

In considering what constitutes Bullying, and thus the root of cyberbullying, literature proposes that it incorporates five elements: An Intention to harm, a harmful outcome: direct or indirect acts, repetition, and unequal power between the culprit/s and victim (James, 2010:4-5). Of all these elements *repetition* is the most problematic regarding cyberbullying; as unlike the phenomenon of bullying in the physical world the virtual world presents the possibility of the damaging act (e.g. abusive text), being 'revisitable' asynchronously by the victim, in effect placing the repeatability within their control. This new ability now resides outside the control of the originator, but can continue to inflict harm, suffering and damaging.

In effect, the initial synchronous *act* in traditional bullying now becomes more of a non-perishable *agent* in asynchronous cyberbullying, arguably capable of causing the repeated element of harm by its very continued state of existence.

Thus, in summary, I propose that what constitutes 'repetition', within a virtual world context, now requires urgent consideration/clarification. Indeed, very little related authoritative literature, either from the academic or legal fields exists, which coupled with the increased harm attributed to cyberbullying (Mahadevan, 2011) supports the argument for urgent clarification regarding this crucial area of ambiguity.

From examining the problematization of the definition the growth/potential of the phenomenon was considered. The new technology supporting the new evolution of bullying includes the internet, smartphones, chat rooms and online forums. Globally, in 2012, the social network giant Facebook announced that it has registered over one billion users (Fowler, 2012) and in the UK region of thirty three million Facebook users and ten million people on Twitter (Bagot, 2014) are registered alone, indicating a pattern of growth that has revolutionised the way mankind interacts.

Regrettably though, these technological advances do not just provide enhanced opportunity for communication, learning and positive interaction; this ever expanding 'frontier' has proved the perfect platform for a proliferation of 'Cyberbullying'

(Subrahman-yam & Greenfield, 2008) and its associated harm. Indeed, Agnew, (2006) adds that this is especially the case, when the behaviour targets young people who, by virtue of their inexperienced years, lack the coping strategies that many adults have developed. As this study will show, these are very often the exact vulnerable demographic who are attacked.

Lastly, in section 2.5 it can be seen that the focus of this study, the Facebook social network site is an immensely popular and growing form of communication, especially regarding young people (Urisa, Dong & Day, 2009). Additionally, it can be seen that it portrays robust terms of service specifically precluding bullying, hate speech, harassment and use by young people under 13. This section ends with detail of how Facebook has historically responded to those who have breached its rules and safeguarding systems and this sets the background framework to my study, the methodology of which now follows.

Chapter III. Methodology

3.1. Introduction

This chapter describes how this phenomenological cyberbullying study of 11 to 16 year old school students who experienced cyberbullying through the social media site, Facebook was conducted within seven schools situated in Bath and North East Somerset, in the South West of England.

From initially describing the constructivist paradigm and priori ontological beliefs, the resultant research questions are presented, followed by the qualitative phenomenological approach, utilizing a questionnaire (Keraghan and Elwood, 2013; Moustakas, 1994; Creswell, 2003; Smith, Flower & Larkin, 2009) are described.

Next, the validation process for the questions, my youth focus group's contributions, the participant sampling method, ethical considerations and the first field pilot are explained. Findings from the pilot are presented and details of the main study methodology follow.

Finally, the chapter concludes by describing the analysis process used on the captured data to answer the primary research questions.

3.1.1. Research Questions

The overarching research questions which form from my literature review and workplace observation and which were supported by the above paradigm are:

1a. **What are the lived experiences of the 11-16 year old schoolchildren from the Bath and North East Somerset area who have been cyberbullied through the Facebook social media website?**

And

1b. **From their stories what *construct(s)* emerge of the nature of cyberbullying within these parameters?**

To capture sufficient data to qualitatively address these questions my chosen research design required a sample within which sufficient people had experience of cyberbullying. But to capitalize on this the overall research design needed to be capable of capturing the victim's experiences, describing the essence of the phenomenon through emergent themes.

1. Initial Reaction.
2. Response after reflection.
3. Resultant feelings.
4. Cause.
5. Prevention.

3.2. Paradigm; Ontology, Epistemology and Axiology

Kuhn, (1962:10) said that a paradigm must possess two qualities:

Firstly, it must be *'sufficiently unprecedented to attract an enduring group away from competing modes of scientific activity'* and secondly *'it must be sufficiently open-minded to leave all sorts of problems for the redefined group of practitioners to resolve'*.

In simplistic terms this can be viewed as a mental 'box' within which operates logically linked thoughts, beliefs and opinions regarding how to undertake research into a subject area (1962:25).

Within a qualitative paradigm, such as this, there are a number of components:
The first element would be termed ontology, or what the researcher believes regarding the 'reality' of the object of study. Within this phenomenological study into the nature of cyberbullying I believe in the reality of the phenomena to be perceived by the individual respondents' constructs. In this sense my ontology is constructivist; i.e capable of being constructed, and thus understood, from the consideration of their described lived experiences of cyberbullying.

The second element comprising a paradigm is epistemology:
Hartley (2006) explains epistemology as the process of how researchers form the knowledge, or in more simple terms how we have arrived at what we know.
In this sense my epistemology is interpretivist; i.e. formed by coding their descriptions, allowing themes to develop, interpreting those themes into meaning and attributing them to illuminate and inform us regarding the nature of cyberbullying (specific to that group, time and place).

Next, a paradigm involves the axiology, which unlike the two former elements deals with assumed truth, deals with ethical aspects and values. More specifically it concerns the values derived from the research literature and the researcher's beliefs. As such it features and impacts on both of the former aspects, notably regarding the ability to evaluate the claims. This study must therefore acknowledge this pertinent 'human' element within the paradigm and its potential for bias influencing the evaluation of claims. The three elements introduced above are often collectively referred to as the 'metaphysical' elements of a paradigm (Greenbank, 2003).

This paradigm, or theoretical foundation, supported my two inductive research questions, and subsequent research design, which sought to explore the Cyberbullying phenomenon:

3.3. Research Design

From these qualitative research questions a Phenomenological research design (Moustakas, 1994; Johnson & Christensen, 2012) was chosen to capture the lived experiences of the 11-16 year old schoolchildren from the Bath and North East Somerset area who had been cyberbullied through the Facebook social media. Additionally, within this design, the study also sought to establish the subject's 'story'; what *construct(s)* emerge of the nature of cyberbullying within these parameters.

The choice of a Phenomenological approach was due to the complexities involved within the cyberbullying problem, it's lack of definition and associated interpretability, or slipperiness as a concept and while other methods (Johnson & Christensen, 2012), such as grounded theory (Glaser & Strauss, 1967; Strauss & Corbin, 1990), or case study (Yin, 2009; Creswell, 2009), or mixed methods research (Johnson, Onwuegbuzie, and Turner, 2007; Teddlie and Tashakkori, 2009) could have been employed, a phenomenology approach provided more detailed data from those most affected, namely the victims, or as Merlean-Ponty, (1962:7) said, '*[a].. study of essences', indicating that phenomenology is an approach which endeavours to explore the personal essence, or experience of a phenomena as it is lived'*.

My choice of a phenomenological approach also has the benefit that it utilizes the subjects' experiences, rather than just being satisfied with an objective picture of how something simply appears (Ehrich, 1999, Van Manen, 1996, 1997, 2014). By forming an understanding through this process, the emerging essence this approach stirs *'something forgotten into visibility'* (Harman, 2007:92), which might be profoundly significant and which may have otherwise gone unnoticed, being considered trivial (Wilson & Hutchinson, 1991). Additionally, it has retained an element of multimethodology, through the inclusion of contextualizing descriptive statistics.

Having established my Paradigm, and research design the next factor was the choice of participants and a sample:

3.4. Participants and Sampling methods

In 1999 Hycener stated that 'the phenomenon dictates the method (not the other way around) including even the type of participants' (p: 156). The phenomenon I wished to study was cyberbullying within young people aged 11 to 16. As such, I decided that this study would take place within the schools of Bath and North East Somerset, in the South West of England.

This area was selected primarily because it offered a sample with the necessary experience, but also as it had participated in earlier research and had established accessibility. In addition, as the principal researcher, I was also the Avon & Somerset Constabulary's Youth Strategy Officer for that District at that time and as such had an existing network of contacts, including those senior managers required to give the necessary permissions.

Schools were invited from within the Bath and North East Somerset Authority area to participate within this study and the first seven to respond formed the participant sample. While no criterion was initially stipulated, this approach would initially appear to be random sampling, however the choice to use 11 to 16 year old students was not random, but rather a purposive sample because my sample needed to contain sufficient experience of the phenomena to provide the detailed 'insider viewpoint' data required (Merriam, 1998). Welman and Kruger (1999) consider this type of non-probability sampling as the most important sampling technique to support my approach.

From my literature review earlier studies (Hinduja & Patchin, 2009; Bissonette, 2009; Smith et al, 2006) had also indicated that this selection would possess that necessary experience. As such, the first seven schools to reply were accepted achieving a representative cross section geographically, socially and physically, as can be seen from the following Ofsted descriptions[6]:

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[6] Note, all schools have given informed consent to be identified and the descriptions have been limited to relevant similar descriptors.

3.4.1. The sample schools

Seven schools took part in this study and have given informed consent to be identified and a brief synopsis for each will now be presented. These descriptions are from their respective Office for Standards in Education, Children's Services and Skills (OFSTED) reports, or the Independent Schools Inspectorate (ISI) report in the case of Monkton Combe. These synopses have been restricted to similar relevant facts, although full details are available through the electronic links in the reference table:

A) St Mark's Secondary School, Bath.

'Information about this school
- *This secondary school is above average in size.*
- *Most pupils attending the school are of White British heritage.*
- *The proportion of disabled pupils and those with special educational needs supported through school action is below the national average. The proportion supported by school action plus or with a statement of special educational needs is also below average.*
- *The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is below average. Currently no children looked after by the local authority attend the school.*
- *The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.'* (OFSTED, 2013a:3)

B) Writhlington Secondary School, Radstock.

'Information about the school
- *Writhlington is larger than average and serves a mainly White British community in a mostly rural area.*
- *The proportion of students with special educational needs and/or disabilities, including with a statement of special educational needs, is below what is found nationally.*

- *The number known to be eligible for free school meals is also below average.*

- *Writhlington is a high-performing specialist school with specialisms in business and enterprise and applied learning.* (OFSTED, 2011:3)

C) Bath Community Academy, Bath (formerly known as Culverhay).

'Information about this school
- *The academy is a mixed school, whereas the predecessor school was boys only. Girls make up approximately a quarter of Year 7 and there are a small number of girls in other year groups.*

- *The academy is much smaller than the average school, with 287 on roll, including 35 in the sixth form. The number is rising quickly and there are four times as many students in Year 7 as in Year 8. The academy is admitting a small number of new students every week into all year groups except Year 11.*

- *The sixth form is very small, and currently only accommodating students in Year 12. From September 2013, sixth form provision will be through Cabot Learning Federation post-16 provision.*

- *The proportions of students with special educational needs who are supported through school action, school action plus and those with a statement of special educational needs are above the national average. About a third of students are eligible for extra funding through the pupil premium.* (OFSTED, 2013b:2)

D) Hayesfield Secondary School, Bath.

'Information about this school
- *The school is larger than the average secondary school. It accepts students of all abilities.*

- *The vast majority of students are of White British heritage. Approximately a tenth are from minority ethnic groups. A very small proportion of students, less than half the national average, speak English as an additional language.*

- *The proportion of disabled students and those with special educational needs who receive support at school action is slightly below the national average. The proportion of students who are supported at school action plus or who have statements of special educational needs, is less than half the national average.*

- *The proportion of students for whom the school receives the pupil premium (additional funding for students known to be entitled to free school meals, children in the care of the local authority and those from service families) is below average.* (OFSTED, 2013e:3)

E) Norton Hill Academy, Radstock.

'Information about this school
- *Norton Hill Academy is larger than the average-sized secondary school.*
- *The proportions of students who need extra help (supported through school action, at school action plus and those with a statement of special educational needs) are all lower than average, but rising.*
- *The proportion of students known to be eligible for the pupil premium (additional government funding for looked after children, those eligible for free school meals and children whose parents are currently serving in the armed forces) is well below average, but rising..*
- *The school converted to become an academy school in June 2010. When its predecessor school, Norton Hill School, was last inspected by Ofsted, it was judged to be an outstanding school.*
- *The academy has been federated with the neighbouring Somervale School, to form the Midsomer Norton Schools Partnership, since 2010.* (OFSTED, 2013c:3)

F) Somervale Secondary School, Midsomer Norton.

'Information about this school
- *Somervale is smaller than the average-sized secondary school.*
- *Nearly all students are of White British heritage.*
- *The school holds specialist status in media arts.*
- *The proportion of students eligible for support through the extra government funding known as the pupil premium is below average.*
- *The proportion of disabled students and those with special educational needs who are supported at school action is high. The proportion of students supported at school action plus or with a statement of special educational needs is broadly average.* (OFSTED 2013d:3)

G) Monkton Combe Independent School, Bath.

'The characteristics of the school
- *Monkton Combe is a school within the evangelical Anglican tradition. The school retains a very strong boarding ethos, with six out of every ten pupils being boarders.*
- *At the time of the inspection, 384 pupils were on roll, 169 boys and 76 girls in Years 7 to 11, and 80 boys and 59 girls in the sixth form. One hundred and fifty-one were day pupils and two hundred and thirty-three boarders, a few on a weekly basis.*
- *Standardised tests indicate that the ability profile of the school is above the national average, with a broad spread of ability. Two pupils have statements of special educational needs (SEN), funded by parents, and the school has identified 111 pupils as having learning difficulties and/or disabilities (LDD); 40 of these receive specialist learning support. Of the 47 pupils for whom English is an additional language (EAL), 43 receive language support.*
- *Pupils come from predominantly professional and business families. About one in every six pupils is from a minority ethnic background, mainly Asian but with a few of Afro-Caribbean descent.* (ISI, 2011:5)

The overall characteristics, proximal similarity, socio-economic, gender, and race comparability within these seven schools provided a representative population sample for this area of Bath and North East Somerset with the experienced participants I required.

3.4.2. Participant breakdown by age, school and gender

Within these seven schools the total population of the study consisted of 4,706, 11 to 16 year olds, within UK school years 7-11, and did not include sixth form students. As such this figure represented the maximum possible participants if everyone eligible was to take part and was calculated from the following school establishment figures: St Mark's School, 240; Writhlington, 1213; Bath Community academy, 287; Hayesfield, 896; Norton Hill, 1200; Somervale, 486; and Monkton Combe, 384. Thus n=4,706.

The students who responded can be seen in the below tables (collectively referred to as table 5), together with their ages and gender:

Table 5: Collective tables detailing establishments and gender of respondents.

St Mark's School (A), Establishment 240

11		12		13		14		15		16	
M	F	M	F	M	F	M	F	M	F	M	F
23	15	23	21	16	19	20	22	22	16	4	3

Total respondents, 204 (108 Male, 96 Female).

Writhlington School (B), Establishment 1213

11		12		13		14		15		16	
M	F	M	F	M	F	M	F	M	F	M	F
22	37	65	83	46	55	55	67	65	73	10	14

Total respondents, 592 (263 Males, 329 Females).

Bath Community Academy (C), Establishment 287

11		12		13		14		15		16	
M	F	M	F	M	F	M	F	M	F	M	F
11	4	23	9	14	8	41	2	25	1	15	0

Total respondents, 153 (129 Males, 24 Females).

Hayesfield School (D), Establishment 896

11		12		13		14		15		16	
M	F	M	F	M	F	M	F	M	F	M	F
0	0	0	0	0	6	0	127	0	123	0	6

Total respondents, 262 (0 Males, 262 Females).

Norton Hill (E), Establishment 1200

11		12		13		14		15		16	
M	F	M	F	M	F	M	F	M	F	M	F
29	31	115	110	98	90	91	80	63	73	20	36

Total respondents, 836 (416 Males, 420 Females).

Somervale School (F), Establishment 486

11		12		13		14		15		16	
M	F	M	F	M	F	M	F	M	F	M	F
11	9	31	29	29	51	31	42	35	34	32	22

Total respondents 358, (169 Males, 187 Females).

Monkton Combe (G), Establishment 384

11		12		13		14		15		16	
M	F	M	F	M	F	M	F	M	F	M	F
0	0	0	0	5	2	35	13	27	8	0	2

Total respondents 92, (67 Males, 25 Females).

In total, out of a possible 4,706 students, the study involved 2,495 respondents (1,151 Males and 1,343 Females) representing a return rate of 53.02%.

Within the above table there is also some data which at first sight may appear an anomaly. I will now briefly address these:

- School C, Bath City Academy (formerly Culverhay) shows very low figures for females within the data table. This is because it has only recently become coeducational. As such in 2013 approximately one quarter of year 7 was female with a small number of girls in the other years.
- School D, Hayesfield is a girls only school, hence the complete absence of male data.
- In addition, years 7 & 8 (ages 11 & 12) at Schools D (Hayesfield) and G (Monkton Combe) did not participate.

Thus, in summary, the students within this sample were chosen because earlier research (Hinduja & Patchin, 2009; Bissonette, 2009; Smith et al, 2006) suggested they would possess the necessary experience of being cyberbullied to provide qualitative and quantitative data of their victimization and thereby the nature of the phenomenon.

Merriam (1998) also influenced my choice of sample when she observed that a prerequisite for data generation is the capture of a sample with sufficient information/experience of the phenomenon you wish to study and that tools such as questionnaires, interviews and observations can be employed to record descriptions and their 'voice' regarding their experiences.

Ultimately, through my choice of sampling, 340 respondents reported that they had been victims of cyberbullying and provided detailed data regarding their qualitative experiences.

In the next section I will describe in detail the process that was used during this study.

3.5. Process

Following a formal proposal to Bath Spa University in October 2011, work started on this project in 2012. The object of my enquiry concerned two questions:

1a. **What are the lived experiences of the 11-16 year old schoolchildren from the Bath and North East Somerset area who have been cyberbullied through the Facebook social media website.**

And

1b. **From their stories what *construct(s)* emerge of the nature of cyberbullying within these parameters.**

By virtue of the questions my required sample would have experienced a harmful interaction and would be comprised of vulnerable young subjects. Ethical consideration was therefore my first consideration.

3.5.1 Ethical considerations and initial planning

Indeed, as this study sought to capture experiences and details from young people regarding their victimization through the phenomenon of cyberbullying, ethics and their welfare had to be a primary consideration. With this in mind I ensured that the process and design would fully comply with The British Educational Research Association (BERA), The British Psychological Society (BPS) and Bath Spa University's ethical guidelines.

At the heart of my design I was seeking to capture experiential qualitative data about what had been a damaging act to the victim. This inquiry would mean that they would have to think about, and to some extent re-visit, the harmful interaction in order to answer my questions and this in turn had the potential to cause further trauma. The age of the sample (11-16) also meant that they were especially vulnerable, so a supporting strategy would be essential.

In order to minimise the impact to these young victims I decided that any approach that required identifying, or interviewing them individually or in groups was not appropriate and that the required data could be adequately captured through a less personal approach.

Previous phenomenological studies have however been successfully conducted through questionnaires, providing the design allowed for sufficient open qualitative questioning (Coyle & Rafalin, 2000). Indeed, that example specifically used a postal questionnaire successfully which influenced my decision to take the same approach.

By utilizing a questionnaire I could canvas a large sample group across multiple sites The nature of the questionnaire would allow for anonymity while also capturing sufficient 'lived experience', with the additional possibility for descriptive statistics.

For these reasons capturing data through a carefully constructed questionnaire was decided upon and on the 2nd February 2012 the ethical aspects of the proposed study passed scrutiny before Bath Spa University's Ethics Committee.

3.5.2. Questionnaire design and validation

In the initial formation of my questionnaire I decided to utilize questions from three previous questionnaires which can be considered as seminal literature and which have already proven appropriate for the study of cyberbullying and bullying respectively:

The first of these was Smith et al's works, *An investigation into Cyberbullying, its forms, awareness and impact, and the relationship between age and gender in cyberbullying* (2006) This example was chosen because it specifically focussed on cyberbullying within an 11-16 year old population of 92 students in the UK on behalf of the Anti-Bullying Alliance. Additionally, while his questionnaire used 88 general multiple-choice

questions, there was also a strong qualitative element and the process relied on a paper format document delivered by post to 20 participating schools within London. An accompanying covering letter provided instructions and the completion process and was administered by teachers. Indeed, the similarities were significant even though Smith's questionnaire questions focused on seven areas through which cyberbullying could occur; Text messages, phone, picture/video clip, E mail, chat room, instant messaging and via websites.

Regrettably Smith et al's paper does not specifically contain details of the questionnaires' Cronbach's alpha validation, however similar questions asking about offending behaviours, and victimization methods/levels demonstrate a Cronbach's alpha of 0.72, or a Cyberbullying Victimization Scale (Cronbach's alpha = 0.73) as developed by Hinduja & Patchin (2009), cited in Aoyama, Barnard-Brak, & Talbert's paper (2012) *Cyberbullying among high school students: Cluster analysis of sex and age differences and the level of parental monitoring.* Finally, while Smith's questionnaire had largely been devised by a research team at Goldsmiths College, University of London, Smith also acknowledged that much of it also came from my last source, Solberg and Olweus (2008).

Similarly, Smith et al's *Cyberbullying: its nature and impact in secondary school pupils* (2008) influenced and confirmed many of my chosen questions. This study utilized two surveys with 92 pupils, aged 11–16 years from 14 schools, supplemented by focus groups from 5 schools to study cyberbullying and general internet use. This time what was in effect two combined studies differentiated cyberbullying inside and outside of school, and again focused on seven possible ways to facilitate cyberbullying.

Again, no specific Cronbach alpha figures are provided; instead there is an acknowledgement that much of its content came from the work of Solberg and Olweus (2003). Similarly, my final main source also relates to: Solberg and Olweus' work, *Prevalence estimation of school bullying* with the Olweus Bully/Victim Questionnaire (2003).

This seminal questionnaire studied bullying in the school environment amongst 11–17 years old young people and comprised of 39 questions regarding bullying and being a

victim. As can be seen from my other two main sources it frequently underpins bullying studies and has the following Cronbach's alpha scores: Bully perpetration = 0.88. Bully victimization = 0.87

Additional support for the construction of my questionnaire was found through the following table from Hamburger, Basile and Vivolo's *Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools* (2011:68-69). This was especially pertinent regarding the D1. The Bully Survey – Student Version (BYS-S) section, reproduced in table 6 below.

Table 6: Hamburger, Basile and Vivolo's (2011) questionnaire questions.

Scale/Assessment	Characteristics	Target Groups	Psychometrics	Developer
D1. Bully Survey	Multi-part measure assessing experiences with bullying victimization, perpetration, witnessing, and attitudes toward bullying.	Youth 10–18 years old	Cronbach's alpha: Physical bullying = 0.79 Verbal bullying = 0.85	Swearer & Carey, 2003; Swearer, Turner, Givens, & Pollack, 2008.
D2. Cyberbullying and Online Aggression Survey	52-item measure with 2 subscales to measure cyberbullying victimization, perpetration, and bystander experiences.	Youth 12–17 years old	Cronbach's alpha: Victimization scale = 0.74 Offending scale = 0.76	Patchin & Hinduja, 2006; Hinduja & Patchin, 2009.© 2009 Sage Publications
D3. Cyber-Harassment Student Survey	15-item measure assessing the respondents' awareness of cyber-harassment and their experience with cyber-harassment as	Youth 12–15 years old	Cronbach's alpha: emotional and behavioral impact = 0.88	Beran & Li, 2005 © Baywood Publishing Co., Inc.

	both the victim and perpetrator. The measure also assesses the emotional/ behavioral impact of being cyber-harassed.			
D4. Exposure to Violence and Violent Behavior Checklist	135-item measure assessing violence perpetration, victimization, and witnessing in one's home, school, and neighborhood	Youth 8–12 years old	Evidence of content validity	Nadel, Spellman, Alvarez-Canino, Lausell-Bryant, & Landsberg, 1996
D5. Gay, Lesbian, Straight, Education Network (GLSEN) National School Climate Survey	68-item measure assessing awareness of homophobic verbal bullying and experience with verbal and physical in-school harassment and assault.	Youth 10–18 years old	Cronbach's alpha: 0.70 to 0.90 Evidence of criterion validity	Kosciw & Diaz, 2006
D6. Participant Role Questionnaire	15-item measure with 5 subscales assessing the frequency of bullying perpetration, bullying assistance, reinforcement, defending, and bystander experiences.	Youth 7–10 years old	Cronbach's alpha: Bully scale = 0.93 Assistant scale = 0.95 Reinforcer scale = 0.90 Defender scale = 0.89 Outsider scale = 0.88	Salmivalli, Lagerspetz, Bjorkqvist, Osterman, & Kaukiainen, 1996; Salmivalli & Voeten, 2004 © 1996 John Wiley & Sons Inc.
D7. Peer Estimated Conflict Behavior Inventory	A peer nomination–based measure assessing 7 constructs: physical	Youth 8–15 years old	Evidence of content validity	Österman et al., 1997

	aggression, verbal aggression, indirect aggression, constructive conflict resolution, third-party intervention, withdrawal, and victimization.			
D8. Student School Survey	70-item measure assessing the frequency of bully perpetration, victimization, and bystander behavior. Other subscales include social cohesion and trust, perceived peer support, self-esteem, bully-related attitudes, and informal social control.	Youth 10–17 years old	Cronbach's alpha: Bully perpetration = 0.73 Moral approval of bullying = 0.93 Social cohesion and trust = 0.84 Perceived peer support = 0.79	Williams & Guerra, 2007 © 2007 The Colorado Trust

(Hamburger, Basile and Vivolo, 2011, p68-69)

From these sources a draft anonymous self-reporting questionnaire (Appendix B) was constructed from questions which had been validated. Examples of some questions I wished to ask could not however be found in earlier literature, or were only relevant to the local area (Questions 41 & 42). These therefore required a further expert review by the members of the B&NES Anti-Bullying Strategy Group, which oversaw the biannual School Health Education Unit Survey and which contained a wealth of experience within its members (local authority staff, teachers, agencies staff and the local PSHE and Education Advisor and Chair, Kate Murphy). All involved, actively scrutinized the questionnaire and continued to critically comment, or suggest inclusion, deletions, or modifications throughout the process until its conclusion.

The resultant draft questionnaire and research design was then further scrutinized by two focus groups of young people.

3.5.3. Youth focus groups

The first of these focus groups was from Writhlington School and consisted of 30 students aged 11-16 and the second was formed from police work experience students working at Bath Police Station during April 2012. This second team consisted of 8 students aged 15-16 years old and both focus groups contained males and females.

The inclusion of youth focus groups at this stage of the research addressed two important factors:

The first, was to void, or minimise, what Gouldner (1971) referred to as *domain assumptions,* or the *basic assumptions that sociologists* [all researchers] *make about the nature of social life and human behaviour'* (Haralambos & Holborn, 2000:1028).

This was relevant because as an adult I was seeking to engage with young people to obtain data regarding a phenomenon that took place within their social construct. As such, I needed qualified voices from within that world to tell me if my assumptions on how to engage with the sample and achieve my goal was were realistic and appropriate.

Indeed, through these groups I established that a paper questionnaire was favourable to an electronic version, because it would not be viewed as simply another school based questionnaire. Indeed, my focus groups were adamant that there was a risk of poor engagement if it did not appear to be different from the usual exercises and that the ability to physically take it away to complete, consider and return would also be highly advantageous.

I believe the eventual high return rate of 53.02% vindicated their assertions and my decision to follow their advice; although it has to be noted that paper questionnaires were logistically more difficult, had cost implications, and made electronic data extraction impossible.

Other areas where the youth focus groups proved highly useful include the language/construction employed within the questionnaire, as while an electronic language check was considered my focus groups ensured local compatibility changing several words to alternatives that they felt would be more understandable.

The second important reason for the inclusion of a youth voice within this research links with Roger Hart's 1997 book Children's participation: The theory and practice of involving youth citizens in community development and environmental care for UNICEF (1997). As my research has a social manifesto and seeks to gain phenomenological understanding I felt strongly that young people should be able to contribute/participate as much as was practically possible as the topic of study directly affects their wellbeing. Similarly, their participation itself would potentially also enhance my understanding of the factors and phenomenological thought processes involved.

Within his work Hart uses a ladder analogy to identifies 8 levels at which young people can participate:

- Rung 8: Young people & adults share decision-making.
- Rung 7: Young people lead & initiate action.
- Rung 6: Adult-initiated, shared decisions with young people.
- Rung 5: Young people consulted and informed.
- Rung 4: Young people assigned and informed.
- Rung 3: Young people tokenized.
- Rung 2: Young people are decoration.
- Rung 1: Young people are manipulated[7].

(Hart, 1992).

Through my focus groups the youth voice was sought, considered and incorporated whenever possible during this research project.

The examples I have given of changing the questionnaire wording and deciding to use paper copies are just two examples where my youth focus groups were able contributed to advantageous shared decision making (level 8).

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[7] Rungs 1 to 3 are viewed as non-participation.

3.5.4. Contact with the schools and distribution

For the pilot, all the seven schools involved in this study were contacted in early 2013, initially by letter and then in person. Generally a meeting took place between myself and the Headteacher, or Deputy Head. Occasionally the school's Head of PSHE (Personal Social Health and Economic Education) department would also be present.

At these meetings the questionnaire was discussed, along with the need for support and counselling to be available should any students feel the need, due to the nature of its content. Schools were informed that participation was optional and that they, or any participant, could withdraw at any time without being required to give a reason.

Following the success of the pilot, for the main study printing of the extra questionnaires commenced in mid 2014. Distribution followed in late 2014 and collection was completed by January/February 2015.

Lastly, in both the pilot and main study the schools were also told that their identity would remain anonymous, but they have all since given permission in writing for them to be identified (the actual participants and victims however remain unidentified).

3.5.5. Pilot Phase at St Mark's School (A) and Writhlington School (B)

Having gained the support of the local schools it was first appropriate to run a pilot. To do this a large secondary school and a small secondary school were selected to identify any issues, practical or otherwise, which might arise. St Mark's (A) with 240 students and Writhlington School (B) with 1,213 students volunteered to support the pilot.

Once agreed the pilot commenced in late 2013 and the schools set aside pupil's normal scheduled PSHE classes to allow students the necessary time to complete the questionnaire. Boxes of questionnaires were delivered by hand and generally the head of the PSHE took the role of administrator. As such they were asked to read out the following instructions:

Please answer the below questions as honestly as possible. Put a tick in the box (or boxes) which you feel apply, circle the Yes or No answers and provide an explanation when asked. YOUR HELP WITH THIS QUESTIONNAIRE IS VERY MUCH APPRECIATED.

Once done, spare pens/pencils were distributed, if needed, and the papers were handed out and collected up at the end of the lesson. I did not attend the lessons to minimize any potential influence, or possible distraction. Additionally the lead teacher was instructed to give procedural guidance if required, avoid giving any opinion and be willing to refer any student that felt they required any form of emotional support to the appropriate people in school.

On occasion students were permitted to take the questionnaire away with them for a couple of days if they wanted more time to consider their answers. As generally one lesson period consists of 45 minutes and the questionnaire contained 42 questions this provision proved very helpful and was especially important in facilitating the degree of detail required, and ultimately achieved. Questionnaires were normally returned by the end of the week in which they had been handed out, although a few (single figures) had to be reminded. If any student did not want to participate they were given the option of course work, free reading or another activity by negotiation, although most were happy to engage. Once collected the completed questionnaires were kept securely within the head of PSHE's office awaiting collection, even though the data was anonymous.

Due to other work commitments the finished questionnaires were collected just over a month later and were then kept either in my office at Radstock Police Station, or securely at my home address during the period of analysis.

3.5.6. Pilot findings

The pilot was generally viewed as being very successful. Printing and distribution of the questionnaire went well and was especially helped by agreeing a designated teacher at each venue to oversee and take ownership of the process. The need for additional pens and pencils was well necessary, but had been anticipated. The wording of the questionnaire presented no real issues confirming the valuable earlier input from my two focus groups. Most students reported enjoying the experience and it prompted much discussion and debate for a time afterwards.

Completion timing was generally viewed as being sufficient, but, as stated, the additional provision for students to take away their questionnaire and return it no later than the end of the week worked extremely well and it was thought that this contributed to the detailed data that was provided.

Running the process within the student's normal PSHE lesson and classroom also minimised disruption as did my deliberate absence and the size of the schools presented no unforeseen problems.

Additionally, the pilot confirmed that the sampling process used had successfully achieved a sample which did possessed the necessary experience of the phenomenon of cyberbullying, as can be seen from tables 7 and 8, below:

Table 7: St Mark's secondary school data (A).

Have you been cyberbullied?	Male Yes	Male No	Female Yes	Female No	Male %	Female %
Age 11	2	21	2	13	10.%	15.38%
Age 12	4	19	1	19	21%	10.53%
Age 13	2	15	2	16	6.67%	18.75%
Age 14	2	18	2	19	11.11%	16%
Age 15	2	21	2	14	4.76%	14.28%
Age 16	0	4	0	3	0%	0%
Total (A) n=203 (21 victims)	12	98	9	84		

Table 8: Writhlington secondary school data (B).

Have you been cyberbullied?	Male Yes	Male No	Female Yes	Female No	Male %	Female %
Age 11	4	20	1	35	10%	5.70%
Age 12	3	62	10	70	4.80%	18.60%
Age 13	2	44	5	49	4.50%	12.20%

Age 14	10	46	16	50	19.60%	34%
Age 15	4	61	12	61	6.60%	19.70%
Age 16	0	8	1	13	25%	7.70%
Total (B) **n=557 (68 victims)**	**23**	**241**	**45**	**278**		

Thus, 21 (A) and 68 (B) were identified as being victims of cyberbullying with 12 (A) and 32 (B), students stated that they had been bullied through the Facebook site (a total of 44/89=49.4%). The pilot data also gave my first indication that, contrary to the often stated 'picture' stated by Facebook, 11 to 13 year olds frequently use the social media site despite the rule stating that they should not until they are aged 13 or over.

Additionally, the data produced from the pilot served to confirm that the detailed phenomenological qualitative data necessary for my main research focus would be achievable; with some minor adjustments, which I will now describe.

With regard to negative discoveries from the pilot, there were only two:

Firstly, Question 38 was felt to be irrelevant when considered alongside questions 34, 35, 36 and 40, which all focussing on elements of perceived preventative factors. Evidently there was excessive overlap, in effect rendering question 38 unnecessary within the main study.

Secondly, the volume of data in a hard copy format proved challenging and time consuming, however the high respondent return rate and the detailed data provided justified the initial choice to use a paper format questionnaire and therefore made the subsequent logistic problem acceptable/worthwhile.

3.5.7. Main Study

Following the successful completion and evaluation of the pilot the remaining five schools were contacted by letter and a commencement date was set. In mid-late 2014 the remaining boxes of questionnaires were personally delivered to each school and were left either with the respective heads of PSHE, or another nominated lead teacher.

The same process was followed as in the pilot, whereby PSHE lessons were generally identified and set aside for the completion of the questionnaire. Again I avoided attending the sessions to minimize influence and distraction and again the students were read the following instructions; *Please answer the below questions as honestly as possible. Put a tick in the box (or boxes) which you feel apply, circle the Yes or No answers and provide an explanation when asked. YOUR HELP WITH THIS QUESTIONNAIRE IS VERY MUCH APPRECIATED.*

Students were then informed by the teacher that their participation was entirely voluntary and if they did not want to take part they could do coursework, free reading, or other activity by negotiation, however again the vast majority enthusiastically engaged. Lead teachers were also provided with contact details in case there were any unforeseen problems, or need for clarification, however this proved unnecessary.

Unfortunately, during the summer months of 2014 the survey had to wait due to an unexpected round of Ofsted inspections, coupled with exam commitments, summer holidays and the biannual Healthy Schools survey. This delay was agreed by all parties as we were keen to keep the schools' goodwill and avoid any possibility of survey burnout/overload amongst both the students and staff.

The initial plan to distribute and collect the questionnaires within a three month window therefore required some modification and finally towards the end of 2014 collection of the completed questionnaires became possible. Despite this, the last completed batch was not obtained until January/February 2015.

Once the questionnaires had safely been collected analysis commenced with the removal of 43 spoilt copies, including those who had answered affirmative to the fictitious option, 'Techtribe' embedded within question 4. Initial checking showed that there appeared to be no significant cluster, or strong pattern to these spoilt papers regarding school or age, however more were within the male responses than female.

Following the removal of the spoilt papers another unexpected negative discovery was made:

While not an issue in the Pilot, further close examination of respondent's answers in the main study indicated that a small number (20) must have experienced cyberbullying via Facebook, even though they had failed to clearly state so in question 14. An examples of how this discovery was made include where respondents said *"I blocked them on Facebook"* for question 19, or *"Facebook never contacted me"* at question 29. These additional 20 respondents were independently checked by Mr Christopher Vincent, a research volunteer and project Manager at the University, but ultimately were not included as a decision had been taken only to include those respondents who had specifically said they experienced Cyberbullying through Facebook in answer to question 14, to avoid any doubt regarding the means of their cyberbullying experience.

More positively, because the questionnaires had been returned in gender and age batches the ten questionnaires missing gender details could be accurately assigned as either male or female. Similarly, the two questionnaires missing their age details were also within specific age groups.

Thus, having identified the relevant respondents the sample data was able to be successfully captured for analysis.

3.6. Analysis & Dissemination

3.6.1. Introduction

This study utilized a questionnaire survey which resulted in 2,495 respondents, however from within this number it needed to be capable of focusing on data concerning those who had been cyberbullied, and more specifically those who had been cyberbullied via the Facebook social media site. It needed to be analysed to elicit the victim's voice, describe the composite parts of the experience and to reflect them against the conceptualised background

As part of this process the term cyberbullying had been defined and explained at the start of the questionnaire as follows:

Within this sample 'cyberbullying' means:

- Actions that use information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group, that is intended to harm another or others.
- Use of communication technologies for the intention of harming another person.
- Use of the internet service and mobile technologies such as web pages and discussion groups as well as instant messaging or SMS text with the intention of harming another person.

If you are still unsure of what we are now including as 'cyberbullying' please ask.

Having defined the concept it was then possible to identify and isolate those who had been 'victims' through their response to question 11; 'Have you ever been Cyberbullied?'

340 'victims' were identified and extracted and each one was allocated an identifying number, by being entered on an excel spreadsheet and Word documents.

From this overall 'victim' data the next task was to further reduce the sample by extracting those who had specifically experienced their cyberbullying through the Facebook social media site.

This was achieved solely by using their response to question 14, where they stated the means through which their victimisation occurred. And, while only those who answered 'Facebook' at question 14 comprised the phenomenological sample (198), or 58.24%), a further 20 could arguably have been included as they also had evidently been cyberbullied via Facebook (from their subsequent answers). These additional victims would have raised the victimization percentage to 64.1% via Facebook, however to maintain certainty these were excluded. So, through this process the 198 individuals remained, representing 58.24% of the overall victim sample (340).

These 198 were then added to the excel spreadsheet retaining their unique individual reference (from the original Victims data). Thus, each had both a 'voice' and a 'story' comprising and generated from their quantitative and qualitative responses to the questionnaire.

3.6.2. Analysis of the cyberbullying victim qualitative voice data

Open coding.

The experiential qualitative victim responses from the questionnaires were read through several times to identify tentative themes headings based on the meaning that emerged from the data. These apparent blocks of data formed around what was actually happening to the victims as the experience unfolded. It was not linked at this point to theoretical bullying frameworks in any way.

Axial coding.

These blocks were then collated into more defined groups due to the nature of their similar significant statements. This was by way of words rather than sentences, or phrases, as generally they had been asked to explain their answer to certain questions, or respond to the basic prompt 'why?' As such, each response was significant both to the participants' experience and the aim of the study.

As this axial coding process continued it also slowly became evident that the experiences described could often also be sub-categorized as roughly positive and negative, or simply more defined subdivisions. Essentially the data presentation responded to the unfolding story as it emerged from the data, and as it clustered by natural similarity.

Theme development.

Finally, having established the 'significant statements' from the victim sample the next phase was to group them by similarity into themes. These themes started to describe the fundamental 'essence', or structure of the experience of being cyberbullied on Facebook. These themes also demonstrated a degree of commonality regarding the phenomenological elements within the experience, what Rieman (1986) refers to as 'the essential structure'. This approach in identifying the themes replicated the 'word' repetition and 'key-word-in-context' processes described in Ryan and Bernard, 2003, which in turn drew heavily on analysis methodology methods from Strauss and Corbin (1990). Charmaz (2006) was also heavily influential in my choice of coding process, although that literature featured mostly grounded theory examples.

The initial themes were: 1, initial choice of action- Positive; 2, Initial choice of action - Negative; 3, Future action modification- regarding Parents/carers; 4, Future action modification- Following reflection; 5, Positive emotional effects; 6, Negative emotional effects; 7, Perceived human causal factors; 8, Perceived non-human causal factors; 9, Suggested prevention - human; 10, suggested prevention - non-human; 11, Overall perceived safety; 12, View regarding Facebook's reporting systems.

However, from these initial twelve themes further collation and reduction established six main focus areas:1. Initial Reaction, 2. Response after reflection, 3. Resultant feelings, 4. Cause, 5. Prevention, 6. Facebook's reporting system.

Finally, theme 6 (Facebook's reporting system) merged into theme 5 (prevention), resulting in the final five themes presented in this report:

1. Initial Reaction.
2. Response after reflection.
3. Resultant feelings.
4. Cause.
5. Prevention.

Coding checking and minimising bias.
The validity of this final coding was then confirmed by reproducing the process through the Bath and North East District Council's anti-bullying strategy group, on the 18th January 2016 and a Masters module class at Bath Spa University in May 2016.

When presented with the study data both validation groups used a similar interpretive phenomenological analysis process, ultimately reproducing and concurring with the coding and the final themes categorization. Following this it was thought that the analysis had achieved a reasonable level of trustworthiness.

These themes, or categories, formed the higher level concepts for the final report, while additional *a priori* subcategorization of positive and negative aspects allowed further structures presentation and the integration of the supporting descriptive quantitative data

(see 5.3 Final report). Ultimately, this aimed to give the reader an informed 'vicarious experience' (Johnson & Christensen, 2012:388), both qualitatively and quantitatively.

I will now address the method by which the descriptive quantitative data was analysed.

3.6.3. Analysis of the cyberbullying victim quantitative descriptive data

The purpose of supporting statistical data within this study was to add what Cresswell & Plano Clark, (2007) term as an element of multiparadigm. This can be explained more simply as an attempt to provide an informative quantitative background, against which the qualitative voices can be contextualized more easily.

To achieve this, the quantitative data was extracted from the completed questionnaires in a similar way to the qualitative data; whereby the Facebook cyberbullying victims' responses were entered and collated on an Excel spreadsheet. Once captured and recorded in this format descriptive statistical data, in the form of charts and tables, were produced to support and further enhance the qualitative themes.

3.6.4. Limitations

As this study's sample examined a small group of young people in Bath and North East Somerset it does not seek, or claim to represent all 11-16 year olds nationally.

Additionally, this study, in keeping with any utilizing a survey approach, might be open to the criticism that those responding may have been particularly engaged young people.

I would respond by stating that this study was designed to capture a representative sample, co-constructed following youth focus group feedback, and incorporated an evaluated pilot. Indeed, while not completely possible it was sought to actively minimise such limitations during all stages of this study's design and execution, as the entire project was subject to independent data and design scrutiny throughout (as described).

Similarly, I acknowledge the inherent weaknesses attributed to all qualitative data analysis, including my study:

- As predominantly a qualitative study this research was confined to a smaller sample than would have been possible had it been purely quantitative.
- Similarly, the qualitative nature made data extraction and analysis more expensive and time consuming (as already acknowledged). Indeed, the increased time requirement also generated some problems regarding time pressures in the school's already hectic timetables, but this was not insurmountable.
- The choice of paper questionnaire was logistically more difficult to action (again, as already acknowledged).
- Because there are fewer people in this qualitative study generalisability is affected and the findings cannot be generalised regarding the entire population. This is in part why I used exact numbers within the findings rather than percentages alone.
- The nature of qualitative responses are highly subjective and can differ widely, thus making systematic comparisons also problematic.
- The skill of the researcher is of particular relevance in qualitative research, which is why the questionnaire construction and analysis process was so carefully peer reviewed and checked. Additionally, the inclusion of the descriptive statistical data also helped to guard against pre-judgements, while also allowing more informed explanations for why certain responses were given.

Limitations will also be discussed in more depth within chapter 5, section 3.2.

3.7. Summary

The study sought to address two research questions:

1a. **What are the lived experiences of the 11-16 year old schoolchildren from the Bath and North East Somerset area who have been cyberbullied through the Facebook social media website?**

And

1b. **From their stories what *construct(s)* emerge of the nature of cyberbullying within these parameters?**

To achieve this a sample of 11 to 16 year old students were identified from seven schools situated in the Bath and North East Somerset Authority area, in the South West of England.

While no criterion was initially stipulated, appearing to be random sampling, the choice to use 11 to 16 year old students was actually purposive to ensure sufficient experience of the phenomena was available (Merriam, 1998), a decision further supported by Welman and Kruger (1999) who commented that this type of non-probability sampling as the most important sampling approach in such situations.

Thus the first seven schools to reply were accepted achieving a representative cross section and enabling a qualitative phenomenological approach, utilizing a questionnaire (Moustakas, 1994; Creswell, 2003; Smith, Flower & Larkin, 2009).

In the initial formation of my questionnaire I utilized questions from three previous proven questionnaires: Smith et al's works, *An investigation into Cyberbullying, its forms, awareness and impact, and the relationship between age and gender in cyberbullying* (2006); Smith et al's *Cyberbullying: its nature and impact in secondary school pupils* (2008); and Solberg and Olweus's work, *Prevalence estimation of school bullying* with the Olweus Bully/Victim Questionnaire (2003).

Additional support for the construction of my questionnaire was found from Hamburger, Basile and Vivolo's *Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools* (2011:68-69). And a further two questions were formed through expert peer review (questions 41 and 42), as they were unique to the locality.

Next, youth focus groups participated and contributed to the wording and format of the questionnaire. Their additional contribution through Hart's Ladder of Participation (1992) is also described.

Ethical considerations and the first field pilot are explained. Findings from the pilot are presented and details of the main study methodology follow.

Finally, the chapter concludes by describing the analysis process used on the captured data to answer the primary research questions. Ultimately, 340 victims were identified and allocated an identifying number on an excel spreadsheet and from this overall 'victim' data those who had specifically experienced their cyberbullying through the Facebook social media site were then identified for examination.

This element of the sample analysis was achieved solely by using their response to question 14, where they stated the means through which their victimisation occurred. And, while only those who answered 'Facebook' at question 14 comprised the phenomenological sample (198), or 58.24%, a further 20 could arguably have been included as they also had evidently been cyberbullied via Facebook (from their subsequent answers). These additional victims would have raised the victimization percentage to 64.1% via Facebook, however to maintain certainty these were excluded. So, through this process the 198 individuals remained, representing 58.24% of the overall victim sample (340).

These 198 were then added to the excel spreadsheet retaining their unique individual reference (from the original Victims data). Thus, each had both a 'voice' and a 'story' comprising and generated from their quantitative and qualitative responses to the questionnaire.

Qualitative phenomenological analysis was then possible, as follows:

Open coding.
The experiential qualitative victim responses from the questionnaires were read through several times to identify tentative themes headings based on the meaning that emerged from the data. These apparent blocks of data formed around what was actually happening to the victims as the experience unfolded. It was not linked at this point to theoretical bullying frameworks in any way.

Axial coding.
These blocks were then collated into more defined groups of similar significant statements. This was by way of words rather than sentences, or phrases, as generally they had been asked to explain their answer to certain questions, or respond to the basic

prompt 'why?' As such, each response was significant both to the participants' experience and the aim of the study.

As this axial coding process continued it also slowly became evident that the experiences described could often also be sub-categorized as roughly positive and negative, or simply more defined subdivisions. Essentially the data presentation responded to the unfolding story as it emerged from the data, and as it clustered by naturally similarity.

Having established the 'significant statements' from the victim sample the next phase was to group them by similarity into themes, or Theme Development. These themes started to describe the fundamental 'essence', or structure of the experience of being cyberbullied on Facebook. These themes also demonstrated a degree of commonality regarding the phenomenological elements within the experience, what Rieman (1986, 1998) refers to as 'the essential structure'. This approach in identifying the themes replicated the 'word' repetition and 'key-word-in-context' processes described in Ryan and Bernard, (2003), which in turn drew heavily on analysis methodology methods from Strauss and Corbin (1990). Charmaz (2006) was also heavily influential in my choice of coding process, although features mostly grounded theory examples.

Ultimately five themes were chosen:

1. Initial Reaction.
2. Response after reflection.
3. Resultant feelings.
4. Cause.
5. Prevention.

And the validity of this final coding was confirmed by reproducing the process through the Bath and North East District Council's anti-bullying strategy group, on the 18th January 2016 and a Masters Research Methods class at Bath Spa University in May 2016.

When presented with the study data both validation groups used a similar interpretive phenomenological analysis (IPA) process, ultimately reproducing and concurring with

the coding and the final themes categorization. Following this it was thought that the analysis had achieved a reasonable level of trustworthiness.

Ultimately, the methodology and approach described in this chapter aimed to give the reader an informed 'vicarious experience' (Johnson & Christensen, 2012:388), both qualitatively and quantitatively, into the phenomenon of being cyberbullied. By augmenting the phenomenological voice with descriptive statistics, an approach Cresswell & Plano Clark, (2007) called adding *an element of multiparadigm* the contextual reality becomes even clearer, as will be seen in the next chapter.

Chapter IV - Findings and Discussion.

4.1. Introduction.

This chapter presents the findings relating to the two core research questions:

1a. What were the lived experiences of the 11-16 year old schoolchildren from the Bath and North East Somerset area who have been cyberbullied through the Facebook social media website?

And

1b. From their stories what *construct(s)* emerge of the nature of cyberbullying within these parameters?

These findings are discussed through the following six core themed areas:
1. Initial Reaction.
2. Response after reflection.
3. Resultant feelings.
4. Cause.
5. Prevention.

Within each of these themed discussions examples are provided and where appropriate, a positive or negative sub-classification is used to further examine/understand the essence of cyberbullying through the respondent voices.

This subcategorization was however only applied if the data naturally clustered into positive or negative statements, which required subjective value judgements. As such, the negative or positive subcategory data was divided dependant on whether it was likely to increase, or decrease the bullying and according to whether it would have a positive or negative impact to the victims quality of life; for example 'I left Facebook' would have restricted their other social communication and would be sub categorised as a 'negative'.

Finally, the findings from these themed and sub categorised areas are contextualized using Olweus's 7 stages of bullying model (2001:3-20), followed by discussion and reflection against the relevant academic frameworks, identified through the earlier literature review (Chapter 2.7):

- Erving Goffman's Presentation of Self in Everyday Life Theory (1956, 1959).

and

- Lawrence Kohlberg's Stages in Moral Development Theory (1958).

Thus, the presentation format is:

Theme introduction> Positive subtheme description and application of the academic theory/ models> Negative subtheme description and application of the academic theory/models>Summary.

Where there is no evident polarised subtheme (Theme 2, Choice on reflection; 4, Cause; 5, Prevention) the presentation format is simpler:

Theme introduction> Description and application of the academic theory/ models>Summary.

This repeating cyclical pattern of 'theme', 'subtheme' and 'summary' is especially important as all five themes need to be presented together, in a structured way, to

adequately address the research questions and to convey the collective essence of what it means to be cyberbullied.

Indeed, alternative methods of presenting the findings were considered (with a view to achieving a shorter chapter) however, while some had benefits, none were felt to outweigh the improved connection, continuity and clarity gained by keeping the thematic findings together.

Visually, the method of presentation can be seen below in the flowchart, Fig 7.

Fig 7: Flowchart depicting the identification of subthemes and the resultant presentation.

Theme 1: Initial reaction	Theme 2: Choice on reflection	Theme 3: Resultant feelings	Theme 4: Cause	Theme 5: Prevention

Are any obvious subthemes present?

Yes	No	Yes	Yes	Yes

Theme 1 subthemes: Positive and negative.	Theme 2 subtheme: -None	Theme 3 subthemes: -Positive and negative.	Theme 4 subthemes: -Jealousy and relationship problems. -Communication breakdown. -Differences.	Theme 5 subthemes: -Physical and technological strategy. -Authoritative penalty strategy -Educational strategy.
-Introduction	-Introduction	-Introduction	-Introduction	-Introduction
-Positive subtheme and application of theory	-Description of theme and application of theory	-Positive subtheme and application of theory	-Jealousy and relationship problems and application of theory	-Physical and technological strategy and application of theory
-Negative subtheme and application of theory	-Summary	-Negative subtheme and application of theory	-Communication breakdown and application of theory	-Authoritative penalty strategy and application of theory

-Summary		-Summary	-Differences and application of theory	-Educational strategy and application of theory
			-Summary	-Summary

But first, the findings from the descriptive statistics are presented, thereby enabling a more informed picture of those who actually took part in the study.

4.1.1. Participation rates, age, gender and ethnicity

4,706 questionnaires were initially distributed across seven senior school (pupils aged 11-16) in the Bath at North East Somerset, in the South West of England.

Sections 3.3.1 has already described the nature of the seven schools which volunteered to be involved, but to recap they included academies, comprehensive school, a private school, one same sex school and one which had recently become co-educational. When conjoined the consensus with the local education advisor was that the sample was representative of the area.

2,495 questionnaires were returned with sufficient detail to be used, which represented a return rate of 53%.

This study therefore had a representative sample, and from within that it identified 340 cyberbullying victims, and focussed on 198 individuals (54 %) who had experienced cyberbullying through the Facebook social media site.

The sources of these Facebook victim respondents can be seen in relation to the participating schools as can be seen in table 9, below:

Table 9: Respondents and schools.

	All Respondents	Overall Victims	Facebook Victims
St Marks	204	21	12

Writhlington	592	68	32
Bath Academy	153	13	10
Hayesfield	262	66	39
Norton Hill	836	86	52
Somervale	356	75	46
Monkton Combe	92	11	7
total	**2495**	**340**	**198**

From this data it was also apparent that there were no significant individual trends between specific school regarding either the overall victims, or the specific Facebook cyberbullying victims. Indeed, the same proportional pattern appears to be present across all the participating schools.

In addition to this, from table 10 below, it can be seen that the overall cyberbullying victimization percentages ranged between 10.29% and 25.19%, with an average of 13.63%.

Table 10: Respondents and victimization rates.

	All Respondents	**Overall Victims (as % of respondents)**	**Facebook Victims (as % of overall victims)**
St Marks	204	21 (10.29%)	12 (57.14%)
Writhlington	592	68 (11.49%)	32 (47.01%)
Bath Academy	153	13 (8.49%)	10 (76.92%)
Hayesfield	262	66 (25.19%)	39 (59.09%)
Norton Hill	836	86 (10.29%)	52 (60.47%)
Somervale	356	75 (21.07%)	46 (61.33%)
Monkton Combe	92	11 (11.96%)	7 (63.64%)
Total	**2495**	**340 (13.63%)**	**198 (58.23%)**

This overall average victimisation finding of 13.63% (range 10.29%-25.19%) contrasted sharply against Stroud's findings in 2009, for the National Crime Prevention Council

(2009), when he reported a victimization rate of 43% in a similarly aged sample. Similarly, the Department of Children and Family Services (DCSF), (2007) found the figure to be 34% within their study.

More in keeping with this study's findings are those of Smith (2007), who found a victimization rate of 22%, again in a similarly aged sample (Chapter 2.2).

Possible factors which may account for this reduced incident of victimization within BANES could include; improvements in the social media reporting systems, greater awareness on the part of the victim, differences in socio-economic backgrounds, educational differences, however these factors cannot be commented upon as they fell outside the scope for this study

.

Similarly, the considerable scope for confusion over the exact meaning of 'cyberbullying' found in the literature review (chapter 2.4.2) is also likely to have had an impact in the variations found in these earlier studies (Vandenbosch and Cleemput, 2008; Smith, 2007). However, as the exact details of their research designs are not provided it would be pure speculation to comment further. Next, the age analysis of the respondents can be included in the updated description of the sample:

This area of the descriptive statistics found that Cyberbullying appeared to peak around the age of 14 for boys and between the slightly broader range of 13-15 for girls, (a finding also mirrored in the overall victim sample of 340). Additionally, overall cyberbullying appeared to range between the ages of 12 and 15, concurring with the findings of earlier research, such as, Hinduja and Patchin, (2008, 2009) and Willard, (1997, 2000 and 2005). These findings indicate that age is an important factor in cyberbullying and as such it will be discussed further within the 'causes' theme 4.4.4.

The last area requiring an update concerns the ethnicity of this sample and the statistics showed that within this the total respondents of less than 13% (323/2495) reported being other than white British, making it immediately evident that the Bath and Northeast area of Somerset did not possess the necessary diversity to show strong statistical relationships between ethnicity and cyberbullying. Despite this weakness 8 non-white individuals within Facebook Victim Group (n=198) stated that they had experienced cyberbullying,

specifically involving a racial element. This representing a percentage of 4% and will be discussed more fully in the following 'causes' theme (4.4.4).

In summary therefore, using the results of the descriptive statistics the nature of the respondent sample was able to be updated and contextualized with more accuracy and confirmed that the study sample was representative, with no unusual anomalies within the data from the specific schools, or subgroups.

The age profile of victims indicated that cyberbullying was present across the whole sample, with both and average and peak at 14, and these findings agreed with the earlier research of Hinduja and Patchin (2008, 2009) and Willard (1997, 2000 and 2005).

Additionally, the analysis of the statistics showed insufficient numbers of respondents with diverse ethnic origins to form strong conclusions regarding how that factor may have had an influence. However, despite the very small ethnic minority representation within the sample (4% of Facebook victims), almost all of those respondents reported racial elements within their experience of cyberbullying, supporting greater examination in theme 4.4.4 (Causes), and further research in the future.

Having now updated the contextualizing descriptions of the participant samples I will now focus on the themed voice of the victims themselves, and thereby the nature of the phenomenon called cyberbullying.

4.2. The Themes

1. Initial Reaction.
2. Response after reflection.
3. Resultant feelings.
4. Cause.
5. Prevention.

By virtue of the fact that phenomenological coding is subjective, great care was taken to allow the victim's voice to emerge *via* a grounded theory style approach (Ryan and Bernard, 2003; Strauss and Corbin, 1990). This Interpretive Phenomenological Analysis

(IPA) allowed the formation of the initial themes (Chapter 3.5.2), before further coding then established that several had identifiable positive and negative elements, or other logical grouping characteristics, supporting a further level of subcategorization.

In the themes that this polarization and subclassification was evident, the examples of the respondent's themed voices are presented as positive, negative, or by way of sub-descriptors. Relevant literature and academic models are then considered after each subcategory.

Conversely, when a theme does not exhibit polarized positive, negative, or other subclassification, the examples are presented together followed by comparison with the relevant literature and models.

Lastly, the examples provided are presented in order of preference, with the most common responses appearing first.

4.3. Theme One: Initial Reaction

4.3.1. Introduction

Within this first theme the study examines what course of action results when bullying is first perceived by the victim. Additionally, from the data, it explores the mechanisms, speed and rationale associated with those choices.

Where appropriate, the actual examples of the victim's voices are used to show the primary sources and to reduce any interpretive bias.

Next, academic literature, including the models of Goffman (1956), Kohlberg (1958) and others (Chapter 2.7) are reflected against the data and discussed to assist with understanding.

Finally, a summary is presented linking into the next theme; which looks at how these initial choices might be modified on reflection.

4.3.2. Theme One: Initial reaction - Positive subtheme and application of theory

From the study data it was immediately clear that most reactions prompted the victim to take action, and this manifest itself verbally (textually), or technologically; through software blocking or filtering communication. Thus, many victims adopted a positive proactive stance when faced with the initial incident.

Examples such as, *'I deleted her'* and *'I deleted my Facebook account'* were a frequent response, along with *'I blocked them'* and *'I left Facebook for a while'***.** However, while most responses showed this type of quick reaction, some were not so immediate, as is evident with the occasional comment *'......eventually I blocked them'*.

From these themed response/voices it can be seen that there is an apparent preference and reliance on a technical solution. This may not be that surprising, given that the respondents are talking about an interaction that happened on the internet, however this changes when reflected against the rather negative feelings when they critique the worth of Facebook's protection and reporting systems (see themes 5 & 6). Within both of these themes the available technological solution is deemed to be largely unfit for purpose.

Despite this apparent contradiction, the initial phenomenological themed comments and the corresponding descriptive statistics from this study mirrored the findings of earlier similar research; such as Hinduja and Patchin, (2007) where 25.4% of victims, which said that they responded by 'blocking' the bully, with a further 22.7% 'logging off', (n=185).

Slightly less popular than blocking the culprit was the response, *'I told an adult'***,** with the respondent's voice making it clear that this usually referred to a family member, or to a lesser extent a friend. More specifically, the family member was usually identified as 'Mum'**,** although dad, brothers, sisters and 'nan' also appeared lower in the choice hierarchy.

The victim's next option, both through their phenomenological voice and the descriptive statistics, was to tell the school. This comment featured almost as frequently as telling a family member. Indeed, they were often paired with comments such as *'I told my mum and head of year'*, *'My parents and school helped me out'* and *'I told family and*

teachers' and in this study 82 of the 190 phenomenological victims' stories mentioned telling someone; equating to 43.16%.

Unusually, this contradicts earlier research findings which indicated that as few as 25-30% of students report bullying, in any form (Smith & Shu, 2000; Unnever & Cornell, 2004 cited in Dupper, 2009). More specifically to cyberbullying Hinduja & Patchin (2006) found that of all youth under 18 'fewer than 10 percent of victims told a parent, and fewer than 5 percent told a teacher' (Hinduja and Patchin, 2006, cited in Hinduja and Patchin, 2009:60).

Furthermore, an additional study by the same people in 2007 found a similar response where 60 percent of a sample of 185 said they would not tell anyone. This second study has the added advantage that the sample was restricted to (American) middle school students which, due to the comparable age range, made it more appropriate for critical comparison, reflection and comment with my sample group and findings.

Within this second study (Hinduja & Patchin, 2007) a gender difference was also apparent; with girls more likely to tell a friend (female: 57%, male:50), and boys more likely to tell a teacher (males:39, females:21). Katz (2012) concurred with Hinduja and Patchin's observations (ibid), which indicated that 67% of girls told someone, while only 55% of the boys did. However, as this specific area falls outside the scope of this enquiry I will simply end with the observation that while data in earlier research often suggests a low likelihood of a victim reporting, or talking about their problem with a third party, this study did not find the same.

In my data family members, friends, and/or the schools featured consistently as people who had, or would have been contacted. Additionally, the descriptive statistics obtained through analysing this study's questionnaire responses also indicated a similar finding: Childline 67; School Nurse 45; Teacher 9; Parent/carer 112; Off the Record 37; School Diary 22; n=380.

Returning to positive responses, the next data set shows a small number of victim voices who said: 'I ignored it' (21/n198). Within this group though it was noted that this apparent course of action was often followed by some form of more reflective additional

comment, such as *'eventually I blocked them',* or *'I told an adult'.* Again the voice of the victim suggests that an initial choice to ignore their assailant (consciously or otherwise) could be viewed as both a positive and negative outcome. On balance this study would have to say it was more the latter as it rarely provided a suitably satisfactory outcome on its own.

Linked with this, and most notably, during this study's literature review no examples of earlier research could be found which examined, or even acknowledged, *ignoring* an assailant as a recognised strategy. Indeed, when a victim said *'I ignored them'* it was generally categorized as *'I did nothing'*, or *'did something else'* (Hinduja & Patchin 2009:62), which suggests a passive outcome, rather than a deliberate choice and a strategic course of action
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Indeed, Dupper (2013:72), who examined what strategies do not work in combating bullying in his work of the same name, took this potential failure a step further when he acknowledged that a power imbalance was a crucial necessary component in bullying, but then did not comment on the potential for a victim to affect the interaction dynamic, by ignoring the assailant.

Lastly, within this subcategory, a very few victims tried to communicate directly with their assailants saying *'I said stop'*, or *'I said sorry so they would stop'* and *'I told them to leave me alone'.* Obviously this last choice required some idea as to the identity of the culprit and again, as we will see in theme 5, their success in obtaining a resolution was mixed. One victim's voice illustrates this when they said *'I asked them to stop and they carried on a little longer'.*

The next section will discuss how the theme, Response (positive), reflects and relates to the academic models and the two main study research questions.

Theme One: *Response (positive),* reflected against the academic models.

Within Olweus's seven stage model of bullying (2001) the victim voice found here initially appears to have parity with the transition from the first step into the rest of the model:

- The student who wants to bully and initiates the action.

- Followers or henchmen

- Supporters (or passive bullies).

- Passive supporters (or possible bullies).

- Disengaged onlookers.

- Possible defenders.

- Positive defenders (who actively try to stop it).

Importantly the themed comment *'I blocked **them**'* potentially suggests that in those instances the first two stages of Olweus's stage theory may have been completed; involving an initiating bully *and* supporters. The descriptive statistics from this study help to inform our understanding of what the essence of cyberbullying is regarding this particular aspect with the following culprit identity data: Friend 65; Known person 99; Unknown person 19; *Known group 26; Unknown group 8*; Fellow school person 47; Family member 2; Other 9. [8]

From this it can be seen that groups are a prominent feature in the identity of the attacker(s) (Known group 26; Unknown group 8) and thus, where exactly the essence of cyberbullying most often falls within Olweus's stage model.

Irrespective of this observation though, the themed responses irrefutably show the presence of a person/s who wants to bully, and that they have initiated an unspecified action which has been deemed as unwanted. Moreover, this communication has occurred and the recipient is seeking to curtail any further repetition. Potentially, this initializing communication may also have been unsolicited, hurtful, harmful, offensive, but how does it fit with the definition of bullying, and thus cyberbullying?

Bully……...'Intentionally harmful, aggressive behaviour of a more powerful person, or group of people, directed repeatedly towards a less powerful person, or group of people, usually without provocation' (Harris & Petrie, 2003:2).

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[8] N=198, but more than one identification could be selected i.e. a known group could also be fellow school people.

Bullying….'Repeated acts of aggression or harm by individuals who have more power than their victims' (Bolton & Grave, 2005:9).

Immediately the ambiguity around *repeated* comes to the fore, further problematized by the inclusion of *intentional* (requiring Mens Rea) and *aggressive* (being subjective in nature). A similar problem occurred with the legislation surrounding racially abusive language and the solution was ultimately that if someone thought it was, that would be deemed to be sufficient and a court would then decide:

> The Stephen Lawrence Inquiry Report was published in February 1999, and defined a racist incident as:
> '**.... any incident which is perceived to be racist by the victim or any other person'.** (Cited in Crown Prosecution Service (CPS): Racist and religious crime – CPS prosecution policy (2016:p2).
> (Available at:
> https://www.cps.gov.uk/publications/prosecution/rrpbcrbook.html#a14
> Accessed: 1/3/17).

The conclusion of this study will argue for a similar approach regarding cyberbullying, but for the purposes of the following themed sections the question of whenever the repeated and intended elements are present will not be questioned repeatedly.

Therefore, Olweus's model shows that the essence of the victim's experience when they are first cyberbullied via Facebook is negative and results in a protective attempt to stop it. This attempt is normally through technology, interpersonal communication, or to a lesser extent 'blanking them', through a lack of response (a feedback starvation strategy). Within this, blocking or ignoring an attack meant that the attacked had no feedback, in effect stopping transition into the rest of Olweus' model. This this observation also links to the final element within James's Essential Components of Bullying Behaviour model (2010):

> '*Unequal power: bullying involves the abuse of power by one or several persons who are (perceived as) more powerful, often due to their age, physical strength, or psychological resilience.*'

(James, 2010:4-5).

Thus, without engagement there can be no power equation and no feeding of the bully's motivational need.

The second main framework pertinent to this study concerns Irving Goffman's work on the presentation of self in everyday life (1956, 1959) and from the literature review (Chapter 2.7) it can be seen that the direct communication evident in this theme links with Goffman's work around how we like to be perceived.

As the cyberbullying within this study takes place through the Facebook social media site it is pertinent to return to the literature review and the findings of what such a resource is and what it aims to provide (Chapter. 2.6).

In Chapter 2, it was established that Facebook supports social interaction between a user and one or more others. When applying Goffman's model/analogy the Facebook users site/profile page represents the theatre where the user is the actor, presenting performances to their audiences; friends, or other Facebook users. In this sense the audience may be the person they are directly communicating with; via the integral messaging service, or a much wider audience of friends and viewers depending of their personal security settings (Chap 2.).

Indeed, it is also valid to say the bully is in a sense also an actor, trying to increase their social capital by devaluing another. The audiences may also be the same for both, overlap mutual contacts, or be completely exclusive to both (the purpose of this thesis though is to retain its focus on the victims of the bully within the research question parameters).

This theatrical/dramaturgical model therefore applies to the theme, of 'reaction' in the following way: The performance has commenced, initiated by the actor, or in response to a stimuli (a message, or contact). Thus, there has been an engagement with one or more people, who thereafter signifying as the audience. In the case of cyberbullying this engagement has been negative and not the desired result from the actor's perspective. And as such it threatens their objective of approval, or success. In addition, public failure

to achieve approval has the potential to magnify the resultant harm if there is a wide audience, or the audience has special significance (peer group, friends, opposite sex).

Reflecting the theme findings against Goffman's presentation of self in everyday life model suggests a desire to terminate the engagement, or to end the performance, because negative feedback is being experienced and the victim wants to escape from/minimize further damage. My findings then show that this is followed by preventative action, when the victim's voice states, *'I deleted her'* and *'I blocked them'*.
Using Goffman's model this theme response would equate to banning the undesirable person (the bully) from the theatre and thus the audience.

Physical technological methods appear to be the next choice and it could be postulated that this is indicative of a desire to minimize any further interpersonal engagement in any solution. This links with the fact that the question of technological capability enters into the equation and thus the potential for the power imbalance which James (2010) suggests is at the heart of much bullying. This would also potentially explain why *'I told an adult'* and *'I told a friend/school'* appears next in my findings; recruiting someone with a senior status, re-engineers the power balance between victim and bully, or actor and unpleasant audience member. Their greater experience and call on resources would also potentially negate any technological advantage the bully might be exercising (Olweus 1993, cited in Kowalski, Limber & Agatston, 2008:30).

'I ignored it' attempts to deprive the bully of feedback and would be akin to a performer blanking a heckler. In terms of relevance the model again suggests that the lack of reaction feedback would deprive the bully of the victim impact evidence they need to perpetuate the action. Put more simply, James suggests that if they cannot gauge how much harm and suffering they are managing to cause, they will cease to have the motivation (feedback stimuli) to carry on.

'I told them to leave me alone' is an appeal (and moral directive) from Goffman's actor, the cyberbullying victim, to the bully and links to the third model applicable to this study; Lawrence Kohlberg's theory of moral development (1958) (Ch2.7).

As shown in the literature review, Kohlberg's stages of moral development work (1958) concerns maturation, empathy and preventative reasoning, and more specifically his 6 developmental stages and the concept of 'reciprocity' theorise on the morality of actions. In this sense *'I told them to leave me alone'* may appear to be an appeal as much as a directive, although for it to be effective Kohlberg's model states that the recipient must have reacted to a stage of moral development where they can decide to continue or desist; based on their perceived rule set, or conscience. Kohlberg loosely links these stages with physical ages which when reflected against the fact that cyberbullying seems to decline after 15/16 years of age, suggests that this is the age where the culprit would be most likely to respond positively to both a victim appeal and invocation of the rules. I will now explain this in more detail:

Within Kohlberg's moral development model (ibid) the victim saying *'I told them to leave me alone'* suggests a belief that the attacker can/will assess their actions against some form of rule framework. This equates to Kohlberg's conventional level of operation, stages 3 (governed by seeking approval, or avoiding chastisement), or stage 4, (didactically following their duty as set out in societal laws). Thus, both of these forms of thinking can be associated with the high school maturation age group.

Finally, the absence of any additional conscience provoking element, such as *what you are doing is really upsetting me'* further supports that it is Conventional level maturation operating in the dynamic, rather than Post-Conventional, stages 5, or 6. Additionally, these findings and conclusions also fall in line, and agree with, Kohlberg's predicted age bands

4.3.3. Theme One: Initial reaction - Negative subtheme and application of theory

Negative responses were common in the victim's narratives when describing their initial reactions and this was also evident within the descriptive statistical response to question 17; 'Did you retaliate?' (yes 67; no 98; not answered 33; n=198).

Comments such as, *'I retaliated', 'I replied with insults'* and *'I argued back'* featured consistently, while, some became more forceful and indicated a deliberate escalation, such as *'I told them to fuck off'; 'I would knock you the fuck out; 'Punched it in the face'.*

Negative findings within the response theme also showed some other unexpected lifestyle penalties, such as *'I erased my photos'* and *'I left Facebook for a while'*

While far less common, the victim's narrative did occasionally indicate that cyberbullying had resulted in a spill-over into a physical manifestation, which formed the next group of responses.

Comments such as, *'I slapped the ringleader'; 'I beat her up'; 'I threw two chairs at people who were bullying me'; 'Always fighting. Fought at school'; 'Argued, shouted, fought'; ' I had a go back'* featured in the data, however for this physical spillover to occur the victims need to know the culprit.

Again, with comments such as *'I told **them** to fuck off'* there is an indication of plural culprits within the victim's themed voice. As stated earlier this finding is supported by the descriptive statistical data concerning the identity of assailants (Friend 65; Known person 99; Unknown person 19; Known group 26; Unknown group 8; Fellow school person 47; Family member 2; Other 9).

Comments such as *'I beat her up'* indicate a potential for spill-over into the real world and again the culprit identity statistics are useful when considering this finding suggesting that the increased frequency of physical bullying within the Facebook victims group could be attributable to the closer nature of the users through the site. Additionally, as the culprits are often friends (65), or fellow school people (47), the close proximity would also support the potential physical spill-over.

While these findings demonstrated how bullying had migrated into the physical world this potential for spillover was not unexpected as it had been identified during the literature review, (Chapter 2, section 2.).

While not evident in the themed responses another finding from the descriptive statistics, supported by earlier research, is the mention of family members as known cyberbullying attackers. While this may appear initially surprising it does link, and concur, with work carried out in 2011 by Duncan and his paper 'Family relationships of bullies and victims'. In this he observed that those who bullied were more likely to also bully their

own siblings. In such cases the usual proximity of the family member also supported a cross-over into physical bullying and we see evidence of this within this study.

Moreover, regarding the spillover of bullying into the real world, this study found that cyberbullying accompanied violence/physical bullying 24.75% of the time within the Facebook victim group and 20.59% in the overall victim group. It was additionally theorized that the 4.16% difference might be attributed to the way the Facebook users use the site, their greater knowledge of the culprit's identity, their closer relationships and the likelihood that geographically they would be closer - all leading to a greater potential for physical spillover. The descriptive data regarding whether the culprits were known appeared to support this hypothesis with 7% of the Facebook group failing to know their attackers as opposed to 19.41% in the overall victim sample. This study found that family members appeared within the known culprit statistics twice within the sample of one hundred and ninety eight victims, again concurring with the earlier findings of Duncan (2011).

The literature review also included examples of cyberbullying crossing into real life, identified in Ybarra and Mitchell's work (2004). This looked at aggressor and target characteristics and also observed a pronounced likelihood for cyberbullying victims to experience physical bullying. Statistically 56% of their respondents reporting they were the targets of both online and real world bullying, prompting the researchers to comment that, '*For some youths who are bullied, the internet may simply be an extension of the schoolyard……*'.(P.1313).

Moreover, these findings link with the fact that real world bullying can also cross the other way, migrating into cyberbullying, as in the case of Keely Houghton in 2009. This case featured an 18 year old who was the first British person to be jailed for bullying via a social media site. Indeed, her physical attacks against her victim commenced in 2005 and culminated in the offence of 'threats to kill', via the internet on Facebook (Carter. 2009).

Lastly, when considering the negative voice of the victim's initial reactions this study found evidence of retaliatory cyberbullying,

Comments such as, '*I cyberbullied back...it made me feel like they deserved to feel how I felt; 'argument'*; '[Cyberbullied others] *it made me feel dominant'* and *'I treated her like she treated me'* clearly showed the strength of feeling.

And, these phenomenological victims' voices, indicating that the motivation was to give the initiating attacker a taste of what receiving such an attack felt like.

These findings had been suggested within my literature review; where Hinduja & Patching (2009) stated that as high as 22.5% of those who cyberbully do so motivated by revenge. Hinduja and Patchin (2009:71) even refer to this phenomenon as, *'turning the tables'* on the aggressor and their findings are in turn further supported by others (Kowalski & Limber, 2007).

Within my study I therefore categorized these finding as negative outcome responses, not just because the behaviour was likely to generate a self-perpetuating loop, but because they suggested cyberbullying potentially had one of its origins in learned behaviour (Akers, 1985, Bandura, 1969, & Skinner, 1971). This behavioural link was also proposed by Hinduja and Patchin in their work 'Bullying: Beyond the Schoolyard, (2009:73), along with an apparent undesirable normalisation effect observed by Brown, Esbensen, Finn & Geis (2001).

Justification for categorizing these feelings and actions as negative also linked with my earlier findings at the start of this section (commencing with the comments, *'I replied with insults'* and *'I told them to fuck off'*), which had indicated that *any* engagement with a culprit was ill advised, because it was likely to feed the attacker's motivational factors, thereby protracting the overall experience.

Finally, the victim's voice further supported this choice of categorization, through comments such a, *'I wouldn't have let it blow over'; ' I wouldn't have retaliated'; 'Wouldn't retaliate'; 'I wouldn't have retaliated at first'* and *'I would [have] ignored it'.*

These victim voices confirmed that, when they had a chance to reflect, victims would have chosen a different course of action to any form of retaliation. Indeed, when examining this study's descriptive statistical data it was found that within the Facebook cyberbullying sample only 23/198 of respondents said that they had cyberbullied others, equating to 11.62%. This was roughly half of that found by Hinduja & Patchin (ibid), but

still within the range found by Beran & Li (2007), when they estimated that between 3% and 12% of youth are both victims and perpetrators of cyberbullying.

Theme One: *Response (Negative)* **reflected against the academic models.**

Examples of negative reactions included: *'I replied with insults'.......'I told them to fuck off', 'I beat her up' and 'I cyberbullied back...it made me feel like they deserved to feel how I felt' and t*he nature of these comments are especially relevant when reflected against the work of Olweus, (1993), Olweus et al, (2007), and James, (2010) regarding the motivational characteristics of bullies (Literature Review Chapter 2, Section 2.8). Olweus said:

1. They have a need for dominance and power.
2. They find satisfaction in causing suffering or injury to others.
3. They are rewarded for their behaviour. These rewards may be material (e.g. money, cigarettes, other possessions taken from their victims) or they may be psychological (e.g. prestige or perceived high social status.

(Olweus 1993, cited in Kowalski, Limber & Agatston 2008:30).

From this it can be seen that by simply responding the victim enters into a dynamic interaction with the culprit within which power can be exercised and intended harm evaluated through feedback. Responding, therefore potentially feeds the bullies motivational requirements, as specified in factors 1 and 2, and it is for this reason that retaliatory responses have been classed as negatives within this study. Similarly, the reverse is true for passive, unemotional, responses and that is why they have been classed as positives.

Further justification supporting this finding/supposition can be found from the apparent frequent links where this type of initial response was followed by a spillover into physical situations, (or protracted negative engagement with the culprit).

Indeed, these findings could have been predicted considering the specific characteristics of cyberbullies, as found by Camodeca & Goosen, in their 2005 article, 'Aggression, social cognitions, anger and sadness in bullies and victims'; which observed that

cyberbullies are far more likely to demonstrate both proactive aggression to achieve a goal, and reactive aggression when they feel provoked. As such, a retaliatory response would certainly link with the second observation, generating additional 'reactive aggression' and potentially account for this study's findings.

Thus, in summary of how Olweus' model applies to my findings it can be said that a range of retaliatory reactions frequently featured within the victim's narrative. Additionally, these showed how the initial cyberbullying attack made them feel, inadvertently feeding back to the culprit that their desired outcome was being achieved. Also, these emotional reactions then ranged from trading insults, through threats, before finally indicating an escalation and spillover into a physical manifestation.

As such, this retaliatory element of the victim's narrative was classed as a negative outcome supported by both existing academic theory, and additional descriptive data from this study, which suggesting it inflamed and protracted the cyberbullying.

Next, when seeking to apply Goffman's presentation of self in everyday life model (1956, 1959) to this negative initial response theme it immediately becomes apparent that an interaction/performance has occurred and the reaction from the victim/actor is at best defensive and more honestly aggressive. Comments such as, *'I replied with insults'* suggest a tit-for-tat exchange at trying to undermine each other; in effect a power and perception battle (Foucault, 2000), while *'I told them to fuck off'........*again appears to be trying to obtain control and power in the dynamic.

In specifically linking the latter comment to Goffman's model this represents the actor trying to protect the ideal outcomes they are striving for within their performance. This has been threatened and they are seeking to ban, or expel the problematic element from the audience before the damage becomes greater. When comparing this to the earlier positive, it has parallels with the comment 'I blocked them' where technological means are used to ban the unwanted person.

Notably, comments like *'I beat her up'.........*depart from Goffman's model (ibid) in the virtual world, and restage a performance in the real one. Indeed, using Goffman's theories, even this act of physical violence is underpinned by the desire to achieve a

sought after persona, both externally and regarding self-perception. Foucault (1975; 2000) however simply equates such action as a power contest, although I feel both are valid and the reality is a mixture of both. Ultimately this shows some of the deep and complex drivers at force affecting the nature and essence of cyberbullying, traditional bullying and physical violence.

Moreover, Goffman's presentation of self in everyday life model (1959) needs to be considered regarding comments such as *'I cyberbullied back...it made me feel like they deserved to feel how I felt'.....*Here, the actor's objective and focus has changed from themselves to another. Similarly, the aim is not to gain approval, improved image and a feeling of greater self-worth; it is to have completely the opposite effect on another person, or persons. The potential for this negatively motivated or *destructive actor* was not acknowledged by Goffman, although he didn't specify spheres of morality specifically within his model either. This study will simply identify that the differentiation exists (with, or without the value judgement) and thus merits further examination/consideration, which is outside the scope of this study.

Next, this study considers Kohlberg's stage moral development theory and model (1958). This concerns maturation, empathy and preventative reasoning, and more specifically his 6 developmental stages and the concept of 'reciprocity' theorise on the morality of actions.
In this sense comments such as *'I replied with insults'.......'I told them to fuck off'........ 'I beat her up'………'I cyberbullied back...it made me feel like they deserved to feel how I felt'.....*are not going to have any great moral resonance with the recipient.

Indeed, within Kohlberg's theory (ibid) the only comment that has any real relevance is the threat of a penalty (loss of face, or violence) which would represent his Pre-conventional stage 1, where the social orientation is around obedience and punishment. This stage normally operates in preschool and elementary school aged children and the accepted norms are set by authority figures, such as parents or teacher. Clearly this is not the case here.

Similarly the second stage, Individualism, Instrumentalism, and Exchange, is underpinned by actions based on symbiosis (McDevitt & Ormrod, 2012). No such

symbiotic engagement was evident in the respondent voices within this themed section making Kohlberg's model of limited relevance when seeking to understand this situation.

4.3.4. Summary

The positive aspects of this theme showed that as a strategy, when students said they ignored the culprit, it could be argued that they disempower them, reducing/negating the power imbalance and thus reduced the likelihood ongoing commission of the offence, albeit temporarily. Only further research can establish if this was in fact the case.

Thus, this study wishes to highlight that ignoring an assailant is certainly a hitherto unidentified strategy (Dupper 2013; Katz 2012; Hinduja and Patchin, 2009) which features in this study's cyberbullying victim's stories and thus the findings. However, its effectiveness appears to be short term and usually requires additional augmentation/action soon afterwards to achieve a satisfactory conclusion. As such, this element merits further study, especially regarding how it interrelates to the bully's motivation and subsequent behaviour.

In summarizing the negative aspects of this theme, the voice and descriptive statistics showed that rather than ignoring attacks victims often responded (yes 67; no 98; not answered 33; n=198), and that the nature of the response was frequently negative, with comments such as *'I told her to fuck off'*.

These negative responses also included threats of violence such as *'I told her I would knock her out'* and there was some descriptive evidence to support the fact that some spill-over antagonism had occurred.

As many of the culprits were known to the victim's (friends 65, or fellow school people 47, n=198) the data showed that the close relationships on Facebook and often the close proximity made the possibility of physical spillover more likely. It also showed that the culprit/s were often plural mirroring the themed voices who used 'them' in their responses.

This negative response (verbal and physical action and retaliatory cyberbullying) was underpinned by a desire for revenge, typified by the comment *'.....they deserved to feel*

like I felt'. This finding mirrored the conclusions of Patching (2009) who stated that as high as 22.5% of those who cyberbully do so motivated by revenge. Hinduja and Patchin (2009:71) even refer to this phenomenon as, '*turning the tables'* on the aggressor and their findings are in turn further supported by others (Kowalski & Limber, 2007).

4.4. Theme Two: Response after Reflection

4.4.1. Introduction

The essence of cyberbullying exists within the interaction of the bully/s and the victim/s and the nature of that interaction is largely determined by the choices those within the dynamic make. Previous research also supports this finding (Hinduja & Patchin, 2007, 2008 and 2009), because without an interaction the phenomenon is unable to be manifested. Additionally, without responses and feedback relating to the participant's choices it cannot be maintained or develop.

As such, at the commencement of this study I had assumed that on being attacked the victims would choose their initial course of action through a conscious decision making process, and indeed to a certain extend the descriptive statistical findings suggested that was the case.
Closer examination of the phenomenological voice however soon threw doubt on that assumption and suggested a more complex answer through victim comments such as, '*Yes, by replying; as I was upset and angry'*. These comments had a reactive '*flavour'* and the import of the phraseology implied that the way victims initially responded was in fact more of a basic response than a considered cognitive coping strategy.

This modified opinion found a parallel and support within the literature review where Gruber and Yurgelun-Todd (2006) stated that; '*the developmental factors which influence decision-making in adolescents may result in choices which are suggestive of cortical immaturity, poor judgement, and impulsivity'* (ibid, page 322).

Thus, coding rapidly identified that a notable number of victims stated that following reflection they would have reacted differently and this developed into a theme. Additionally, while this theme did not show a positive and negative element of subcategorization because the initial choice represented the negative example and the

new reflected preferred choice was the positive version. Therefore, in the following section, this study will present the theme, with examples of this reflection, why it may have occurred and how it informs our understanding of the essence of cyberbullying.

4.4.2. Theme two: Response after reflection - Description, discussion and application of theory (No positive/negative subthemes were evident)

The most common comment voiced by the respondents, when reflecting on their initial choice of response, was that they would have informed someone at the outset of the bullying attack.

Comments such as *'I would tell them (parents)';' I would tell Mum'* dominated, followed by informing other people in position of authority; *'I would tell my teacher'; 'I would tell the Police'.* Lastly, in order of preference, came friends and other support groups.
The supporting descriptive statistics add to this picture when the Facebook cyberbullying respondents identify the following as sources of assistance: Childline 67; school nurse 45; teacher 97; parent/carer 112; Off the record 37; school diary 22. Again the preference for parent is obvious.

This finding of reflective revised choice is perhaps not that surprising given that where other victims had initially said *'I told someone'* (parent, relative, friend or school), *'I reported it'*, their experiences had still been unpleasant, but had *usually* resolved relatively quickly and more successfully. Therefore, an element of comparative discussion and evaluation may have had an influence, but without further research this is speculation.

In addition, while those who had told someone generally resolved the problem more quickly, they had also *usually* benefited from the extra support from those they had told. There were however a few contrary examples where victims had told people and the result had been rather more negative. An example of this can be seen in the comment, *'I would go to the police; they would probably have been more helpful than the teachers'*. Clearly, here the victim had told teachers, but the response had fallen far short of what the victim had hoped for.

Moreover, others showed a more hesitant approach to telling someone, expressing a caveat regarding the amount of harm being experienced, or the length of time it has been experienced. This is evident in the comments, *'I would tell them if it got worse'; [tell, but] only if the cyberbullying got bad'; I wouldn't tell them [parents] unless it got serious'.*

Linked with this, my statistical data showed that Facebook cyberbullying generally lasted as follows: One incident, 29 responses; Days, 56; Weeks 55; Months, 40; Still ongoing, 8; Not answered 10,(note/ respondents could tick different answers if they had experienced multiple incidents).This means that most commonly an attack will last for between days and months making any link between duration and the likelihood of reporting difficult to understand.

Overall, however, this reluctance could be linked with a concern for maintaining independence and the ability to continue to use the internet; fearing that parent's, or authority could institute restrictions. Indeed, earlier research has suggested this (Hinduja and Patchin, 2009:22) and my own findings show that most users currently enjoy little to no supervision, or restriction.

The descriptive statistics from this study further support this supposition showing that very few have parental monitoring (yes, 80; no 105; not answered 13; n=198) and even less have any form of restriction, such as filtering, time limits, blocked access to certain sites etc (yes, 57; no, 121; not answered, 20; n=198).

This element of reluctance in the victim's voice was very minimal, but was evident through comments such as *'no [I would not tell anyone], because I would keep it quiet and delete everything; 'not something I would talk to them [parents] about'; because she doesn't watch me on the internet and I would keep it quiet';* and, *'no, it would only stir things up'.*

Therefore, the findings of this theme showed that on reflection victims would have changed their response to telling someone, or telling someone after a delay, or an escalation. This formed the vast majority of the theme data, however, there were a few extra discoveries: Four comments advocated just ignoring the culprit; responses quite

possibly linked to avoiding restrictions, as discussed above. While eight indicated aggressive, or confrontational response, including physical resolution via the real world, *'yeah, I would have a go back at them'; 'I would have shown that I wouldn't be messed around with'; 'Yes, I would deal with it myself face to face'; 'hit her hard in the face'; ' no, that kid never messed with me again'.*

Theme Two: Response after Reflection, compared against the academic models.

To recap, the examples showing a change of decision following reflection included: *'I would tell them (parents, predominantly mother)', 'I would tell my teacher (or other authority figure such as police)', and* a small number of conditional responses, such as *'I would tell them if it got worse', 'I would [tell, but] only if the cyberbullying got bad', 'I wouldn't tell them [parents] unless it got serious'.*

However, before applying the academic theory and models to this data it is appropriate to first revisit the meaning of 'reflection' and how that process occurs.

One of the seminal authors often cited regarding reflective learning theory and application of reflective practice is Donald Schon (1983). In 1983 he published a book called *The Reflective Practitioner*, which identified two main methods; reflection-in-practice and reflection-on-practice. The former of these phrases, reflection-in-action, can be explained as follows:

Where a person is self-aware during a process and constantly seeks to evaluate, or modify their performance to improve the outcome. The key work here is *in* as it happens in live time while the episode evolves.

The latter phrase, Reflection-on-action is a retrospective critical evaluation and the subsequent formation for an improved strategy, should the same circumstances present themselves again.

Both processes are examples of metacognition (thinking about how you think), as described by Dunlosky, Serra and Baker (2007) regarding how metacognition exists within experimental psychology, control and the use of judgements to guide behaviour.

Although Schon's models are more generally applied to improvisation and work-based practices they are still applicable for inclusion here, especially as other examples, such as

Pollard et al (2005) and Gibbs, (1988), utilize multiple stage models, which would be unnecessarily complicated and over-engineered for this task.

Moreover, as the victim's voice in this theme is commenting retrospectively, it necessarily follows that reflection-on-action is the reflective learning model most evident and relevant here.

In this sense, the victims are reviewing and evaluating what has happened to them, how they felt, why the event unfolded as it did, which cumulatively contributed to the essence of their cyberbullying experience. They are evaluating the phenomenological experience and considering what factors could have been changed to engineer a better end result. From this and the numbers that indicate they would have changed their choices the first finding is that many were unhappy with their initial decision making.

Gruber and Yurgelun-Todd (2006) suggest one potential explaining factor in stating that; '*the developmental factors which influence decision-making in adolescents may result in choices which are suggestive of cortical immaturity, poor judgement, and impulsivity*" (page 322). Indeed, while the responses were not specific analyses according to age, the sample ranged from 11 to 16, which are still adolescents.

Initially Olweus's seven stage model of bullying (2001) appears to add little, other than to contextualize the experience within the first two stages.

1. The student who wants to bully and initiates the action.
2. Followers or henchmen
3. Supporters (or passive bullies).
4. Passive supporters (or possible bullies).
5. Disengaged onlookers.
6. Possible defenders.
7. Positive defenders (who actively try to stop it).

However, 'possible defenders' and 'positive defenders' links directly to the revised choice expressed by the victims, following reflection-on-practice, where they indicate they would now tell someone.

Within this element of Olweus's model (ibid) James, (2010) has relevance regarding his motivational characteristics of bullies (see Literature Review Chapter, Section 2.8):

1. They have a need for dominance and power.
2. They find satisfaction in causing suffering or injury to others.
3. They are rewarded for their behaviour. These rewards may be material (e.g. money, cigarettes, other possessions taken from their victims) or they may be psychological (e.g. prestige or perceived high social status.

(Olweus, 1993, cited in Kowalski, Limber & Agatston, 2008:30).

The modified choice following reflection, where they said they would tell someone also potentially counters the motivational factor identified in 1, by introducing a different power balance through the intervention of an adult, or authority figure. Once achieved the bullies realistic chances of exercising dominant power would reduce to a minimal state. As a result, motivational factors 2 and 3 would also cease to be possible and the change in new balance would actually start to threaten increasing negative consequences for the bully.

When applying Goffman's model and theatre analogy regarding the presentation of self in everyday life (1956, 1959) the findings from this theme say that the performance has ended and the actor has looked back, evaluated and concluded that the reviews were not good.
In non-allegorical terms, the feedback and ultimate impression they had hoped to create had not been successfully achieved, self-perception and self-worth had been diminished and the experience was negative and not something that they wished to repeat. A better strategy was then constructed through evaluation/ reflection-on-action and the learning points assimilated, or accommodated for future use accordingly.

Indeed, according to the data found within this theme, this modified strategy meant informing an authority figure from the outset, which would then have had an influence on the balance of power. This in turn would have stopped, or radically altered the dynamic of any future interaction with the bully. Potentially, such a change of strategy would have radically changed the findings of Smith & Shu, 2000 and Unnever & Cornell, 2004, if it had been adopted as the initial primary victim response as in their findings only 25-30%

of students reported the incident to an authority figure, thus mirroring the findings of this study.

Crucially however, for this strategy to improve the outcome it requires the person who is informed to carry out the action necessary to fulfil the victim's expectation of assistance. In a very small number of my respondents this clearly had not happened, which also mirroring the findings in Hinduja & Patchin's study, 2006 (cited in Hinduja and Patchin, 2009:61), where victims experienced being '*blamed*' when reporting problems, rather than receiving help. Indeed, other studies have also noted that teachers/adults can fail to act sufficiently when dealing with bullying (Vaillancourt, Hymel & Douglas, 2003; Craig, Pepler & Atlas, 2000; Cohn & Canter, 2003). Compounding this Rodkin & Hodge's, (2003) noted an occasional tendency of teachers to blame the victim, potentially linked to a fear of support, or even their own physical safety, according to research by Franks (2010).

Indeed, Ertesvag (2016) has recently also commented on the importance of the teacher/victim/bully relationship, showing that '*the perception of the teacher plays an important role regarding whether bullying happens, or not. His research suggests weak emotional relationships may affect teacher's authority in the eyes of students who bully and may affect teachers' ability to stop bullying*' (Ertesvag, 2016:826).

Failure, perceived failures, or shortfalls in action/authority, as described above, potentially account for some of the voices found in this study, such as '*I tried telling people, but they didn't do anything' 'nothing, no one believed me, not even the teachers'.' I went to the school but nothing was done about it'. 'They believed the bully over the victim'.'...i got suspended for two days [following a violent incident]*'.

Wang, Iannotti, & Nansel (2009) even found that while having more friends (*positive defenders*, (Olweus, 2001)) ,was a protective factor in face-to-face bullying the same was not true in cyberbullying, suggesting the ability to be a person of authority and thus a positive defender is very much, circumstance specific and not an automatic remedy. The third of my academic models, stages of moral development by Kohlberg (1958), indicates that the victims within this theme are operating within an assumed conventional level (stages 3 to 4). The reason for this statement is that the conventional level, as

defined by Kohlberg, works through a social orientation of good boy/girl and Law and Order, thus, the new inclusion of an authority figure seeks to empower those prohibiting factors.

To quote Barger (2000), '*(stage 4) .....is one oriented to abiding by the law and responding to obligations of duty'*. In this sense the theme findings, when seeking to involve an authority figure are looking for a policing agent to stop any anti-social behaviour from manifesting beyond the accepted social norms.

4.4.3. Summary

In summary, this theme indicates that the adolescent victims often make initial responses to a bullying attack with what Gruber and Yurgelun-Todd (2006) term as '….*cortical immaturity, poor judgement, and impulsivity*' (page 322). These victims then often go through a reflection-on-action process (Schon, 1958), concluding that a better choice would have been to inform an authority figure from the start. Generally this was identified as their mother, followed closely by other family, teacher, and support agencies.

The choice to tell someone appears to link to the power balance and a belief that it would render the bully impotent, or at least less capable. This presumption also appears to link to Kohlberg's (1958) Stages of moral development Model's Conventional Level, especially stage 4. In this sense it addresses the concept of law and order and the themes finding of telling an adult would suggest they are seen as capable policing agents.

Lastly, for this to be true, they have to be capable and willing to act as such, which research by Vaillancourt, Hymel & Douglas, (2003); Craig, Pepler & Atlas, (2000); Franks, (2010) and Cohn & Canter, (2003) suggests is not always the case.

4.5. Theme Three: Resultant Feelings

4.5.1. Introduction

Of all the themes informing this research about the essence of cyberbullying, I consider this to be the most important. This is where the victim's voice speaks of the very human impact this phenomenon has on some of the youngest and most vulnerable in society.

Indeed, while this section commences by examining the positive feelings; those that empowered or made strong victims stronger, the examination of the negative impacts tells a very different story. Here, the data talks of those who have lost self-esteem, been reduced to tears, stopped eating, stopped attending school, self-harmed, thought about suicide and even tried to commit suicide (154 negative responses). All of these responses have been found in a relatively affluent area of the country and from within a sample of 198 young people. This alone reinforces the importance and need for this study.

4.5.2. Theme Three: Resultant Feelings - Positive subtheme and application of theory

Within this theme positive feelings following cyberbullying were very much in the minority; with 27 responses, compared to 157 negative responses. Add to that the fact that 16 of these positive feelings might arguably be termed as neutral, as they commented that the experience *'Did nothing; 'It didn't [affect me]* and *'Not really'*, and the disparity becomes even more obvious.

The possibility of reluctance to highlight a problem must also be considered where respondent voice says *'it did nothing'* or *'it didn't'*, following the earlier discussion suggesting denial is often linked to a fear of possible restrictions on use (Kowalski & Limber, 2007) (cross ref). Similarly, comment such as *'I am happier'* and *'I laughed'* suggest either incredible mental strength, or perhaps an element of bravado.

From the other themed voices the findings suggest the support of friends and/or family minimized mental harm, for example – *'not particularly [upset] because all my friends were on my side'.* Others appeared to have been able to take solace through value judgements, such as, *'I didn't take much notice because I wasn't ashamed of who I was'* and '*no, because she is a bitch and I let it go over my head'.*

The positive voice from this theme will now be considered against the relevant academic models to see how it can further inform understanding regarding what is the essence of cyberbullying.

Theme Three: Resultant Feelings (Positive) reflected against the academic models.

Before starting to apply the academic models because the respondents claim to have been unaffected it is appropriate to return to the definition of bullying supports these responses within the phenomenon:

Bully…….'Intentionally harmful, aggressive behaviour of a more powerful person, or group of people, directed repeatedly towards a less powerful person, or group of people, usually without provocation' (Harris & Petrie, 2003:2).

Bullying….'Repeated acts of aggression or harm by individuals who have more power than their victims' (Bolton & Grave, 2005:9).

The fact that some of the respondents claim that attacks didn't affect them, immediately prompts the question of whether bullying can actually be claimed to have taken place in those instances. In Harris & Petrie's definition (2003) there is no requirement for harm to have actually be achieved; it simply has to have been intended. Therefore in that case the answer would be yes, the responses are related to the phenomenon of (cyber)bullying.

Similarly, Bolton & Grave's (2005) definition includes *'aggression or harm'*, again removing the need for actual harm to have been achieved.

In addition to both of these however in law it is also unnecessary for any attempted offence to have to succeed (or even be possible) for a charge of attempt; so it is safe to consider unaffected respondents voices within this cyberbullying research.

Olweus's seven stage model of bullying (2001:3-20) can now be applied, although it adds little other than to also confirm that the first stages of bullying have taken place.

1. The student who wants to bully and initiates the action.
2. Followers or henchmen.
3. Supporters (or passive bullies).
4. Passive supporters (or possible bullies).
5. Disengaged onlookers.
6. Possible defenders.
7. Positive defenders (who actively try to stop it).

Potentially, on occasions, there has also may have been *positive defenders* where the voice says' *not particularly [upset] because all my friends were on my side'*, although this is a single comment. It must also be acknowledged though that the friends may simply have assisted the intended victim to remain positive through moral support. Wang, Iannotti & Nansel's research (2009) had shown that the number of friends a victim had was not a protective factor in cyberbullying, unlike traditional bullying; suggesting support was just as likely as active defence concerning the victim's comment. Similarly, there appears to be a likely absence of *passive,* or *simple supporters,* as the attackers are not referred to in the plural, although in both cases the frequency and number of the responses makes it impossible to draw any safe conclusion.

This observation does however relate to the earlier postulate that ignoring an attacker is a valid and potentially useful defence strategy (cross ref) as here, those victims who were unaffected (thus presumably not responding), maintained a perceived positive feeling despite the experience. Also, it can be speculated that the duration of their bullying may have been much reduced due to the lack of motivating feedback the bully received (James, 2010).

This postulate and associated possibilities would merit further research, but currently they are outside the scope of this study. Next, Goffman's Presentation of self in everyday life model (1959) is applied to these positive themed feeling.

Again, using the theatre analogy those victims who are able to transition cyberbullying maintaining positive feelings are akin to an actor, who has presented a performance (interacted with someone); found it went badly (got bullied); but has not suffered a reduction in confidence, self-esteem, or psychological comfort.

When considering why this may have occurred, the first possibility was that they were unaware that they had been attacked/bullied. Clearly, as their voices say '*it….'* referring to an event, they were fully cognisant of what had happened and therefore that possibility can be discounted. That then leaves personal resilience as the most likely reason, preventing the more usual sense of worthlessness and disempowerment reported by Rivers, Chesney, & Coyne (2011).

Personal resilience in this sense means they possessed the necessary mental strategies and personal psyche to cope and contrasts against Gruber and Yurgelun-Todd's (2006) supposed maturation issue, when they stated that, '*the developmental factors which influence decision-making in adolescents may result in choices which are suggestive of cortical immaturity, poor judgement, and impulsivity*' (Gruber and Yurgelun-Todd , 2006: 322).

Clearly, this observation does not present an inevitable outcome and as such the inclusion of the word '*may*', rather than *'will'* is important. Without further analysis to determine common denominators within the sample that survived cyberbullying with positive feelings it is difficult to establish what specific factors helped. Initial speculation, linked to Gruber and Yurgelun-Todd's (ibid) comment would suggest age and its associated increased exposure to problems and experience in dealing with them.

This study's descriptive statistics however suggest that while this is important, it is not critical as the positive voices were more prevalent in the data from the older respondents, but far from exclusively. Another factor which would have had influence is the type of attack, such as homophobic, racial, and the identity of the assailant, such as a friend or even a family member. An example supporting this rationale would be Schwartz (2010), who dramatically illustrated the link between suicides and cyberbullying where the topic of attack was the victim's sexual orientation. These areas are discussed more fully in the 'causes theme' which follows (Chapter 4.6).

The application of my second academic model, Kohlberg's theory on the stages of moral development (1958) also adds little to the discussion regarding the very few positive experiences voiced by the victims. That it does suggest is that these victims are able to feel that the actions of the attacked do not require a response to placate justice. Basically, they would appear to have considered and decided that they need not respond in an attempt to engineer obedience to their perceived rule set, or to obtain punishment towards the transgressor.

This indicated mindset falls within Kohlberg's Pre-conventional level, stage 1 and two, which govern socially accepted norms, penalties and punishments. Indeed, it may indicate that these victims are operating in the conventional level, stages 3 and have

balanced the problems responding would cause against the likely outcome and have then decided it was not worth pursuing.

On reflection I feel the latter (stage 3) is more likely, especially given that several voices show earlier that they would respond, but only if matters got worse (identified/discussed in theme two: Reflection). These supporting examples were: *'I would tell them if it got worse'* ; *'I would [tell, but] only if the cyberbullying got bad'* and *'I wouldn't tell them [parents] unless it got serious'*.

The final element of support for my supposition comes when considering stage 4, called 'Law and Order' by Kohlberg (ibid). Within this rules, regulations and their observance become prominent. If the victims in this study were operating within this stage it is unlikely that they would not want justice and action, when faced with obvious transgressors. This argument becomes even more valid when Kohlberg's observation regarding the acceptance of rule change is added. He observed that; '*Critically….this is a didactic understanding* (the concept of justice -rules and associated punishment*), experiencing difficulties accommodating the possibility that rules can change…..'* (Kohlberg, 1958:22). Note that while I have reduced the original quote, which focussed on the inability to accept *necessary* change, I believe this is still valid and shows the rigidity in action within this stage towards *any* change.

Therefore, in summary, the very limited positive feeling expressed by victims appears to stem from their ability to perceive their personal image as unthreatened within Goffman's model (1956). Or, within Kohlberg's model (1958) they operate within the first three stages, (most likely centering on stage 3); wherein they decide the rules/social norms have not been transgressed to an extent where they need to react, or where the balance of reaction is tipped towards not causing a greater problem by reacting, unless/until it gets worse. Through this process, unless the situation escalates they exit feeling largely undamaged and with minimal psychological frustration.

4.5.3. Theme Three: Resultant Feelings - Negative subtheme and application of the theory

The descriptive statistical data showed that there were 157 negative comments describing how the phenomenon of cyberbullying had affected the victims. These voices described

harmful emotions ranging from crying, through to attempted suicide. To demonstrate the true impact and essence of cyberbullying I have deliberately chosen to include many of the original response within, and at the summary, of this section.

This study's research questions focus on the essence of cyberbullying and it is clear from the findings so far that this is not the same for all victims, but should instead be considered as a continuum, or spectrum, of harm.

The positive subcategory, which was presented prior to this, represents the least impact. Next there is the possibility of a neutral impact; again described in the proceeding section. From the descriptive statistics and literature review it can now be said that both of these outcomes are minimal, and relatively unlikely.

The negative outcomes commence with the victims feeling hurt, crying, and feeling sad and from the descriptive statistics it appears that these accounted for approximately 38.85% (61) of the responses. It must be noted however that a more precise figure is difficult to establish as this is primarily a qualitative study and the qualitative responses often overlap categories due to the compound nature of their answer.

The next progression in the continuum appears to describe the essence of cyberbullying a being fearful (7/157), although this then overlaps with descriptions of how it negatively impacts of self-esteem and confidence (36/157). Comments such as *'I felt intimidated, scared'* are replaced by *'[it] made me feel sad and alone'; '[it] destroyed my confidence'* and, *'it made me feel unimportant and sad'*.

Following this the voices indicates victims seek means of reducing their exposure to harm, or simply external social interaction by withdrawing from external interaction. The main identified way of achieving this is by not attending school, instead retreating and withdrawing into a safer sphere of existence.

The descriptive statistics discussed earlier, identifying the identity of attackers, suggest this reluctance to attend school is because that is where most of the attackers are located and while not attending may not stop cyberattacks, at least it negates the need for further contact. These identified culprits were as follows: (Friend 65; Known person 99;

Unknown person 19; Known group 26; Unknown group 8; Fellow school person 47; Family member 2; Other 9).

Additionally, where the victim's voice makes comments such as, *'[I] felt like I couldn't escape what was going on at school'. '[I] didn't want to go to school'; 'I just took it and cried as soon as I got home, until I had to come back to this 'hell hole'; '[i] did not come to school or leave the house'* and *'I was afraid to leave my house, come to school'.* It raises the questions of whether it is just in school where fear is raised, and to what extent, cyberbullying, cyberbullying via Facebook, or not being a victim generates it.

As a result of the design of this study the descriptive statistics again provide an insight into how cyberbullying affects the victim's perception of safety, both in and out of school and according to whether they were cyberbullied through Facebook, through all forms of social networks, or simply within the entire respondent sample (see tables 11 and 12 below).

Table 11: The findings of safety perception *in* schools.

	Safe	**Not safe**	**Did not respond**
Facebook Victims **(n=198)**	142 (71.72%)	44 (22.22%)	12 (6.06%)
Total cyberbullying victims (n=340)	258 (75.88%)	56 (16.47%)	26 (7.65%)
Entire respondent sample **(n=2495)**	2127 (85.25%)	212 (8.50%)	156 (6.25%)

Table 12: The findings of safety perception *outside* schools.

	Safe	**Not Safe**	**Did not respond**
Facebook Victims (n=198)	144 (72.73%)	38 (19.19%)	16 (8.08%)
Total Cyberbullying Victims (n=340)	251(73.82%)	55 (16.18%)	34 (10%)

Entire respondent sample (n=2495)	2140 (85.77%)	208 (8.34%)	147 (5.89%)

Therefore, in terms of not feeling safe in school these descriptive statistical findings suggest that those cyberbullied via Facebook feel the least safe, at 22.22%. The total group who have experienced cyberbullying (including the Facebook sample) feel slightly safer, with only 16.67% feeling unsafe. And to put the findings into context, the entire sample (including all victims and non-victims) recorded 8.50% feeling unsafe.

The findings suggested that being a cyberbullying victim doubles (1.94) the perception of being unsafe in school. Additionally, if the cyberbullying happened through the Facebook social media site that feeling of being unsafe appears to increase to a factor of 2.6 (2.61). A similar pattern is presented regarding the fear for safety outside school; with cyberbullying victims again showing an increase in fear of almost double (1.94). Those that were cyberbullied again show an increase of 2.3 (2.30).

Lastly, in this discussion around perceived safety it is necessary to mention an unexpected element which appeared. While the qualitative element of the study has also indicated linkage between incidents of cyberbullying and a feeling of safety in, or out of school another element also registered as producing anxiety - other students smoking'. No information could be found through the literature review to account for this, however speculation suggests that the perception of being less safe may be linked to the observation of more visual 'rule breaking', and a belief that this may be indicative of some individuals being willing to ignore accepted social norms.

This proposition, if proven correct, would again support the rationale that the students/victims are operating largely within stage three of Kohlberg's moral maturation model (1956), as theorised in the summary of the proceeding positive subtheme. The balance and observation of rules and order underpin their construct of social normality and anything to the contrary threatens their perceived safety through what they desire to be a universally agreed behavioural (and societal) contract (Rousseau, 1762). Regrettably, while further enquiry into this would be very merited, it currently falls outside the remit of my study.

Thus, returning to the phenomenological voice and the final escalation the victims, the true potential for harm becomes apparent. Depression (some requiring medication), Self-harm (eating and cutting) are all mentioned, but most alarmingly three talked about suicide, while two specifically said they had tried. Academic language generally avoids expressing feelings, however I believe the use of the word *alarmingly* is fully justified here, given that the findings of this last, most extreme cyberbullying outcome came from a sample of just 198 respondents.

Having now described the negative voice within the theme of Feelings, it is now necessary to consider the academic models.

Theme Three: Resultant Feelings (Negative) reflected against the academic models.

Olweus's stage model (2001) can now be used to assist with contextualizing the bullying, although it adds little other than to confirm that the first stages of have taken place, qualifying where the harm is generated within the process.

1. The student who wants to bully and initiates the action.
2. Followers or henchmen
3. Supporters (or passive bullies).
4. Passive supporters (or possible bullies).
5. Disengaged onlookers.
6. Possible defenders.
7. Positive defenders (who actively try to stop it).

This study's findings, through the voice of the victims, suggests that from the hurt and angry stage the apparent absence of positive defenders helps to trigger the victim into withdrawing from the internet, school and normal activity; as their only perceived course of defence. This retrenching underpins much of the long-term harmful effects found to be associated with cyberbullying (Nansel et al 2001), such as 'depression, loneliness, social anxiety, school phobia, and low self-esteem' (Greene, 2006:71).

Moreover, during this transition where the victim experiences the sense of worthlessness and disempowerment Rivers, Chesney, & Coyne, (2011) observed that there is often a correlating increased likelihood of drugs/alcohol misuse, lower grades and absenteeism.

A similar study by Beran & Li (2007) found the same, and indeed a reluctance to attend school also featured strongly in my phenomenological findings within this theme. From the last theme section; regarding reflected choice (4.4.2), it was found that telling someone in authority often prevented, or at least reduced, the process described above, and therefore subsequent negative feelings.

The application of the first academic model, Goffman's presentation of self in everyday life (1956, 1959), suggests that a total and rapid collapse of self-esteem occurs within the actors/victims (using the theatre analogy).Similarly, their defensive capability diminishes with each failure, often, resulting in psychological damage and desperation. In effect the essence of cyberbullying is described through their voices as an onslaught, whereby the actors hoped for outcomes are so completely and utterly destroyed that from their perspective there is often no coming back. Escape, in its worst form, is seen as only achievable through self-destructive options, such as harm and suicide. Both these drastic options can potentially viewed as cries for help, equating to a desperate need for *possible* or *positive defenders* in Olweus's bullying model (2001). As Goodwin (2011:83) observed, bullies are skilled at '*picking victims……….where they can't walk away or find adults to help'*.

The implication of these findings correlate with earlier research by the Centre for Disease Control and Prevention (2011), who said:

> *'Among middle school students, bullying victims were three times, and bully-victims 6,6 times more likely to report seriously considering suicide compared with youths who were not victims of bullies'.*
> (Centre for Disease Control and Prevention, 2011, cited in Dupper 2013:20).

Underwood et al (2011) also emphasised the need to be alert to the risks of cyberbullying related suicidal tendencies, including being aware of any pre-existing mental health issues (including in the family), or prior evidence of substance abuse in victims.

Lastly, when considering the suffering and essence of the cyberbullying experience, the Centre for School Mental Health Assistance in (2002) adds that *'Youth who engage in*

bullying behaviours have a need to feel powerful and in control, and they derive satisfaction from inflicting injury/suffering on their victims'. It is questionable how much suffering a bully seeks to cause and indeed why, and in trying to establish some answers to these questions I will now apply Kohlberg's model of moral maturation.

In applying Kohlberg's stages of moral development model (1958) to the negative aspects of this feelings theme it stands to show the reader which areas the culprits are most likely deliberately ignoring. In this sense the age of victims, between 11 and 16 suggests they are capable of operating between stages 1 and 4, with an outside possibility that some may be capable of post-conventional, stage 5 (social contract) thinking. Most of the findings so far have indicated a general location in and around the conventional level, stage three. As Kohlberg observed that post-conventional, stage 5, tends to start to appear around college age these finding would be expected.

From the victim's perspective what this suggests is that if they are operating in pre-conventional stage one they will be vulnerable to any action which they see as contradicting accepted social norms (as set by authority figures). There will also be an associated expectation that transgressors will be punished. As such any antisocial behaviour (using their subjective value judgement), or associated failure to discipline the culprit by authority will lead to anxiety.

Similarly, for stage two, victims expect a fair 'trade' during social interaction, whereby those involved seek mutual success. To be attacked when you are operating at this level of maturity and with such a moral expectation again results in anxiety.

The Conventional, third stage, and the one which appears to be the most frequent level of operation within the victim sample is underpinned by a desire to been seen as good and to be acknowledged as such, especially by authority. Attacks against someone working at this level start to raise moral indignation, a perception that the attacker is bad and a strong belief in the need for appropriate authority intervention. The hallmark of this level is trust, leading to a sense of personal betrayal in the victim, leading to the internalization of feelings. Any failure of the authority element to act is seen as a further and catastrophic betrayal, leading to the victim taking physical action to avoid further conflict. These last point can be seen in the victim comments *'I have been bullied before and I will never*

trust this school again ‘; ‘felt like I couldn't escape what was going on at school’ and *‘I just took it and cried as soon as I got home, until I had to come back to this 'hell hole'.*

Confidence in the system, and the stage construct, would also appear to be linked to personal confidence, as when the first fails these sort of comments result: *‘felt useless and made me feel like I was worth nothing’; ‘Made me not trust people’; ‘it made me very upset and I felt bad about myself’.; ‘made me feel sad and alone’; ‘destroyed my confidence’; ‘My self-esteem has dropped’* and *‘Knocked my confidence’.*
Trust then diminishes: *‘didn't trust a lot of people’; ‘I am always paranoid from the things they said’* and *‘I had arguments with people’.*

Self-doubt leads on to protectionist isolation: *‘no [didn't tell], I didn't want anyone to know [indicates embarrassment]’; ‘feels like I don't have anyone’,* which can then evolve into destructive thoughts; *‘it made me feel bad about myself ‘; ‘It made me feel useless’* and *‘Knocked my confidence and made me really angry and aggressive towards others’.*

Most worryingly, Kohlberg's Stages of moral development model (1958) tells us that progression is linear and the understanding/expectation within each stage is didactic i.e. young people have trouble accommodating the concept that the rules are not rigidly universal. Add to this the irrefutable fact that they have limited life skills experience, coping strategies, and often supporting family/friends and the implication is obvious:
If the moral system/construct they believe in fails they find themselves afloat in an unknown and hostile sea, and if authority (in stages 1-3) fails to act as expected they must feel like they are then betrayed and as a result are drowning in that hostile sea analogy. This, underpinned by Kohlberg's model (ibid) would potentially go some way to explaining why the final set of comments appears:

‘I was not concentrating at school’.
‘…. uncomfortable and it affected my lessons’.
‘I felt betrayed, but I dealt with it’.
‘it changed me as a person mentally and physically’.
‘I wasn't myself; couldn't eat etc’.
‘I starved myself and didn't eat [properly] for a few months’.
‘it affected me because I 'shut down' emotionally and stopped eating- always unhappy’.

'persistent insults and threats -it really upset me'.

'I punished myself when I could have told someone'.

Made me depressed and anxious- put on medication'.

'it was non-stop abuse; every time I went online a message was there'.

'he split my lip; It made me bleed'.

'always fighting'.

'police, from the physical attack'.

'cutting myself [self-harm]; [it affected me] badly'.

'Cried. ....badly [affected me]'.

'it affected the way I thought about stuff'.

'yes, I would be very depressed'.

'Depression'.

'I went a little hysterical'. The third time I would hurt myself to get sent home'.

'It hurt me and I started to harm myself'. It hurts people....and makes them feel like they are nothing......people hurt you every day and nobody is doing anything about it'.

'I harmed myself'.

'Took it out on myself'.

'harmed myself'.

''Self-harm'.

Self-harmed'.

'Self-harm . I am always scared and I am shy'.

'Suicidal'.

'Tried to commit suicide'.

'lots of different ways, tried taking my life [suicide]'.

'I don't wish to say'.

'It made me feel self-conscious and that there was no point in living [suicidal]'.

'I was depressed, gutted thought suicidal and made myself ill. It was bad'.

'I just wanted to move or kill myself [suicidal]'.

'cut myself [self-harm]'.

'I used to think about killing myself [suicidal]'.

4.5.4. Summary

There was very little evidence of victim comments that could be considered as positive from this theme on victim feeling. What there was amounted mostly to '*it didn't* [affect

me]' (15/27), while comments such as, *'it didn't really hurt me a lot'*, *'I am happier ,'I laughed'* (3/27) could also potentially be attributed to false bravado, or the active support of friends/possible defenders (Olweus, 2001; Wang, Iannotti & Nansel, 2009). Additional credence for this conclusion was evident from linked comments such as *'Yes because I have a good family and friends who I trust'*, *'not particularly [upset] because all my friends were on my side'*

Other comments such as *'I didn't take much notice because I wasn't ashamed of who I was'*, *'no, because she is a bitch and I let it go over my head'*, *'made me stand up for myself'* when reflected against Goffman's self-perception model, suggested those individuals had the strength and resilience to not feel their image was threatened, thus transiting the attack with minimal harm

In contrast, the negative findings were substantial and indicating a continuum that traversed five increasing zones of harm and this study has categorized them as follows: Low Level; Fear; Self-worth; restricted existence; self-harm/suicide.

Within this low level contained victims comments such as, *'it upset me'*, *' I cried every night'* and , *'I was sad and angry'*. This phase represents discomfort and annoyance, together with some mental anguish.

Phase two, named Fear, exhibits comments such as, *'I felt intimidated, scared'* and, *'I felt unsafe and insecure'*. This indicates that these attacks have made inroads into reducing the victim's confidence and that an element of doubt has developed regarding their perception of likely future personal safety.

As the attack continues the fear and doubt appear to be internalised, causing a changed and more negative perception of self-worth. This assertion is supported by a large number of victim voices which said: *felt useless and made me feel like I was worth nothing'*; *'it kind of made me feel useless and it made me cry'*; *'Made me not trust people'*; *'it made me feel horrible and worthless'* and *'upset and worried all the time'*.

Added to this the victim's confidence plummets: *'It made me very insecure and shy'*. *'I was upset, lost all confidence'*; *'I am scared and feel insecure'*.

And lastly their resilience appears to collapse: *'it made me feel unimportant and sad'; 'It made me feel worthless'; 'feels like I don't have anyone' and 'It made me feel useless and not wanted'.*

The penultimate phase, Restricted Existence, is the manifest result of the evolution from the preceding stage; by this I mean that the victim's voice shows that their fear has now escalated to the point where they are actually making physical changes in the lifestyle in an attempt to escape, or reduce the anguish. This assertion is supported by comment such as, *'it made me upset/low/depressed and I didn't go to school much'.*
'I was afraid to leave my house, come to school'; '[I] did not come to school or leave the house'; 'I just took it and cried as soon as I got home, until I had to come back to this 'hell hole' and *'I hid away in my room. I didn't go on the internet…'.*

The final and most damaging phase was entitled the self-harm/suicide stage and because of the gravity of the victim's voice and the fact they came from a sample of just 198 their comments were provided in full.

Having examined the reaction to cyberbullying attacks on Facebook, how victims would modify their choice, and the resultant feeling, this study will now discuss what sort of factors the victims believe are pertinent in causing it.

4.6. Theme Four: Cause

4.6.1. Introduction

While five out of the one hundred and thirty three respondent victim voices in this theme indicated that they had no idea why they had been cyberbullied, the majority were able to provide an opinion/reason regarding why they had been cyberbullied.

In analysing and coding their explanations regarding what had caused their victimization positive and negative subcategories were not required, as the causes had all clearly been negative factors. Despite this, the data analysis process did detect further areas of data grouping, which prompted further subclassifications.

These were established as follows:

- Jealousy and relationships,
- Communication breakdown,
- and Differences.

4.6.2. Theme four: Causes - Jealousy/relationships subtheme and application of theory

Ten of the responses cited jealousy as the relevant causal factor and the nature of their responses showing the reasons for the jealousy to be many and varied, as can be seen from the following, *'Because I had a YouTube channel and they were jealous and made me feel terrible' ; 'She was jealous'; 'Girls, being jealous'; 'Someone got jealous because I kicked them off the team…'; 'Because I have a nice TV and loads of friends- jealous'.*

And a related second group, comprising of twelve respondents, cited various types of relationship with their boyfriends/girlfriends, or simply within their own immediate group of friends and included phrases such as: *'I was friendly with a boy'; 'I got closer with 'their' friends'; 'Over a boy'; 'Because I wouldn't go out with them'* and *'It was due to a recently ended relationship'.*

As both jealousy and relationship problems appeared to stem from the how the aggressors view the victim's success, they were addressed together.

From the earlier literature review Dupper (2013) addressed the competitive and thus jealousy prevalent nature of the adolescent world, when he said the following:

> *'According to evolutionary biologists, striving for social dominance is part of human nature. The potential for victimization and scapegoating are exacerbated by the physiological and psychological changes that mark early adolescence. This includes the increased importance of social status and peer group affiliation and explains a spike in bullying behaviour in 6th grade followed by a steady decline in later grades'* (Dupper, 2013:7).

In this sense, jealousy represents the aggressor's annoyance at the victim's success, be that physically, mentally, socially, or anything else, and cyberbullying is the chosen mechanism through which they project that anger.

Parry Aftab's four types of children who cyber bully [sic] (2006) would also suggest jealousy motivated cyberbullying represents an overlap between two types; the 'power hungry' type who seeks to exert control, presumably to undermine the victims continued success, and the '*vengeful angel*', who seeks justice and to right a wrong - in this case that they were disadvantages and/or not so successful.

Certainly within Aftab's model the other two types; the 'mean girl, motivated by boredom, and the 'inadvertent/because i can' individual, responding in kind are not so applicable.

Goffman's Presentation of Self in Everyday Life model (1956) adds little to this finding, other than to suggest the aggressor sees the victim's performance (to use the theatre analogy) as outshining their own and then seeks to control and sabotage the victim's continued success through cyber-means.

However, Kohlberg's Stages of Moral Development Model (1958) is more useful: Here, jealousy again suggests conventional level 4 working, where the adolescent's moral world exists within expected laws, with a fixed order. Within this I believe the culprit may develop feelings that they, in comparison to the victim's success, have been left in an unjust and deprived situation. Thus, from these aggrieved feelings, the perceived injustice then empowers, motivates, and in part justifies them (in their own minds) to take retributive action through cyberbullying.

While this may be a skewed way of thinking, I suggest it does provide a certain logic and a possible explanation for the aggressor's behaviour, while still remaining within Kohlberg's overall model (ibid). Additionally, this necessary type of skewed thinking would become less likely as the individuals matured, especially if they were starting to operate in the Post-conventional stage, where greater awareness is necessary, including a philosophical understanding of social contracts and the way society really exists. This

rationale would also fit with the last observation Dupper (ibid) made above regarding the trailing off of cyberbullying once individuals passed the 6th grade.

Lastly, this study's statistical data also mirroring Dupper's findings (2013) regarding cyberbullying frequency and age: From the 198 individuals who experience cyberbullying through the Facebook social media site an increased prevalence for Cyberbullying was found around the age of 14, (and within the overall victim sample), with, a broader victimization range was evident between 12 and 15. This then appeared to diminish thereafter, also concurring with the findings of other earlier research, such as Hinduja and Patchin (2008, 2009) and Willard (1997, 2005). Indeed, this pattern reproduced the initial observations from the pilot. The only extra indication that was found from the statistical data was an additional indication that males experience Cyberbullying most when aged 14 whereas the girl's had more of a range between the ages of 13-15. As explained in the literature review, earlier research (ibid) also found this and possible explanations are attributed in different styles of internet use between genders.

The implication therefore is that in order to have the best preventative impact interventions should be targeted prior to the 11/12, an observation is supported by Couvillon and Ilieva's paper 'Recommended Practices: A review of Schoolwide Preventative Programs and Strategies on Cyberbullying (2011) and earlier work by Slonje and Smith (2008). This is especially regarding Facebook and their permitted age limits, described earlier in the literature review, (Chapter 2, Section 2.6.2). Given that within this study's sample 11 11 year olds, 27 12 year olds and 27 thirteen year olds were victims, *despite the fact that the first two age groups should have been prohibited from using the site.*

The next grouping of respondents numbered fifty eight and was subcategorized as, 'Communication breakdown'

4.6.3. Theme four: Causes - Communication breakdown subtheme and application of theory

In total these voices form approximately a half of the overall responses (58/133) and lack any clear common theme other than misunderstandings and associated irrational

reactions. They ranged through having said the wrong thing, reacting to rumours, or simply friction from everyday interactions. Several simply didn't know why they had been targeted, although a few (4) said the following: *'I was weak', 'I'm easy to walk over', '[I was an] easy target'* and, *'because I was vulnerable'* and this apparent lack of self-esteem and vulnerability will also be further discussed when the academic models are applied.

The true randomness and scope for miscommunication, misunderstanding and misguided reaction becomes even clearer when a few more examples are considered. These include: *Someone didn't like my comment'; 'I made fun of someone's gaming ability'; 'because I commented on a music video I loved. This person called me names and told me to kill myself'.*

Much was attributed to a lack of maturity in the aggressor; a subject which was discussed at the end of the last section: *'Because they were stupid silly girls'.*
'Because he was immature and pathetic'; 'Because they thought it would be funny'.

And some simply had no clear cause: *'Because she had nothing better to do with her time'; 'I am not sure. It came up randomly one day and continued three days later'; 'I'm not sure; we didn't know who it was [Facebook account hacked]'* and *'The person had a problem with me; I don't know why'.*

Here, Gruber and Yurgelun-Todd's (2006) statement that; *'the developmental factors which influence decision-making in adolescents may result in choices which are suggestive of cortical immaturity, poor judgement, and impulsivity'* (page 322) appears to be applicable. Certainly cyberbullying as a response to some of the examples appear to be a completely disproportionate response, potentially indicative of adolescents operating largely in Kohlberg's conventional level, stage four (1958), with added *'poor judgement' (*ibid). As such, I would argue that when these theories are combined, applied and considered in this way it provides a more plausible and probable explanation for the findings.

Crucially, Kohlberg's model (ibid) shows how moral maturation may occur, but it does not factor in the ability for 'poor judgement' identified by Gruber and Yurgelun-Todd.

This is an important postulation because while Kohlberg shows the scaffold/framework in which they think, Gruber and Yurgelun-Todd show the possibility of how illogically they can *actually* think.

If this proposition is accepted, skewed thinking, applied through Kohlberg's model (ibid) will naturally result in the person feeling aggrieved (however irrationally), therefore generating a powerful retaliatory response. Cyberbullying would then be a perfectly predictable manifestation; especially where the victim was completely confused as to why it was happening.

Next, while not one of the two main academic models used in this study it is again useful to apply Parry Aftab's theories regarding the four types of children who cyber bully (2006). As in the proceeding jealousy and relationships section the *'power hungry'* type (who seeks to exert control, presumably to undermine the victims continued success), and the *'vengeful angel'*, (who seeks justice and the right a perceived wrong) apply. Here however there is also an indication to suggest the third type; the 'mean girl, (motivated by boredom), and the 'inadvertent/because I can' may be more applicable. This also could explain some of the incidents of attacks for no apparent reason, although, on balance, I favour my earlier explanation with a merger of Kohlberg's (1958) and Gruber and Yurgelun-Todd's (2006) work.

In concluding this section (communication) I will simply add that again Goffman's Presentation of Self in Everyday Life Model (1956, 1959) is of limited help here. It only serves to show that the culprit views the victim's performance (from the theatre analogy) as something inappropriate or insulting to themselves and therefore seeks to diminish it as punishment.

Next; the final subtheme is presented. In this respondents/victims attributed 'Differences' as the primarily cause for their victimization through cyberbullying.

4.6.4. Theme four: Causes – Differences and application of the academic theory

Through the victim's voice it appears that any perceived difference/s increased the likelihood of being targeted, making further subclassification unnecessary. I will now present and discuss those that were identified within my data

Differences in ethnicity featured through comments such as ,*'For the way I look'; 'I was bullied about the way I look and where I come from'; Because I am black'; 'Because of my skin colour'; 'Colour'; 'Because I was English and lived in a foreign country'; 'Because people used to call me monkey in school and someone just took it one step too far'.*

As stated earlier the ability to form ethnic related findings were hampered by the fact that the overall respondent sample has a very limited ethnic diversity (4.1.1), but despite this weakness 8 non-white individuals within the Facebook Victim Group (n=198) stated that they had experienced cyberbullying, representing 4% of the victim sample. Indeed, a similar figure of 3.8% existed within the overall victim sample (n=340) thereby adding further statistical support to the conclusion that race/ethnicity is a factor in the likelihood of whether someone is targeted for cyberbullying.

My phenomenological and descriptive statistical data is therefore surprising given that my earlier literature review indicated that racial elements as causal factors in cyberbullying were largely thought to be inconsequential (Devoe et al., 2002; Juvonen and Graham, 2002; Nansel et al., 2001; Seal and Young, 2003). Indeed, Hinduja and Patchin (2009:54) said that: '*generally speaking, in our most recent study we found that white students were slightly more likely to experience as a victim and offender….'*; so initially there appears to be a disconnect between my findings and earlier statistical studies.

The voice of the eight victims in my study are however quite clear when they say, *'I was bullied about the way I look and where I come from'; 'Colour'; 'Because of my skin colour'; 'Because I'm black'* indicating that race was certainly a factor in why they were specifically targeted. Regrettably, the limited diversity numbers within my study makes generalization or firm conclusion impossible and would in any event fall outside the remit of my main research focus.

The difference to be considered involves sexuality, with its underlying gender element. It appeared within my data through comments such as, '*Because I acted different and I*

came out as Bi'; 'I went out with a girl, so then it was a lesbian relationship'; 'I got
called names and said I looked gay'.

From my literature review i was aware that sexuality as a factor in cyberbullying had received significant research in recent years resulting in a lack of surprise when it appeared as an apparent relevant causal factor in phenomenological data from my study voice. Indeed, the responses '*Because I acted different and I came out as Bi'; 'I went out with a girl, so then it was a lesbian relationship'; 'I got called names and said I looked gay'* confirmed and supported the earlier studies findings, that the victim's sexuality was often a direct causal reason for cyberbullying attacks.

Examples of this include the 2009 National Survey conducted by Gay, Lesbian and Straight Education Network (GLSEN) (2010, cited in Dupper, 2013:41), which found that from a sample of 7000 lesbian, gay, bisexual and transgender (LGBT) students aged 13 to 21, 84.6% had been verbally abused, threatened, or harassed, because of their sexual orientation. Additionally, 63.7% had experienced the same treatment due to their gender expression (linking to the preceding section), and, 27.2% had actually had physical harassment linked to their sexual orientation. Most pertinently, 52.9% of these LGBT students were threatened or harassed by peers via electronic mediums.

Building on this, Gould, 2001, also observed that schools in reality do little to stop anti-gay behaviour. Indeed Gould (ibid) quantifies this assertion and observed failing by adding that when LGBT victims reported attacks 34% received no response. This, in turn lead to 62% not bothering to report incidents, showing that the response is pivotal in whether or not any safeguarding system works - a question which will be discussed in sections 4.7, Prevention, and within that, Facebook's reporting systems specifically.

In returning to the findings of this study, 3 responses out of 198 (1.51%) indicated that they thought their sexuality was the causal factor in their attack. Given that there were several non-specific '*Because I am different*' responses, the figure could be higher, however, in conclusion this study finds that sexuality would indeed appear to be a valid causal factor within the phenomenon of cyberbullying.

Linked with sexuality it is the issue of gender, which in itself is a difference and could be expected to show similar causal characteristics, thus meriting examination. To assist with this I will commence by stating that the distribution of male and female respondents in my study sample was approximately the same; 1152 46% female and 1343 54% male, thereby providing an equal opportunity for their phenomenological voice to be represented/heard.

The first finding from the descriptive statistics indicated that female respondents from within the Facebook sample (and the overall sample) showed an increased likelihood of victimization, again mirroring the observations from my initial pilot (3.5.5). These findings were however not totally unexpected as Li (2008), William and Guerra (2007), Seal and Young (2003) and Smith et al (2006) had suggested similar differences within cyberbullying gender victimization rates. Additionally, I was aware that Tannen (1994) had commented further on this apparent pattern when he postulated that males were less likely to inform adults if they had been victims. This cautionary statement is also linked to Smith et al's (ibid) observation that girls were more likely to be victims, although my data showed increased likelihood for females to be *both* cyberbullying *and* also to report it.

Indeed, the question/relating of whether there was a real difference in gender cyberbullying rates was further compounded by other researchers who instead potentially attributed differences to modes of activity when using the internet. Examples included Hinduja and Patchin (2009), who found that boys were more likely to engage through the internet in activities such as gaming, whereas girls often used it more socially, keeping in touch with friends and 'chatting' speculating that the social element of the latter made them more likely to be victims. Finkelhor et al, 2005; Nansel et al, 2001; Olweus, 1993; Rigby, 2002 also noted that boys were more likely to physically bully, whereas girls favour rumour-spreading, a supposition further supported by Borg, 1999; Espelage, et al, 2009 and Kumpalainen et al, 1999 who stated that in '*traditional*' bullying boys feature more highly than girls.

Clearly, there are differences in the manner and frequency in which the different sexes experience cyberbullying and my conclusion is that all the above factors are valid and blend together to influence the outcome: Different styles of internet use are indicated,

with girls talking more about feelings, relationships and generally chatting (Hinduja and Patchin, 2009), while boys play more games, compete and are less likely to show any emotion that could arguably be seen as a macho weakness (Finkelhor et al, 2005; Nansel et al, 2001; Olweus, 1993; Rigby, 2002). The last observation clearly has resonance with Goffman's Perception of Self model (1956), as discussed earlier. What doesn't change is the numbers of attacks and therefore I feel confident in concluding that *females are more likely to be cyberbullied*, albeit for a variety of complex reasons. As a result of this the attacker's modus operandi, or method of attack, must subtly change its focus depending on the gender in order to achieve the most damage.

This postulation I will call *the necessary variance in attack theory* and as a proposition/rationale it finds further support at the cultural level, as documented in the literature review: The reader will recall certain countries have certain types of attacks reflecting their types of societies, such as Japan and Korea, where they have their own names; *ijime* and *wang-ta*. (Morita et al, 1999; Kanetsuna and Smith, 2002; Koo et al, 2008 cited in James, 2010) and where the bullying takes the form of social isolation/exclusion. This, I propose, is also an example of *the necessary variance in attack theory* in action. Other examples already given have included the female preference for rumour spreading (Borg, 1999) or the male tendency to try to diminish the 'macho' persona of the victim (Finkelhor et al, 2005; Nansel et al, 2001; Olweus, 1993; Rigby, 2002). If accepted the target specific nature of the attack, once fully understood, could empower new preventative strategies, thus meriting further research.

I will conclude the discussion on sexuality and gender by adding that within my cyberbullying victim voice data gender difference did not appear to be a specific causal factor, but was instead an important factor *within* the nature of the attack that the victim experienced. Or put more simply; it was a relevant and often decisive factor in the aggressor's choice of modus operandi.

Finally, I will address the last subtheme within causes; the vast and varied range of other differences that were cited as causal factors by my respondents. Examples included:

Weight/size/physicality, *'The size of my head'; 'Because I was not with the popular people and I am bigger than everyone else'; 'Because I'm the smallest and most*

unpopular'; 'because of my appearance and weight and because I am self-conscious';
'because of my weight and they just didn't like me'; 'weight'; 'because I am fat';
'because of my nose'.

Hair colour, *'Because I'm ginger, so I am deliberately picked on and because I am small*
people can easily hurt me'.

Mental/Physical prowess, '*Being smarter'; 'They think because I am sporty with short*
hair that I am gay'.

Social skills, *'[they found me] annoying and weird on my first day at school'; 'because I*
am stupidly weird'; 'I didn't fit in'; 'I was new to the area, and other reasons'; 'Because
I may seem weird (different) to them'; 'Because I was different'; 'because I am an easily
dislikeable person'.

Even, Lifestyle Choice/dress etc, *'Different musical tastes'; 'Because of my looks.....';*
'..... dressed in an 'alternative way'; '.... because I had piercings'; 'I am circumcised'
(possibly a religious difference).

Given the nature of the above examples it was evident that while this was by no means an
exhaustive list, the vast majority of those comments with an apparent common
denominator had been included.

Thus, I was able to apply Kohlberg's stages in moral development model (1958) to
discuss this data and the nature of the causes themes, which indicated that the young
people were operating in the pre-conventional and conventional levels. Indeed, closer
examination supported a more precise conclusion; that stage four 'law and order' was the
most prominent phase as the critical comments had arisen from the victim's apparent
failure to conform to the aggressor's social norms, or established rule set. Indeed, within
this section the data on differences showed what aspect (breach or departure from the
aggressor's ideal/rule set) motivated the hostility and actual attack in the first place.

Goffman's presentation of self in everyday life model (1956, 1959) suggested that the
culprit believed they can devalue the performer (victim) by highlighting the fact they did

not fit into what the culprit saw as the generally accepted, or from their stance, *correct*, social norm. That assertion, of course, may have had one fatal flaw; in that for it to be correct, and for the attack to be publically successful, the audience must share the same values regarding desirable social norms as those perceived/constructed by the attacker. Additionally the victim must possess sufficiently identifiable attributes that genuinely (or closely support) the stance that they legitimately fall outside those desirable norms.

This analysis of Goffman's presentation of self in everyday life model (1956) supports its usefulness as a framework when seeking to understand cyberbullying, with one critical exception: As alluded to in my earlier literature review; Goffman's model is old and the supporting analogy concerns an actor, an audience and a theatre. As such its emphasis is on how the audience view the actor and how changes in how the audience react affect the actor's mental state (happiness/unhappiness) and subsequent acting strategies.

When applying the framework to cyberbullying, on a social media site, the audience can be vast and largely unknown. The performance is also permanently recorded in text, or even picture and as such can be revisited repeatedly. Through this the performance is also long-lived and can be exported to a far wider audience, depending on whether it goes viral (is copied and shared within a virtual community) and individual security settings.

The upshot of this difference is that the impact on Goffman's actor in cyberbullying is arguably far less restricted than in traditional bullying and as such it needs to acknowledge that as much harm can come from self-reflection, revisiting the material repeatedly, as it did from the old limited audience feedback interpretation.

I therefore submit that Goffman's presentation of self in everyday life model (ibid) is still very pertinent when trying to understand the phenomenon of cyberbullying, but with the slight extra modification to acknowledge the differences from its original areas of application.

Furthermore, given the prominence of *any* difference as a causal factor additional literature now also needs to be introduced and considered and the notable amongst these is the work of Marilyn B Brewer, a Professor of social psychology, who in a 1999 paper explained that the human vs them manifestation of thinking was a product of adaption.

More specifically, any self-identifying group seeking to reach out to anything different, or 'other', requires an organised effort and has an associated risk. Brewer actually says '*The decision to cooperate (to accept and assimilate difference) is a dilemma of trust, since the ultimate benefits depend on everyone else's willingness to do the same*'. A more simplistic explanation can be seen in the colloquial phrase, 'better the devil you know'.

Another model is provided by Fehr and Schmidt (1999), which proposes that people seek to avoid disadvantageous inequality. This is further supported by Bolton and Ockenfels (2000) who add that inequality aversion extends to individuals avoiding payoffs that disadvantage them within the existing group. Clearly, this would explain why those with greater mental, or physical prowess might be shunned.

Also relevant are findings from Hoffman, McCabe and Smith (1996), who state that the level of anonymity between the person/group and the person with the difference is also an important factor in the outcome, although these last findings related to studies of Kahneman, Knetsch and Thaler's economic 'dictator game' (1986) and therefore are weaker when applied here. If correct, the implication from this theory would mean that the associated distance and potential anonymity afforded through the virtual world influences and makes more likely attacks through cyberbullying.

Lastly, there are collective identity theories; in which it is theorised that many people gain a sense of positive self-esteem from their identity groups, or communities. Within this the tendency not to favour outsiders is termed, Social Identity Tradition (Cote & Levine 2002; Haslam, 2001) and hinges on maintaining group accepted norms. Additionally, the theory adds that varying social conditions (such as encountering different people) can lead to a reinterpretation, *and/or* reinforcement of certain identity components (Brown, 2000). This image of the ideal self is then something which can be used to measure others, and potentially find them wanting.

In conclusion I will add that while the question of why people discriminate has been the topic of much research, further discussion here would go beyond the limited remit of this study and therefore has to be confined to the points raised above.

4.6.5. Summary

The causes of cyberbullying are both many and complex; however, all but five of the one hundred and thirty three respondents provided reasons why they felt they had been cyberbullied. As a result the following three subclassifications emerged for discussion:

- Jealousy and relationships,
- Communication breakdown,
- Differences.

Five cited 'Jealousy', with supporting comments such as, *'Because I had a YouTube channel and they were jealous and made me feel terrible'; 'She was jealous'; 'Girls, being jealous'; 'Someone got jealous because I kicked them off the team…'; 'Because I have a nice TV and loads of friends- jealous'* (10/133), and 'Relationships' were found to have a very similar narratives with comments such as, *'I was friendly with a boy'; 'I got closer with 'their' friends'; 'Over a boy'; 'Because I wouldn't go out with them'* and *'It was due to a recently ended relationship'* (12/133). As such the decision was taken to merge and address them together.

Observations from Dupper, 2013:7 suggested that such behaviour related to, '*striving for social dominance* …[and was]... *part of human nature', and s*imilarly, Parry Aftab's four types of children who cyber bully (2006) suggested jealousy motivated cyberbullying represented an overlap between two types; the 'power hungry' type who seeks to exert control, presumably to undermine the victim's continued success, and the 'vengeful angel', who seeks justice and to right a wrong - in this case that they were disadvantages and/or not so successful.

While, Goffman's Presentation of self in everyday life model in everyday life (1956) suggested that the aggressor saw the victim's performance (using the theatre analogy) as outshining their own and then seeks to control and sabotage the victim's continued success through cyber means.

Lastly, regarding jealousy, Kohlberg's stages of moral development model (1958) suggested conventional level 4 working, where the culprit develops feelings that they, in comparison to the victim's success, have been left in an unjust and deprived situation

justifying them (in their own minds) to take retributive action through cyberbullying. A maturation proposition which also found support from the statistical age data, concerning the reduction of cyberbullying after the middle to late secondary school age.

The next group comprised just over half of the respondents (58/133) and featured 'Communication breakdown' as a cause. In general this category lacked any clear common theme, other than misunderstandings and irrational reactions, such as: '*Someone didn't like my comment'; 'I made fun of someone's gaming ability'; 'because I commented on a music video I loved. This person called me names and told me to kill myself'.*

Due to the varied and often irrational causes Gruber and Yurgelun-Todd's (2006) words that; '*the developmental factors which influence decision-making in adolescents may result in choices which are suggestive of cortical immaturity, poor judgement, and impulsivity*" (page 322) appeared to apply. However, Kohlberg's moral maturation model (1956) showed that while the moral maturation model may apply, it fails to factor in the ability for 'poor judgement', as identified by Gruber and Yurgelun-Todd (ibid). This then In turn suggests that the scaffold/framework in which they think, is subject to another level of influence through Gruber and Yurgelun-Todd's observations on how illogically they can *actually* think.

This proposed additional element of frequent skewed *poorly judged* and *immature* thinking, when applied through Kohlberg's model, supports a hypothesis that the person can often feel disproportionately, irrationally and illogically aggrieved by an interaction, simply because they cannot cognitively process it within a Kohlberg Stage 4 context. The resultant unfounded indignation, from the moralistic, rule-bound stage 4, would then generate a powerful retaliatory response, potentially accounting for some of the disproportionate findings. If this hypothesis was correct incidents of Cyberbullying would be featured in my data where the victims had no rational idea why it was happened to them. The above data shows that such a pattern appeared to exist and therefore supports the need for further research.

Next, within the 'communication' discussion, Parry Aftab's theories regarding the four types of children who cyber bully [sic] (2006) was applied. As in the preceding jealousy

and relationships section the 'power hungry' type (who seeks to exert control, presumably to undermine the victim's continued success), and the 'vengeful angel', (who seeks justice and the right a perceived wrong) were found to be applicable. Now however there was also an indication to suggest the third type; the 'mean girl, (motivated by boredom), and the 'inadvertent/because I can' had become relevant as well.

The last category to be discussed was entitled 'Differences' and subclassifications emerged. These were:

- Weight/size/physicality, *'The size of my head'; 'Because I was not with the popular people and I am bigger than everyone else'; 'Because I'm the smallest and most unpopular'; 'because of my appearance and weight and because I am self-conscious'; 'because of my weight and they just didn't like me'; 'weight'; 'because I am fat'; 'because of my nose'.*
- Hair colour, *'Because I'm ginger, so I am deliberately picked on and because I am small people can easily hurt me'.*
- Mental/Physical prowess, *'Being smarter'; 'They think because I am sporty with short hair that I am gay'.*
- Social skills, *'[they found me] annoying and weird on my first day at school'; 'because I am stupidly weird'; 'I didn't fit in'; 'I was new to the area, and other reasons'; 'Because I may seem weird (different) to them'; 'Because I was different'; 'because I am an easily dislikeable person'.*
- Lifestyle Choice/dress etc, *'Different musical tastes'; 'Because of my looks…..'* ; *'….. dressed in an 'alternative way'; '…. because I had piercings'; 'I am circumcised'* (possibly a religious difference).

It also should be noted that while these subclassification was by no means exhaustive, they were able to encapsulate/include the majority of the emergent common denominators.

Having achieved this Kohlberg's (1958) stages of moral development model suggested that the aggressors were operating at stage 4, and were thus potentially motivated to initiate attacks because they perceived the victim fell outside their social norm set, and thus had transgressed the *rules*. Goffman's model (1956, 1959), when applied to this,

appeared to show the mechanism by which the aggressor attempted to inflict the *penalty* for being different and transgressing the acceptable norms; by publically devaluing the victim's image. Additionally, the attacks often sought to use the nature of difference within the attack, but this required passive, or active, commonality of opinion, or a generalized agreement that the social norm was correct, for that modus operandi to succeed.

Brewer (1999), explained this further when he explained/theorized that the human vs them manifestation of thinking was a product of adaption and that any self-identifying group seeking to reach out to anything different, or 'other', requires an organised effort and has an associated risk, making it less likely.

Fehr and Schmidt (1999) also proposed that people seek to avoid disadvantageous inequality, supported by Bolton and Ockenfels (2000), who add that inequality aversion extends to individuals avoiding payoffs that disadvantage them within the existing group, thereby explain why those with greater mental or physical prowess might be shunned.

Hoffman, McCabe and Smith (1996), stated anonymity was an important factor in the outcome, with an associated implication that anonymity through the virtual world influences and makes more likely attacks through cyberbullying.

Lastly, collective identity theories added that many people gain a sense of positive self-esteem from their identity groups, or communities and that the tendency not to favour outsiders is termed, Social Identity Tradition (Cote & Levine 2002; Haslam, 2001) and hinges on maintaining group accepted norms. The theory also added that varying social conditions (such as encountering different people) could lead to a reinterpretation, *and/or* reinforcement of certain identity components (Brown, 2000) and that this image of the ideal self could then be used to measure others, and potentially find them wanting.

In conclusion, it was acknowledged that the question of why people discriminate has been the topic of much research, but it was explained that further discussion would go beyond the limited remit of the study and therefore has to be confined to the points raised above. I will now address the preventative findings that resulted from this study.

4.7. Theme Five: Prevention

4.7.1. Introduction

Logic dictates that it is better to prevent a problem that to try to address one once it has happened. This is especially true when the problem involves people and the resultant outcome is harm, mental anguish and potentially even suicide.

With that ethos in mind this section presents the thoughts from the victims on what they believe provided effective cyberbullying prevention related to the use of the Facebook social media site.

Again, the responses did not fall into negative and positive subcategorization; as preventative suggestions, by their very nature, were positive. The theme did however naturally fall into three other evident sub classifications, which were as follows:

- Physical and technological strategies, such as filters and blocks.
- Authoritative deterrents, such as detention, fines, legal action.
- Educational strategies, such as talks, assemblies and workshops; and lastly self-regulation morality based factors.

4.7.2. Theme five: Prevention - Physical and technological strategies subtheme and application of the theory

By far the largest qualitative reply concerning what might prevent cyberbullying through Facebook favoured technical and physical solutions.

These are examples of the sorts of comments that were found through this study:
'Blocked them off Facebook' x 12 ; *'Increased internet security'; 'not to go on facebook'; 'parents watch their children online to stop it'; 'check Facebook regularly [parents]'; 'ban the person for a certain while'; 'Monitoring conversations'; 'deleted them'; 'Monitoring more; keyword flag system'; 'shut down Facebook'; 'less anonymous internet accounts'; 'better reporting systems'; 'an anti-bullying room where people can go'.*

Indeed, the large number of times '*blocking*', or '*block them*' features (12/24) both supports and finds parallels with the data of my earlier 'Initial Response theme' (4.3); where it was the primary defence choice exhibited by victims.

Linked with this, here was also an expectation expressed by the victims that parental involvement and monitoring would lead to a direct element of cyberbullying prevention. Again, reflecting parallels with the findings of my second theme 'Response After Reflection' (4.4), where many victims said they would choose to involve a parent far sooner once they have experienced a Facebook based cyberbullying attack.

Next, when examining this theme the data analysis findings showed comments which proposed key phrase monitoring and a desire for a better reporting system. This desire was for a form of control that Foucault termed '*Hierarchical observation; ......controlling what people do by merely observing them* (Gutting, 2005:82).

When seeking to understand why these comments were present and what had generated such a belief and desire my descriptive statistical data proved most helpful. As a result this section will lead with a large introductory presentation of those statistical findings, before applying the academic models at the end:

When asked if Facebook had a reporting system only 94 of the 198 respondents answered 'yes', 7 answered 'no', and 58 said they didn't know (40 did not answer). That was 32.82% that either thought Facebook did not have a reporting system, or simply did not know.

Furthermore, a total only 38 (19.19%) said they actually used it (data evidently including some of those who did not answer the earlier question). Regardless of that, 99 (50%) said they did not.

When asked why they had not used it the following responses were captured and are reproduced in the table below:

Table 13: Reason for not using Facebook's reporting system.

Too Complicated	14	(16%)
Didn't know about it	40	(45%)
No Faith	29	(32%)
Lack of Anonymity	6	(7%)

It can be seen from the above that not knowing that there is any reporting system is one of the largest problems. Indeed it could be theorised that the numbers of young children under 13 that this study has found to be using Facebook, despite their policy may have contributed to this, as they are less able to understand the mechanisms and are also reluctant to call attention to themselves as they should not actually be there. Despite this possibility, the second clear indication from just under half (48%) of the victims that used the reporting system was that they considered the existing facility to be too complicated and had no faith in it, although the question of why they had so little faith did not appear to come from how easy they found it to use:

Table 14: Respondents' observations of the 'user friendliness' and general experience of using Facebook's reporting system.

Great	16
Good	27
OK	14
Poor	7
Terrible	8

However, data regarding whether they even received a response was far more enlightening: 13, or 20% answered yes, they did, while, 52, or **80%, said they did not.**

This data served to further compound the apparent failure; as 37 individuals reported Facebook took no action at all following their reports.

Next, when Facebook did take action the impact on stopping the cyberbullying was as follows:

Table 15: Facebook's preventative performance, following cyberbullying reports.

Yes totally	25
Slightly	17
A bit	8
Hardly at all	8
Not at all	14

And lastly, the overall perception reported by my respondents regarding the effectiveness of Facebook's current reporting system, was as follows:

Table 16: Victim satisfaction in the outcome having used Facebook's reporting system.

Great	1
Good	16
OK	18
Poor	12
Terrible	12

While these findings are descriptive statistics, 35% of respondent view the preventative capabilities of Facebook's safeguarding system's as poor, or terrible and that is why I have felt the need to give them such prominence here within this themes report. Indeed, given these findings the small number of fatalistic qualitative comments that were found, expressing an opinion that nothing could be done become more understandable, although a more positive conclusion would be that there is still the potential (and need) to redesign a reporting system for Facebook that would be fit for purpose. The data indicates that a heightened profile, greater user friendliness, and a robust built in feedback mechanism are the areas most requiring attention if Facebook is to achieve its stated aims:

Bullying and Harassment

> *'Facebook does not tolerate bullying or harassment. We allow users to speak frankly on matters and people of public interest, **but take action on all reports of abusive behaviour directed at private individual**s. Repeatedly targeting other users with unwanted friend requests or messages is a form of harassment'.* (www.facebook.com/communitystandards Accessed 1/3/17).

Having now explained the physical problems, using the descriptive data I can now apply the academic models in an attempt to further understanding.

Within this theme Goffman's Presentation of self in everyday life model (1956) informs us that people undertaking interaction with others behave similarly to actors, seeking to elicit a favourable, or enhanced opinion of themselves from their target audience. In order to achieve this within the operational sphere that he likens to a theatre there must be mutually understood and observed rules, or underpinning social norms. Berkowitz (2004:5) explains the two predominant types of norms as follows:

> *'There are different types of norms. One kind of norm refers to attitudes or what people feel is right based on morals or beliefs (injunctive norms). A second type of norm is concerned with behavior, i.e. what people actually do (descriptive norms)'* (Berkowitz,2004:5).

He then added that:

> *'Borsari and Carey's 2003 meta-analysis of 23 studies of norms misperceptions (described as "self-other differences") found that misperceptions for injunctive norms were greater than misperceptions for behavioral norms'* (ibid:5).

Given that Berkowitz (2004), and Borsari and Carey (2003) were writing about student aged samples it can be seen that norms can be complicated and easily misinterpreted, especially in the case of 'moral' injunctive norms. Coupled with Gruber and Yurgelun-Todd's (2006) additional observation that adolescents are not the most capable decision makers this in turn raises the possibility that some cyberbullying may be as a result, or arise from, the existence of misunderstood injunctive norms during interactions. To be

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certain, if the opportunity for interaction is to be provided (as in the case of Facebook) there must be an adequate mechanism that can be called upon to intervene and if necessary objectively rule and maintain acceptable behaviour. As stated already, my findings suggest this is currently not the case.

Moreover, given the increasing, and previously discussed, indications that young people within my study sample are operating within Kohlberg's maturation model (1958) conventional level, stage 4, there is an added need for the *system (*Facebook) to provide easy, fair and robust support following any conflicts. Within this paradigm of thinking Kohlberg's stages of moral development model (ibid) makes it clear the social construct of these young people is underpinned by expectations of duty, law and order, choice and consequence; and failure on the systems part to intervene sufficiently, or fairly can easily be expected to result in a sense of injustice, betrayal and anger…….closely followed by disengagement. Thus again, I propose that the urgent need for a robust system is proven as a paramount requirement.

From the discovery of this apparent moral imperative I will now present and discuss the next group of victim voices, who expressed the opinion that prevention would be supported through the application of more authoritative action and penalties.

4.7.3. Theme five: Prevention - Authoritative penalty Strategies subtheme and application of theory

Within this group of responses the thought that punishment and authoritative action would reduce the prevalence of cyberbullying was very clear and the supporting rationale was perhaps best illustrated by these comments: *'Yes because if they knew about those [punishments] it would stop them doing it'*.

Within this specific forms enforcement ranged from, *'Get police involved'* and *'Police action'* through to school based sanctions, such as: *'Detentions', More rules', 'Exclusion'* and *'Detentions'*.

One comment actually said, '*…...school needs a bullying policy'*, which from my literature review is known to be a legal requirement, although this individual was clearly unaware of its existence.

Finally, the calls, or belief in preventative punishment escalated calling for the *'Introduce* (introduction of) *more punishment .....'* and *'More serious punishment'*.

And within this the perception of what these punishments might be ranged from *'.......fines'* and *'Warnings'*, through *'Permanent exclusion and warning from the police'/'Kick the person out',* ultimately ending with, *'Caution', 'Prison' and 'Laws-prison'* (three responses in total).

Initially the extent of the qualitative belief in punishment and authoritarian action may not seem that surprising, however, when the descriptive statistical data is also applied an immediate dichotomy becomes evident:

Having voiced a belief in punishment, as a preventative factor, the statistical answer to the question QU 36 (How likely is it that a cyberbully would be caught?) showed a marked, and surprisingly contrary, disbelief in the ability of the current *system* to detect culprits/offenders:

Table 17: Respondent's levels of belief regarding detection of cyberbullies.

Definitely	4 (3%)
Very probably	31 (22%)
Maybe	34 (24%)
Unlikely	60 (42%)
Hardly ever	13 (9%)

Thus, 51% of my respondents thought that culprits would be unlikely to be caught, or would hardly ever be caught (see below). This then prompts the question, why is there such a belief that punishment would be an effective deterrent when it coexists with a view that only 50% of offenders would be detected?

A possible explanation can be found if my earlier proposal that the young people are mostly operating at the conventional level described in Kohlberg's stages of moral development model (1958) is applied. Within this, stage four (often called law and order stage) is underpinned by the concept of justice; or more specifically choice and consequence, and while this mind set would be frustrated by the realities of the current flawed system (4.7.2), I believe their comments refer to a situation which includes a robust system, able to detect most/all offenders. Put more simply; they believe punishment would be a deterrent, if coupled and applied through a system where the culprit was likely to be caught.

Contrasting with this is another explanation whereby again they are operating at the Kohlberg's conventional level stage 4 (ibid), but still believe punishment is a main preventative factor *despite* the failings of the current detection system.

On balance, I favour the second explanation as there was an absence of associated comments referring to a need to address detection issues in both the qualitative and quantitative data.

4.7.4. Theme five: Prevention - Educational Strategies subtheme and application of theory

The final subclassification of comments from the respondents suggested educational elements would provide the best form of cyberbullying prevention, with comment such as, *'Talk about it'; '[include]Real life stories'.*
'Making people aware of it', and *'True story videos [would help]'.*

The application of academic literature to these findings suggests that respondents believe educational input will change the culprit's value set and thus behavioural choices, thereby making the commission of the offence less likely.

Foucault appears to address this when with his proposed concept of disciplinary control through what he termed *normalizing judgement*, whereby *'Individuals are judged not by the intrinsic rightness or wrongness of their acts, but by where their actions place them*

on a ranked scale that compares them to everyone else' (Foucault, 1975. cited in Gutting 2005:84).

From this, the judgement by the collective then reflects on their own perception of right and wrong and subsequently underpins their behaviour. This appears relevant, and has similarities with Operant-conditioning theories which build on classical conditioning and focus on the hypothesis that the frequency of a behaviour is determined by its consequences (or reinforcements; Skinner, 1938).

However, comments such as '*telling the bullies what they are doing is wrong'* suggest that the controlling factor may be far more to do with a morally based judgement process and indeed, this assertion is further supported when the reasons people have given for not cyberbullying are added to the equation. These cognitive preventative reasons were provided by the respondents as follows:

Table 18: Cognitive factors relevant in preventing cyberbullying.

Conscience	15	(6.58%)
Guilt	52	(22.81%)
Past Experience	46	(20.18%)
Empathy	16	(7.02%)
Trouble	53	(23.25%)
Respect	46	(20.18%)

This line of thought also finds resonance with Kohlberg's Stages of moral development model (1958) and my earlier observations regarding the victims and culprits existing mostly in, or around, the conventional level (stages 3 and 4) and to recap, these stages exist within a framework of value judgements, concerning what is good and bad (stage 3), and what is lawful and in order (stage 4).

Clearly, to operate within those frameworks the individuals must understand the parameters and meaning of what *actually constitutes* good/bad, lawful and in order. This,

I propose, is where the educational comments believe the impact, and thus the changed behaviour, can be achieved.

Supporting this further is the comment about *'[include]Real life stories'.*
'Making people aware of it', and *'True story videos [would help]',* which reflect the importance in the ability of an audience to imprint and associate with what they are seeing, hearing, or generally being taught. This links with later work in the 60's and 70's where he found that children listening to adult stories had little effect (Turiel (1966). Children responded far better if they could recognise their own active thinking, in a way similar to his experiments with youth led activity (Blatt and Kohlberg, 1975), where the student lead the discussions and the result were found to be far more successful (Kohlberg et al, 1975).

I would add that my second main academic model; Goffman's Presentation of Self in Everyday Life (1956, 1959) becomes relevant when people engage through social media, because it has how people wish to be perceived at its core.

Indeed, Goffman's relevance specifically within the context of cyberbullying is that his model states that those engaging in interaction through social media have the ultimate aim of being positively perceived by any and all observers.

I will end by adding that the statistical data from this study suggests that currently the schools in my sample's area addressed the cyberbullying prevention need in the following ways and proportions:

Table 19: Current school cyberbullying prevention activity (n=198 but, respondents could tick more than one strategy, if they existed in their school).

Employed preventative strategy	Number involved
Assemblies	90 (39.47%)
Theatre Groups	14 (6.14%)
Tutor groups	55 (24.12%)
Discussions	69 (30.26%)

However, as McCallion and Feder (2013) observed, the design of the preventative educational input is crucial. Currently, school-based bullying prevention programs only reduce bullying by 25% (ibid).

4.7.5. Summary.

This *prevention theme* commenced by discussing the popular expression (50% of responses) from the victims that blocking, or technological interventions, were favourable and would be effective. Indeed, this data mirrored other earlier research findings, such as Bullying UK (2011), which stated that in their study: '*51% felt that blocking the bully from further contact or communication was a vital tool and a further 68% felt that being able to report the perpetrator's bullying would be advantageous'* (Bullying UK, 2011).

Additionally, this technological prevention/control approach found added validity through its similarities in behavioural control theory; most notably what Foucault called *'Hierarchical observation; ......controlling what people do by merely observing them* (Gutting, 2005:82), thus, the case for technical blocking/interventions as an effective cyberbullying prevention appears to be potentially very valid.

This study however discovered a fundamental problem in that Facebook's reporting and enforcement systems were reportedly were not working effectively, or providing the action and support that was required. Examples supporting this statement included:

- 32.82% of respondents either thought that Facebook did not have a reporting system, or simply did not know about it.
- Only 38 (19.19%) said they actually used it (clearly including some of those who did not answer the earlier question), while 99 (50%) said they did not.
- Of those who knew of its existence, but didn't use it, the following reasons were given: Too Complicated, 14; No Faith, 29; Lack of Anonymity, 6. And of those that commented about their use of the reporting system 80% claimed a failure of Facebook to even respond (Yes, 13; No, 52).
- Lastly, regarding Facebook' reporting and enforcement system, the respondents said that when Facebook *did* respond the cyberbullying was affected as follows: Yes Totally [stopped], 25; Slightly, 17; A bit, 8; Hardly at all, 8; Not at all,14.

These descriptive data findings indicated that a successful conclusion proved infrequent/unlikely, thus casting doubt on the initial phenomenological voice's support for technological intervention, unless the mechanism through which it is delivered is improved.

Next within the theme the victim's voice proposed some form of authoritative action to act as a deterrent: *'Introduce* (introduction of) *more punishment .....'* and *'More serious punishment'* ranged from *'.......fines'* and *'Warnings',* through to *'Permanent exclusion and warning from the police'/'Kick the person out',* ultimately ending with, *'Caution', 'Prison' and 'Laws- prison'* (three responses in total).

Again, despite these responses the descriptive data showed a conflicting logic as when respondents were asked how likely they thought a cyberbully was to be caught they responded as follows: Definitely, 4; Very Probably, 31; Maybe, 34; Unlikely 60; Hardly Ever, 13.

This equated to 51% of respondents stating that they thought cyberbullies would be unlikely, or hardly ever get caught, the belief expressed through the phenomenological voice appears to be somewhat contradictory. Add to that the inability of the police (appendix A1), the local authority (appendix A2) and the schools to be able to provide basic figures concerning detection or any enforcement action concerning cyberbullying and the justification for such a belief in authoritative action as a preventative factor becomes even less likely.

The last voice concerned educational input with comments such as: *'Talk about it'; '[include]Real life stories', 'Making people aware of it',* and *'True story videos [would help]'* and the discussion and application of the academic literature suggested respondents believed it would change the culprit's value set and behavioural choices, thus making the commission of the offence less likely. Kohlberg's Stages of Moral Development Model (1958), combined with comments such as *'telling the bullies what they are doing is wrong'* provided a discussion around how educational input appears to be capable of influencing their parameters of good/bad and just/unjust, in the conventional stage, levels 3 and 4. Later work by Kohlberg (Blatt and Kohlberg, 1975)

and Turiel, 1966 showed that this was most effective when students lead, as they were better able to relate to the youth *owned* message (HEA Drugs Education case, 1998 cited in Central Office of Information. 2008:59).

Finally, the subtheme, and overall theme ended by stressing the need for carefully constructed and evaluated educational inputs as McCallion and Feder's (2013) found that the existing school-based bullying prevention programs at the time only reduced bullying by 25%.

4.8. Chapter summary.

This findings and discussion chapter commenced by incorporating the descriptive statistics to further contextualize the study. Within this, it confirmed that the study had a high level of engagement and was a representative of the youth population of Bath and North East Somerset by showing that of the 4,706 questionnaires, 2,495 were returned, representing a return rate of 53% and of the 340 cyberbullying, 198 individuals (54 %) reported their cyberbullying had been through the Facebook social media site, thus confirming the study's focus.

Within this contextualization the statistical victimization rate of 13.63%, (with a 10.29%-25.19% range) was compared to earlier studies, such as Stroud 2009, (for the National Crime Prevention Council) 43%; DCSF (2007) 34%; and Smith (2007) who found a victimization rate of 22% in a similarly aged sample.

These broad ranging victimization findings, the lack of previous research design detail, and the slippery nature and varying interpretations of what actually constitutes cyberbullying was then further discussed, specifically regarding how this scope for misunderstanding could undermine the integrity of some earlier findings.

Next, the statistical data concerning ethnicity, age and gender from this study was presented. Despite the lack of ethnic diversity within the sample, and indeed the BaNES area, 8 non-white individuals within Facebook Victim Group (n=198) stated a racial element within their cyberbullying. As a result an argument was put forward to suggest ethnicity was indeed potentially a pertinent factor in cyberbullying, thus meriting further study.

The descriptive gender statistics followed and found that Cyberbullying appeared to peak around the age of 14 for boys and between the slightly broader range of 13-15 for girls (findings also mirrored in the overall victim sample of 340). The overall cyberbullying findings also indicated increased cyberbullying between the ages of 12 and 15 concurred with the findings of earlier research, such as, Hinduja and Patchin, (2008, 2009) and Willard, (1997, 2000 and 2005).

Having integrated the descriptive contextualizing data the chapter next reiterated the research questions and commenced to present the five phenomenological themes, using a positive and negative subdivision, where appropriate.

Olweus's seven stage bullying model (2001) was used to position the responses within each theme, and the two main academic models applied were Kohlberg's Stages in moral development (1956) and Goffman's Presentation of Self in Everyday Life (1956).

Theme One examined and discussed the victim's choice of *Initial Reaction* and was divided into positive and negative subthemes.

The positive aspects of this theme showed that as a strategy, when students said they ignored the culprit, it could be argued that they disempower them, reducing/negating the power imbalance and thus reduced the likelihood of the ongoing commission of the offence, albeit temporarily. This discovery, recognising a strategic choice of ignoring an assailant, appears to be new knowledge (Dupper 2013; Katz 2012; Hinduja and Patchin add date) however, its effectiveness does appear to be short term, usually requires additional augmentation/action soon afterwards to achieve a satisfactory conclusion.

The negative aspects of this theme showed that rather than ignoring attacks victims often responded (yes 67; no 98; not answered 33; n=198), and that the nature of the response was frequently negative, such as *'I told her to fuck off'* and also included threats of violence.
Many of the culprits were found to be known to the victim's indicating that relationships on Facebook and close proximity made the possibility of physical spillover more likely. It

also suggested that the attack often came from several people, rather than isolated individuals.

Additionally, motivation often arose from a desire for revenge, mirroring the conclusions of Hinduja and Patching (2009), supported by others (Kowalski & Limber, 2007). Next, how they would have potentially modified their choice of response, having reflected, was examined and discussed.

Theme Two; *Response after reflection* commenced by describing the theories underpinning reflective learning; predominantly Schon (1958), but also Dunlosky, Serra and Baker (2007), Pollard et al (2005); Gibbs, 1988. And the entire theme was deemed to be *negative* (Akers, 1985, Bandura, 1969, & Skinner, 1971)*,* as the respondent's voices had confirmed that they would have chosen a very different response in hindsight.

Overall this theme then indicated that the adolescent victims often make initial responses to a bullying attack with what Gruber and Yurgelun-Todd (2006) term as '….*cortical immaturity, poor judgement, and impulsivity*" (page 322).

These victims then often go through a reflection-on-action process (Schon, 1958), concluding that a better choice would have been to inform an authority figure from the start, generally identified as their mother, followed closely by other family, teacher, and support agencies.
The choice to tell someone appeared to link to the power balance and a belief that it would render the bully impotent, or at least less capable, linking to Kohlberg's (1958) stages of moral development model's Conventional Level, especially stage 4, regarding the concept of law and order. The theme's finding of telling an adult therefore suggests they are seen as capable policing agents, however for this to be true, they have to be capable and willing to act as such, which research by Vaillancourt, Hymel & Douglas, (2003); Craig, Pepler & Atlas, (2000) and Cohn & Canter, (2003) suggests this is not always the case.

The next theme explored the effect cyberbullying had, through the victim's voiced feelings.

Theme Three focused on victim's *Resultant feelings* and while there were not many positive expressions the positive/negative subtheme division approach was again utilized to assist with structure and clarity.

What positive expressions there were amounted mostly to '*it didn't* [affect me]' (15/27), while comments such as, '*it didn't really hurt me a lot', 'I am happier , 'I laughed'* (3/27) could also potentially be attributed to false bravado, or the active support of friends/possible defenders (Olweus, 2001; Wang, Iannotti & Nansel, 2009).

Other comments reflected against Goffman's presentation of self in everyday life model, suggested some (very few) individuals had had the strength and resilience to not feel their image was threatened, thus transiting the attack with minimal harm.

In contrast, the negative finding were substantial and indicating a continuum that traversed five increasing zones of harm and this study has categorized them as follows: Low Level; Fear; Self-worth; restricted existence; self-harm/suicide.

Within this low level contained victims comments such as, '*it upset me', ' I cried every night'* and , '*I was sad and angry'.* This phase represented discomfort and annoyance, together with some mental anguish.

Phase two, named Fear, indicated that attacks had made inroads into reducing the victim's confidence and that an element of doubt had developed regarding their perception of likely future personal safety. Also, as the attacks continued the fear and doubt appeared to be internalised, causing a changed and more negative perception of self-worth.

Added to this the victim's confidence plummets: '*It made me very insecure and shy'.*
'*I was upset, lost all confidence'; 'I am scared and feel insecure'.*
And lastly their resilience appears to collapse: '*it made me feel unimportant and sad'; 'It made me feel worthless'; 'feels like I don't have anyone'* and '*It made me feel useless and not wanted'.*

The penultimate phase, Restricted Existence, was the manifest result of the evolution from the preceding stage; meaning that the victim's voice shows that their fear had now escalated to a point where they were actually making physical changes in their lifestyle in an attempt to escape, or reduce the anguish.

The final and most damaging phase was entitled the self-harm/suicide stage and because of the gravity of the victim's voice and the fact they came from a sample of just 198 victims all of the relevant victim comments were listed..

From examining the reaction to cyberbullying attacks on Facebook, how victims would modify their choice, and the resultant feeling, the chapter then moved on to examining what sort of factors the victims believed were pertinent in causing it.

Theme Four examined and discussed the *Causes*, which were found to be both many and complex.

Most victims expressed an opinion and these fell into four apparent categories: Jealousy, Relationships, Communication breakdown, and Differences.

In the examination of the *Jealousy* category Dupper, 2013:7 suggested that such behaviour related to, '*striving for social dominance* …[and was]... *part of human nature'*, *and s*imilarly, Parry Aftab's four types of children who cyber bully (2006) suggested jealousy motivated cyberbullying represented an overlap between two types; the 'power hungry' type who seeks to exert control, presumably to undermine the victims continued success, and the 'vengeful angel', who seeks justice and to right a wrong - in this case that they were disadvantages and/or not so successful.

Goffman's Presentation of Self model (1956) added little except to suggest that the aggressor saw the victim's performance (using the theatre analogy) as outshining their own and then seeks to control and sabotage the victim's continued success through cyber means. While, Kohlberg's moral maturation model (1956) suggested conventional level 4 working, where the culprit develops feelings that they, in comparison to the victim's success, have been left in an unjust and deprived situation justifying them (in their own minds) to take retributive action through cyberbullying. The discussion regarding this

category also identifies that this maturation proposition is supported by the statistical age data, concerning the reduction of cyberbullying after middle to late secondary school age.

The next category, '*Communication breakdown*' accounted for approximately a half of the overall responses (58/133). As the responses were varied and often appeared irrational given the supposed causes Gruber and Yurgelun-Todd's (2006) view that; '*the developmental factors which influence decision-making in adolescents may result in choices which are suggestive of cortical immaturity, poor judgement, and impulsivity*" (page 322) offered a plausible explanation.

However, Kohlberg's stages of moral maturation model (1956) showed that moral maturation was occurring, but failed to factor in the ability for the 'poor judgement', as identified by Gruber and Yurgelun-Todd. The addition of this potential for skewed thinking, applied through Kohlberg's model allowed me to synthesis a new explanatory hypothesis from the combined theories.

The resultant hypothesis is that young people can incorrectly and irrationally perceive offensive behaviour from others due to their cortical immaturity. Once perceived this offence is then processed within the law and justice centred stage 3 and 4 of Kohlberg's maturation model. Due to the fact that the nature of these moral development stages are strongly focused around concepts of morality, rules, justices and penalties the sense of injustice and need for redress is magnified. This would then exhibit itself through a powerful retaliatory response, with the rational recipient (victim) having no idea why it was happening to them.

This would potentially account for my data where the victims often say they are unable to give any suggestion why they received cyberbullying attacks. Similarly, the implication is that physical cortical immaturity is of larger significance in youth communication failure and related aggressive behaviour than was previously acknowledged.

Next I considered Parry Aftab's theories regarding the four types of children who cyberbully (2006) was also applied and as in the proceeding jealousy and relationships section the 'power hungry' type (who seeks to exert control, presumably to undermine the victims continued success), and the 'vengeful angel', (who seeks justice and the right

a perceived wrong) were found to be applicable. Additionally, there was also an indication to suggest the third type; the 'mean girl, (motivated by boredom), and the fourth; 'inadvertent/because I can' had become relevant as well.

The last category concerned 'Differences' and again showed subclassifications, such as: Weight/size/physicality; Hair colour; Mental/Physical prowess; Social skills and even Lifestyle Choice/dress etc. Within this discussion Kohlberg's, 1958 and Goffman's, 1956 respective models could offer nothing which had not already been stated. The sociologist Brewer (1999), however explained that the *human vs them* manifestation of thinking was a product of adaptation and that any self-identifying group (*human)* seeking to reach out to anything different (*them)*, or *other*, requires an organised effort and has an associated risk.

Fehr and Schmidt (1999) also proposed that people seek to avoid disadvantageous inequality, supported by Bolton and Ockenfels (2000), who add that inequality aversion extends to individuals avoiding payoffs that disadvantage them within the existing group, thereby explain why those with greater mental, or physical prowess, might be shunned.

Hoffman, McCabe and Smith (1996), stated anonymity was an important factor in the outcome, with an associated implication that anonymity through the virtual world influences and makes more likely attacks through cyberbullying.

Lastly, collective identity theories added that many people gain a sense of positive self-esteem from their identity groups, or communities and that the tendency not to favour outsiders is termed, Social Identity Tradition (Cote & Levine 2002; Haslam, 2001) and hinges on maintaining group accepted norms. The theory also added that varying social conditions (such as encountering different people) could lead to a reinterpretation, *and/or* reinforcement of certain identity components (Brown, 2000) and that this image of the ideal self could then be used to measure others, and potentially find them wanting.

In conclusion, it was acknowledged that the question of why people discriminate has been the topic of much research, but it was explained that further discussion would go beyond the limited remit of the study and therefore has to be confined to the points raised above.

The final theme examined and discussed the preventative findings that resulted from this study commencing with the popular expression (50% of responses) from the victims that blocking, or technological interventions, were favourable and would be effective. Indeed, this data mirrored other earlier research findings, such as Bullying UK (2011), which stated that in their study: '*51% felt that blocking the bully from further contact or communication was a vital tool and a further 68% felt that being able to report the perpetrator's bullying would be advantageous*' (Bullying UK, 2011).

Additionally, this technological prevention/control approach found added validity through its similarities in behavioural control theory; most notably what Foucault called *'Hierarchical observation; ......controlling what people do by merely observing them* (Gutting, 2005:82), thus, the case for technical blocking/interventions as an effective cyberbullying prevention appears to be potentially very valid.

This study however discovered a fundamental problem in that Facebook's reporting and enforcement systems were reportedly were not working effectively, or providing the action and support that was required. Examples supporting this statement included:

- 32.82% of respondents either thought that Facebook did not have a reporting system, or simply did not know about it.
- Only 38 (19.19%) said they actually used it (clearly including some of those who did not answer the earlier question), while 99 (50%) said they did not.
- Of those who knew of its existence, but didn't use it, the following reasons were given: Too Complicated, 14; No Faith, 29; Lack of Anonymity, 6. And of those that commented about their use of the reporting system 80% claimed a failure of Facebook to even respond (Yes, 13; No, 52).
- Lastly, regarding Facebook' reporting and enforcement system, the respondents said that when Facebook *did* respond the cyberbullying was affected as follows: Yes Totally [stopped], 25; Slightly, 17; A bit, 8; Hardly at all, 8; Not at all,14.

These descriptive data findings indicated that a successful conclusion proved infrequent/unlikely, thus throw doubt on the initial phenomenological voice's support for

technological intervention, unless the mechanism through which it is delivered is improved.

Next within the theme the victim's voice proposed some form of authoritative action to act as a deterrent: *'Introduce* (introduction of) *more punishment .....'* and *'More serious punishment'* ranged from *'.......fines'* and *'Warnings',* through to *'Permanent exclusion and warning from the police'/'Kick the person out',* ultimately ending with, *'Caution', 'Prison' and 'Laws- prison'* (three responses in total).

Again, despite these responses the descriptive data showed a conflicting logic as when respondents were asked how likely they thought a cyberbully was to be caught they responded as follows: Definitely, 4; Very Probably, 31; Maybe, 34; Unlikely, 60; Hardly Ever, 13.

This equated to 51% of respondents stating that they thought cyberbullies would be unlikely, or hardly ever get caught; the belief expressed through the phenomenological voice appears to be somewhat contradictory. Add to that the inability of the police (appendix A1 & 2), the local authority (appendix A3) and the schools to be able to provide basic figures concerning detection or any enforcement action concerning cyberbullying and the justification for such a belief in authoritative action as a preventative factor becomes even less likely.

The last voice concerned educational input with comments such as: *'Talk about it'; '[include]Real life stories', 'Making people aware of it',* and *'True story videos [would help]'* and the discussion and application of the academic literature suggested respondents believed it would change the culprit's value set and behavioural choices, thus making the commission of the offence less likely. This finding also linked with Kohlberg's later work, where it was found that stories needed to be led by young people for them to own and relate to the message (Turiel, 1966; Blatt and Kohlberg, 1975; HEA Drugs Education case, 1998 cited in Central Office of Information. 2008:59).

Finally the subtheme, and overall theme ended by stressing the need for carefully constructed and evaluated educational inputs as McCallion and Feder's (2013)

found that the existing school-based bullying prevention programs at the time were only reduced bullying by 25%.

Cumulatively, through these phenomenologically themed voices, (supported by the descriptive statistics) I have been able to construct a picture of,

1a**. The *lived experiences* of the 11-16 year old schoolchildren from the Bath and North East Somerset area who had been cyberbullied through the Facebook social media website**

And

1b. **The emergent *construct(s)* of the nature of cyberbullying within these parameters.**

In the next section I will present this *essence of cyberbullying*.

4.9. The essence of being cyberbullied on Facebook; from the victim's phenomenological voice

The essential meaning of what it means to be an 11-16 year old, cyberbullied through the Facebook web site is: an interwoven interactive engagement between the victim and the assailant, involving power imbalance, with varying amounts of mental trauma for the former and gratification for the latter.

These interactions occur within cyberspace; a new virtual domain made possible by advances in technology, which continues to evolve at an ever increasing rate and favours those who are more conversant with the technology.

Prensky (2001) referred to individuals who grew up with virtual world technology as *Digital Natives*, contrasting them with less able older *Digital Immigrants*, who did not grow up with the technology and had to adapt and learn it.

Although, Prensky's (ibid) work was criticised for lacking evidence of age division internet conversancy and ability differences still result in power imbalances and can be sub-categories as follows:

· *Digital naturals* - those who have a natural aptitude and are advantaged. and

· *Digital strivers* - the vast majority who are less conversant with internet technology and who take a little longer.

This differentiation is important because according to the victims within my sample bullies often tend to be more technology 'savvy' *Digital naturals,* compared to the victims, who are more *Digital Striver.* This is one factor which supports a power advantage over victims, linking with the power balance element integral to many bullying theories (James, 2010). This observation also suggests that reaching a parity of technological ability could also account for the drop off in cyberbullying found in many studies such as Hinduja and Patchin (2008, 2009) and Willard (1997, 2000 and 2005) and which has hitherto been attributed to increased moral maturation.

But, this imbalance does not help to describe the essence of cyberbullying, unless it is linked to that part of the victim that is under threat. Goffman (1956, 1959) indicates that the essence in this respect is a clear threat to the victim regarding how they are publically perceived and thereby their own constructed concept of self-worth. As such the bully commandeers, or subverts the victim's hoped for reception, returning negative and thereby harmful feedback. Additionally, if the audience has been multiple there is a very real chance that the collective feedback will also be negative and harmful, in effect multiplying the hurt caused by the original bully. This can be deliberate, or incidental, but the potential for increased harm remains the same.

When describing the essence of cyberbullying it also has to be acknowledged that the concept manifests itself through interactions in separate realm to the physical world. As a result, established protocols of interaction can be more 'fluid' and subject to personal interpretation. This again links with Goffman (ibid) and would alter his theatre analogy profoundly; in the internet, unlike a theatre, the actor and audience have not long established protocols for behaviour. Instead the rule setting is left to the media provider.

The essence of cyberbullying through Facebook, is framed immediately by my findings regarding their rule setting and safeguarding measures, which have showed that most users have next to no knowledge of what these are, no faith in them, or find the response from them less than satisfactory. Indeed, my findings show a large number of under 13 year old users simply ignored one of the most fundamental restriction; the age limits. Thus, for the cyberbully the platform provided by Facebook perpetuates/fosters a perceived absence of traditional inhibiting factor and control, while conversely for the victim it fails to through a simultaneous lack of effective protection mechanisms. Add to this Gruber and Yurgelun-Todd's (2006) comment when they say '*the developmental factors which influence decision-making in adolescents may result in choices which are suggestive of cortical immaturity, poor judgement, and impulsivity*" (page 322) and the vulnerability of users becomes even more clear.

The essence of using Facebook, up to experiencing cyberbullying, can thus best be described as a mixture of hope, naive positivity, passive complicit ignorance (and wilful disregard by those knowingly joining Facebook under 13 and who know of the restriction).

Once cyberbullying commences the essence progresses along a continuum of feeling with various stages such as; irritation, anger, frustration, self-doubt, helplessness, isolation, and on occasions ultimately despair.

In summary then, both parties engage in this interaction influenced by how they wish to be perceived, in turn interacting with their self-perception, self-worth, their power, popularity and confidence. The outcomes of these interactions are decided in the virtual internet world, which is still a domain where Goffman's theatre analogy and model on perception of self (1956, 1959) applies, however with some modification.

Additionally, this virtual world has fluidity when it comes to social interaction protocols; the rule setting is vague and is often simply ignored. Cumulatively therefore the image and self-perception of the user are the areas most involved and affected at the core of cyberbullying and thus underpin its essence.

In simpler terms; for the victim self-perception, self-worth, their power, popularity and confidence potentially suffer and are diminished, often markedly. This sadness, agony and harm will often be manifest in the form of depression, disconnect with day-to-day contact/activities, worry, eating disorders, behavioural issues, self-harm and in a limited number threats, or actual attempts at suicide.

When a young person becomes a cyberbullying victim their personal competence is challenged, undermining their sense of security. As they are still young their assimilated life skill coping strategies are still forming, and such negative experiences can also prevent hierarchical development, both socially and educationally.

The findings, discussions and identified essence of cyberbullying now permit the presentation of conclusions and recommendations.

Chapter V - Conclusions and Recommendations

5.1. Introduction

While bullying has been a recognised phenomenon in human existence for many years and has resulted in a significant body of research, cyberbullying, perpetrated through the electronic virtual world, is relatively new. Additionally, it has a complex nature; subtly changing and evolving with each new technological advance as agreed by Hinduja and Patchin, (2009).

As result, this study sought to investigate the nature of cyberbullying within a specific youth population and geographic region (Bath and North East Somerset), within the South West of England. This objective was framed and achieved through the following research questions:

1a**. The *lived experiences* of the 11-16 year old schoolchildren from the Bath and North East Somerset area who had been cyberbullied through the Facebook social media website?**

And

1b. **The emergent *construct(s)* of the nature of cyberbullying within these parameters?**

Most people will be aware of the frequent sad media headlines regarding the real effects of cyberbullying on our society's young people, including suicides. This alone would justify the need for this research, however, additional data from studies such as the National Society for the Prevention of Cruelty to Children (NSPCC) (2016) suggests marked increases in the phenomenon's growth Their results found that in 2011/12 their helpline counselled 2,410 children compared to 2015/16, when the number had risen to 4,541, which indicates an apparent increase of 88% in cyberbullying in just five year**s** (ITV, 2016).

Reflected against this background my study found the phenomenon of cyberbullying to be far more complex than the simple media reports, or even what the academic literature suggests (Smith et al, 2006; Hinduja & Patchin, 2009; Dupper, 2013). Indeed, the first conclusion of this study which emerged almost immediately was that the definition of *cyberbullying* was vague, problematic, open to a variety of interpretation and thus could potentially invalidate many earlier study generalisations.

Additionally, this identified fundamental potential for misunderstanding, suggested that associated data validity issues may exist in potentially the vast majority of previous research findings. This potential in turn highlights the need for close examination regarding the *brief, definition, or meaning guidance* that was provided to respondents within each earlier cyberbullying research study design. The first section of this chapter will therefore address this finding more fully before presenting conclusions and associated recommendations.

Having addressed the slipperiness of the concept and the data implications, the chapter will then review and reflect upon this study and its implications. To do this the conclusions and recommendations are first summarised. Next, the study limitations are discussed commencing with aspects relating to the study sample, followed by the construction and format of the survey and finally a detailed critique of the inherent

strengths and weaknesses of the qualitative process I employed with future research design improvements identified.

Finally, this chapter comments on the Contributions and future research directions generated from this study, before an overall summary concludes the thesis. Therefore, I will commence with the problems inherent in defining and thus understanding the concept and phenomenon of *cyberbullying*.

5.2.   Conclusions

5.2.1. First conclusion: Cyberbullying can mean very different things to different people; confusion therefore has the potential to invalidate data if it is not clearly defined from the outset

Having established the sample of young people who self-identify themselves as the victims of cyberbullying, and from within that the sample cyberbullied through the Facebook social media site, this study examined and tested their understanding regarding what 'Cyberbullying' actually was.

Within this study respondents were presented with a number of similar choices regarding what they understood cyberbullying to be, or not to be. They were then asked, through question 4 (Appendix B), to indicate those responses which they felt correctly defined cyberbullying.

The data from this resulted in one of this study's most significant findings:
It showed that while people talk of the concept as grounded, clear and well understood, the reality is that people actually have varying ideas of what constitutes cyberbullying and even through what mechanisms it is possible.

Similarly, this same confused picture was apparent in the larger overall victim sample as can be seen from the options and responses in tables 20 and 21 below.

Table 20: Variance in responses regarding what constitutes cyberbullying.

	Option to define Cyberbullying	Facebook Victims
1	It only involves computers and the Internet - not phones and other IT	21
2	It includes computers, the internet, phones and other forms of IT.	175
3	It must be repeated hostile behaviour by an individual or group.	62
4	It must be repeated hostile behaviour by an individual.	29
5	It doesn't have to be repeated; one incident is enough.	70
6	Continuing to send hostile e-mails to someone only after they have said they want no further contact from the sender.	59
7	Sending hostile e-mails regardless of whether the person has responded.	86

Table 21: Cyberbullying key attributes.
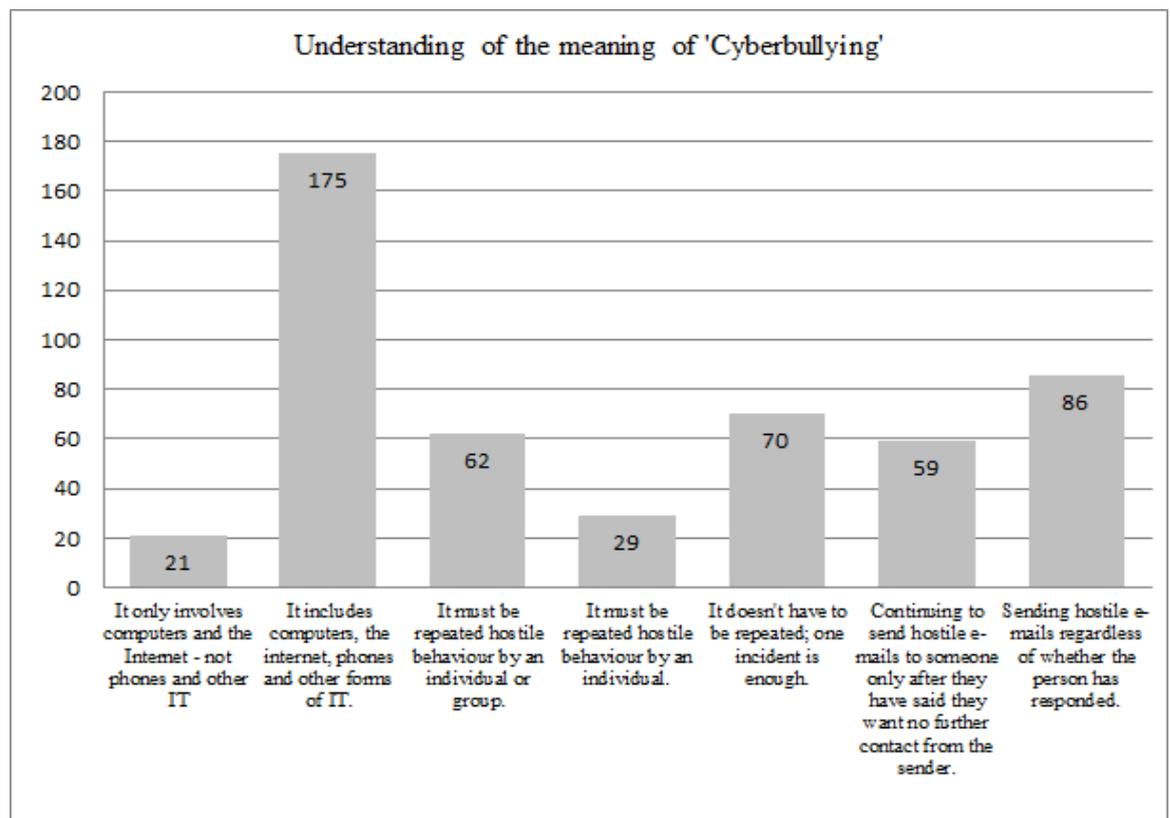
The first conclusion is therefore, that understanding of what constitutes cyberbullying is far from universally understood and thus all prior cyberbullying research must be

approached with suspicion and caution regarding how the concept was defined by researchers and understood by their respondents.

To some extent this finding supports the observation that Hinduja and Patchin (2009) made in their 2009 book, 'Bullying beyond the schoolyard', when they advocated caution in seeking to generalise cyberbullying data, due to constant changes in technology. Their comment was actually a critical reflection on weaknesses they themselves had found when trying to compare and contrast their recent research data with some they had captured through earlier studies. The main problematic example they gave to illustrate the incompatibility at that time was the massive impact resulting from the availability of SmartPhones[9].

Indeed, my findings indicated that there was indeed considerable scope for interpreting what actually constitutes 'Cyberbullying'. This *slipperiness* was relevant through the mechanism by which it is committed, whether 'bullying' can be a single event, or whether it didactically needs to be a repeated course of action, reenacted solely by the aggressor. This was not unexpected, as when trialling the questionnaire with young people this potential for variation was apparent as they themselves could not initially agree on what exactly did and did not amount to cyberbullying and therefore should or should not be included in any overarching definition, mirroring those findings of Vandebosch & Cleemput (2008).

The recommendation from this section therefore is that a definition should be agreed upon and its use should be adopted and visibly enshrined in policy, at all levels, by as many parties as possible (including statutory authorities, parents, media and the young people themselves).

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[9] Existing academic literature cyberbullying research is further confused by the use of different spellings (Cyber Bullying; Cyber-bullying; Cyberbullying), potentially further hindering identification and comparability (Kowalski et al 2008:1; Shariff and Churchill, 2010:1; Hinduja and Patchin, 2010b:1).

Additionally, the nature of such a definition should be as encompassing as possible and constructed in a way specifically to minimise perishability in the face of likely future IT developments (increased video messaging being an example).

Legal input should be sought to ensure phraseology is correct, which currently is not the case, as can be seen from both the below frequently cited examples:

> *'Wilful and repeated harm inflicted through the use of computers or cellphones, to harass, threaten, humiliate, or otherwise hassle their peers'* (Hinduja & Patchin, 2009:5).

> Or

> *……….'the repeated use of computers, cell phones, and other electronic devices to harm, harass, humiliate, threaten, or damage the reputation and relationships of the intended victim'* (Schrock & Boyd, 2011:p 374).

Wilful and *repeated*, need clarification as discussed and the use of *cell phone* would have cultural issues if used outside the United States of America. *Hassle* is colloquial and legally meaningless and the inclusion of the qualification *peers* wrongly restricts the application, depending on how you interpret the word. The second definition similarly appears to restrict the necessary judgement solely to whether or not a person's reputation and relationships [sic, both] have been negatively affected.

A more precise definition, incorporating a legal level of clarity, is an essential prerequisite when seeking to research what is the true essence and nature of this phenomenon.

Such a definition and policy should then be made available from central government through organisation such as the UK Safer Internet Centre (http://www.saferinternet.org.uk/) nationally, and then locally via South West Grid for Learning (http://www.swgfl.org.uk) as this is an existing hierarchical model of relevant organisations through which this lack of a united and coherent approach could be addressed.

Finally, and of key significance to the above, the questions of the course of action and need for repetition within the commission of bullying needs to be clarified legally. If this is proves impossible, or impractical, as stated earlier in my study, my conclusion and recommendation would favour a simple solution in a similar way to deciding if racial, or religious hatred incidents have been committed. This is to accept the perception of the aggrieved victim. The Stephen Lawrence Inquiry Report, published in February 1999, defined and explained the approach to what constitutes a racist incident meriting investigation as follows:

> **'..... any incident which is perceived to be racist by the victim or any other person'** (Crown Prosecution Service (CPS), 2016).

5.2.2. Conclusion Two: The essence of cyberbullying for the 11-16 year old young people in my sample is as follows:

Having established the essence at the conclusion of the findings chapter 4 (4.9.1) phrases, emotions, or feeling evident in the victim's voices form the following phenomenological picture:

The essential meaning of what it means to be an 11-16 year old, cyberbullied through the Facebook web site is: an interwoven interactive engagement between the victim and the assailant, involving power imbalance, with varying amounts of mental trauma for the former and gratification for the latter.

The essence of using Facebook up to experiencing cyberbullying can thus best be described as a mixture of hope, naive positivity, passive complicit ignorance (and wilful disregard by those knowingly joining Facebook under 13 and who know of the restriction).

Once cyberbullying commences the essence progresses along a continuum of feeling with various stages such as; irritation, anger, frustration, self-doubt, helplessness, isolation, and on occasions ultimately despair.

In summary then, both parties engage in this interaction influenced by how they wish to be perceived in turn interacting with their self-perception, self-worth, their power, popularity and confidence. The outcomes of these interactions are decided in the virtual internet world, which is a domain where Goffman's theatre analogy and model on perception of self (1956, 1959) still applies, however with some modification.

Additionally, this virtual world has fluidity when it comes to social interaction protocols; the rule setting is vague and is often simply ignored. Cumulatively therefore the image and self-perception of the user are the areas most involved and affected at the core of cyberbullying and thus feature predominantly in the victim voice data and underpin the essence of what it is to be cyberbullied.

In simpler terms; the essence of cyberbullying revolves around the victim's self-perception, self-worth, their power, popularity and confidence potentially suffer and are diminished, often markedly. This sadness, agony and harm will often be manifest in the form of depression, disconnect with day-to-day contact/activities, worry, eating disorders, behavioural issues, self-harm and in a limited number threats, or actual attempts at suicide.

When a young person becomes a cyberbullying victim the phenomenological voice data affirms that their personal competence is challenged, undermining their sense of security. As they are still young their assimilated life skill coping strategies are still forming, and such negative experiences can also prevent hierarchical development, both socially and educationally.

5.2.3. Conclusion Three: Facebook's rule setting and safeguarding systems need improvement

This conclusion is that the rule setting and safeguarding measures provided by Facebook are insufficient and at worst are virtually failing completely (Chapter 4.7).

Facebook needs to address the current inadequacies regarding the age and ease with which users can join the social media site. Identification/registration methods need to change accordingly.

Facebook also needs to accept that the current age rule/policy is being largely ignored, or circumnavigated, and is thus realistically largely meaningless. As a result it needs to be redesigned to be genuinely fit for purpose.

Additionally, the response and resulting actions of the current reporting system are not robust, or even meaningfully sufficient, for purpose (Chapter 4: 4.7.3). This is especially true as my findings concurred with those of earlier research such as the Bullying UK, survey 2011, which clearly said, '*51% felt that blocking the bully from further contact, or communication, was a vital tool and a further 68% felt that being able to report the perpetrator's bullying would be advantageous'* (Bullying UK, 2011).

Addressing this failing would as demonstrate corporate social responsibility while also honouring Facebook's stated commitment regarding bullying and harassment and duty of care:

Bullying and Harassment

> *'Facebook does not tolerate bullying or harassment. We allow users to speak frankly on matters and people of public interest, but take action on all reports of abusive behaviour directed at private individuals. Repeatedly targeting other users with unwanted friend requests or messages is a form of harassment'.* (www.facebook.com/communitystandards Accessed: 1/3/17).

Again, I conclude that this needs to be redesigned as a matter of urgency and then should undertake regular, honest and published reviews of reporting and protection mechanisms.

5.2.4. Conclusion Four: Cyberbullying prevention requires a holistic society-wide approach

My next conclusion is that the commission of cyberbullying is strongly linked to moral and social norm perception and that preventative strategies therefore should aim to

involve real experiential material, discussion, supporting learning through imprinting and personal reflection.

Currently the responsibility for addressing cyberbullying is blurred; agencies lack both individual and joint definitions in policies and if it does exist it usually falls under the general heading of bullying and cannot be differentiated from that block grouping of data.

The existence of cyberbullying as a specific problem set apart from general bullying needs to be acknowledged by all parties; police, schools, parents and young people have a role to play. As the schools already collect bullying data a clear differentiation should fall to them. Similarly, police should collect data following reports to them (and liaise meaningfully with both parents and schools).

Given the usual high level of knowledge within schools I would recommend that if there is to be a lead agency regarding cyberbullying it should be education[10].

5.3. Summary of conclusions

1. Cyberbullying can mean very different things to different people and has the potential to invalidate data if not clearly defined from the outset.

The definition of *cyberbullying* is vague, problematic, open to a variety of interpretation (and thus could potentially invalidate many earlier study findings and any associated generalisations) (Ch 2.3.2).

A definition should be agreed upon, including legal clarification regarding *repeated, wilful* and *intent* in the context of cyberbullying and its asynchronous nature. Its use should then be formally adopted and visibly enshrined in policy at all levels and by as many parties as possible (including parents, media and the young people themselves).

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[10] This also falls within usual current practice where if offences are *minor* (short of physical assault) the police follow the schools wishes. Restorative justice would also appear to be suited to first interventions.

Application and monitoring of the definition could be overseen by the Department for Education, the Grid for learning South West, Child Exploitation & Online Protection centre (CEOP), NSPCC, or UK Safer Internet Centre, all of whom have a recognised profile in the field and existing communication structures.

Lastly, the spelling of cyberbullying is mixed and needs resolving to prevent the remove the potential for data corruption and confusion (Ch 2.3.1) (Kowalski et al 2008:1; Shariff and Churchill, 2010:1; Hinduja and Patchin, 2010b:1).

2. The essence of cyberbullying for the 11-16 year old young people in my sample is as follows:

The essence of using Facebook up to experiencing cyberbullying can be described as a mixture of hope, naive positivity, passive complicit ignorance (and wilful disregard by those knowingly joining Facebook under 13 and who know of the restriction).

Once cyberbullying commences the essence progresses along a continuum of feeling with various stages such as; irritation, anger, frustration, self-doubt, helplessness, isolation, and on occasions ultimately despair.

The essence of cyberbullying revolves around the victim's self-perception, self-worth, their power, popularity and confidence potentially suffer and are diminished, often markedly. This sadness, agony and harm will often be manifest in the form of depression, disconnect with day-to-day contact/activities, worry, eating disorders, behavioural issues, self-harm and in a limited number threats, or actual attempts at suicide.

When a young person becomes a cyberbullying victim the phenomenological voice data affirms that their personal competence is challenged, undermining their sense of security. As they are still young their assimilated life skill coping strategies are still forming, and such negative experiences can also prevent hierarchical development, both socially and educationally.

3. Facebook's rule setting and safeguarding systems need improvement.

Rule setting and safeguarding measures provided by Facebook are insufficient and at worst are virtually failing completely (Chapter 4.7).

Facebook needs to address the current inadequacies regarding the age and ease with which users can join the social media site. Identification/registration methods need to change accordingly.

Facebook needs to accept that the current age rule/policy is being largely ignored, or circumnavigated, and is thus realistically largely meaningless. As a result it needs to be redesigned to be genuinely fit for purpose.

Response and resulting actions of the current reporting system are not robust, or even meaningfully sufficient, for purpose (Chapter 4: 4.7.3). As such, they need to be redesigned as a matter of urgency and then should undertake regular, honest and published reviews of reporting and protection mechanisms.

4. Cyberbullying prevention requires a holistic society-wide approach.

As the commission of cyberbullying is strongly linked to moral and social norm perception preventative strategies should aim to involve real experiential material, discussion, supporting learning through imprinting and personal reflection.

The responsibility for addressing cyberbullying is blurred. Agencies lack both individual and joint definitions. There is a general absence in policies and if it does exist it usually falls under the general heading of bullying and cannot be differentiated from that block grouping of data.

Police, schools, parents and young people have a role to play; however, as the schools already collect bullying data a clear differentiation should fall to them. Similarly, police should collect data following reports to them (and liaise meaningfully with both parents and schools).

Lastly, given the usual high level of knowledge of those involved any cyberbullying lead would most appropriately sit within the sphere of education.

5.4. Study design

The study focussed on one area (Bath and North East Somerset) and on distinct population within it (11-16 year olds). The study area could have been bigger, along with a broader age range. Additionally, the study was constrained by geographic, time and educational staff availability. Given the age at the upper end of my sample it is also possible that the students may have been distracted by exams and other educational requirements. Similarly, given the time required to complete the questionnaire younger ones may have experienced fatigue and its associated lack of concentration. As a result, the results may have been affected potentially having some influence on the findings.

5.4.1. Summary of limitations: Sample, survey format and qualitative analysis

Sample.

While this study examined a small group of young people in Bath and North East Somerset it does not seek, or claim to represent all 11-16 year olds nationally.

Additionally, this study, in keeping with any utilizing a survey approach, might be open to the criticism that those responding may have been particularly engaged young people.

I would respond by stating that this study was designed to capture a representative sample, co-constructed following youth focus group feedback, and incorporated an evaluated pilot. Indeed, while not completely possible it was sought to actively minimised such limitations during all stages of this study's design and execution, as the entire project was subject to independent data and design scrutiny throughout (as described in Chapter 3).

Survey format:

Within this study a high return rate of 53.02% was achieved, supporting the validity of the earlier youth focus group's recommendation that a paper questionnaire should be employed to allow greater accessibility while also differentiating this study from more usual school processes and Soloman (2001) and the University of Nottingham Survey Unit (http://www.nottingham.ac.uk/survey-unit/surveyFAQs.htm) had also stressed that

accessibility was one of the most important factors in successful participation a paper format was adopted.

Indeed, the success is illustrated when compared to the levels of engagement apparent in the University of Nottingham's own student satisfaction survey, which surveyed International and UK postgraduates and final year UK undergraduates over a three year period (2002, 2003 and 2004). During this their level of engagement fluctuated between 16% and 38% making analysis and findings difficult and potentially unrepresentative.

But, strategic choice and success is very audience specific and can not necessarily be attributed to format alone, as observed by Dillman, (1995, 2000) and Kaplowitz, Hadlock and Levine, (2004). The choice to utilize a paper questionnaire has inherent problems in that it has to be physically distributed and the data has to be generally manually extracted. Additionally, Cobanoglu, Warae, and Morec (2001), noted that both physical and manual processes increase time and expense significantly.

Hence, while my choice to use a paper questionnaire resulted in greater engagement, there was a down side which needs to be acknowledged. In conclusion I would therefore not rule out an electronic based approach for similar research in the future.

Qualitative analysis.
This final area of limitations focuses and acknowledges the inherent weaknesses attributed to all qualitative data analysis, including my study:

- As predominantly a qualitative study this research was confined to a smaller sample than would have been possible had it been purely quantitative.
- Similarly, the qualitative nature made data extraction and analysis more expensive and time consuming (as already acknowledged). Indeed, the increased time requirement also generated some problems regarding time pressures in the school's already hectic timetables, but this was not insurmountable.
- The choice of paper questionnaire was logistically more difficult to action (again, as already acknowledged).

- Because there are fewer people in this qualitative study generalisability is affected and the findings cannot be generalised regarding the entire population. This is in part why I used exact numbers within the findings rather than percentages alone.
- The nature of qualitative responses are highly subjective and can differ widely; thus making systematic comparisons also problematic.
- The skill of the researcher is of particular relevance in qualitative research, which is why the questionnaire construction and analysis process was so carefully peer reviewed and checked. Additionally, the inclusion of the descriptive statistical data also helped to guard against pre-judgements, while also allowing more informed explanations for why certain responses were given.
- Lastly, because of the strict parameters of this study; focussing exclusively on those who had experienced cyberbullying through the Facebook™ social media site the commentary is restricted. As such, the additional captured data from all the cyberbullying victims, or those who had not experienced cyberbullying) could not be included as a comparative, reflective, or even contextualising narrative within this thesis. However, the existence of this unused data does permit and enable future papers, articles and research (Chapter 5.4)

5.5.   Contributions and future research

5.5.1. Practical

1/ Before this study no qualitative, or quantitative data existed for cyberbullying victim in the Bath and North East Somerset area; this study has addressed that deficit in knowledge.

2/ Next, this study identified the different inconsistency in spelling attributed to the phenomenon of cyberbullying (cyber bullying, cyber-bullying and cyberbullying). Including presenting findings regarding how this confused picture can invalidate, hinder, or prevent data collection, comparability and integrity. The argument and need for a universally adopted spelling was the presented, with supporting evidence to suggest cyberbullying was the correct and most appropriate option.

3/ Following this, my research identified and considered the difficulty defining the phenomenon of cyberbullying. Additionally, it has discussed the problematic situation and threat to data integrity that has arisen doe to the slipperiness and interpretability. Lastly, concerning the understanding of cyberbullying this study has identified and explained the need for clarity and legal accuracy regarding elements within bullying and this cyberbullying. Most notably, these included *repeated* and '*intend/intending*' (Chapter 2: 2.3). This was also link to potential prosecution point to prove, with the suggestion it could be approached in a similar way to racial and religious hate offences (Crown Prosecution Service (CPS), 2016)

4/ Next, this research identified management failings in Facebook's cyberbullying safeguarding systems, contradicting their community standards statement and corporate social responsibility commitment. These identified failing have been most evident in the areas of; membership age restriction (Chapter 2: 2.6.1); awareness of the reporting facility; acknowledgement of reports; actions following reports and the eventual success in preventing further victimization. Linked with this it has been shown that within my respondent sample confidence in the safeguarding systems is minimal and very critical (Chapter 4: 4.7.2, 4.7.3)

5/ My data has indicated that empathy and conscience are pivotal factors in preventing cyberbullying, above any fear of punishment, suggesting preventative strategy should focus on discussions which featuring victim experience, thus allowing audiences to imprint the reality of the victim's suffering within their personal construct of acceptable social norms/behaviour (Chapter 4: 4.7.5).

6/ Lastly, I have quantified the numbers most likely suffering from the 'fear of crime', which is often forgotten, can be equally as damaging. The potential magnitude of this 'fear of crime', can be seen in a recent poll of 1,512 young people across England commissioned by the Diana Awards which stated that '*78% of young people fear cyber-bullying will continue to rise with four in 10 young people reporting to have been affected by the phenomenon*' (Mahadevan, 2011:1).

5.5.2. Theoretical

Theoretically my research has contributed through the consideration, adaption and application of the following academic literature and models:

Firstly, Erving Goffman's theatre analogy and model on Presentation of Self in Everyday Life (1959) was applied to help to explain *how* and *why* the bullying affected the victim, but, as his model was created in a pre-virtual synchronous world era modification was required for it to be applied to the phenomenon of cyberbullying[11].

This new application, or *cyberframing,* allows and supports a more abstract means to understand the distortions and deceptions that can happen to people in cyberspace, e.g. 'social reification'.
In this sense Reification is a complex idea for treating something immaterial — like happiness, fear, evil, or cyberbullying — as a material thing. This form of consideration also makes something concrete and easier to understand, *'like how a wedding ring is the reification of a couple's love'* (Coombes, 2017). Thus, this idea links to the immaterial nature and social construction of the cyberworld and what it potentially represents in terms of cyberbullying and cybercrime in general.

This adaption of Goffman's model (ibid) also suggests a key postulate based on the improved ability to understand both the literature combined with the data findings/evidence. Unlike real life, or a theatre (as dramaturgically presented in the original Goffman Self Perception in Everyday Life model analogy, 1959), in the virtual world of the internet the actor and audience do not have long established, or even clear protocols for behaviour during social interaction. Instead the rule setting, policing and enforcement is largely left to the media provider; leading to my next group of conclusions and recommendations:

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[11] My adaption/evolution of Goffman's adapted social framing model, which was applied to the virtual world, can be seen in Chapter 5, section 5.4.2.

The theoretical contribution is the adaptation and application of a modified version of Erving Goffman's Presentation of self in everyday life model (1956), as described earlier in (Chapter 2: 2.7) are summarized in figures 8 and 9 below:

Figure 8: An annotated visual metaphor of Goffman's *original* presentation of self in everyday life dramaturgical model (1956) and conceptual framework.

Theatre

The conceptual analogous parameters of the model

Backstage region

Here the actor is safe and is not exposed to the audience or their reactions.
This is where the actor formulates their performance and the impact/reaction they hope to receive. This safe space is also where the actor retreats to in order to reflect on their last success, or failures/missed opportunities meriting future adjustment.
In teenage terms this would equate to a home environment, or even a bedroom.

The stage

It is here that the performance, or interaction, takes place. The objective is to gain praise and approval, leading to increased perceived self-image and possibly social status. In reality the stage would be anywhere where dialogue and interaction could take place. In Goffman's model this would have been predominantly physical.

Audience

These are the spectators; those whose opinion would form the feedback and achieved impression.in Goffman's original model the interaction would be largely physical and the audience, if not known specifically would be generally confined, visible and operating within fixed social parameters.

Performance

This would be usually singular, not recorded or repeatable and would be confided to that specific theatre, rather than accessing multiple life spheres. The audience would also be within largely fixed parameters, rendering them known, or at least partly a known element.

In the original model the physical performance is also synchronous, unlike the additional asynchronous nature possible within a virtual world social media environment.

Perception

This would have been visible, attributable and fixed within those who were present in the theatre. Feedback would also have been usual immediate from those who witnessed, or engaged with the performance first hand.

Figure 9: A *modified* annotated visual metaphor of Goffman's presentation of self in everyday life dramaturgical model (1956) and conceptual framework, more applicable to cyberbullying.

Theatre (now requiring the theatre analogy to evolve into more of a TV program model)

Backstage region

Here, whereas the actor was safe enjoying no exposure to the audience or their reaction the situation has now fundamentally changed, becoming semi-private .

This area where they formulated their performance and the impact/reaction they hope to receive is no longer guaranteed as safe; as cyberbullying occurring through IT such as phones and computer audience accessibility now becomes possible.

In teenage terms this would equate to the home environment, or even a bedroom becoming accessible in a way that had been impossible.

Similarly, due to the nature of the access parental awareness and involvement diminishes.

The stage.

Within the phenomenon of cyberbullying it now becomes potentially unlimited, open to the virtual world[12], with the potential for vast unknown audiences and unknown/unintended and unauthorised recording and asynchronous reproduction.

Similarly, as the stage becomes plural and varied, different regulatory, social and cultural norm start to apply/become involved.

Performance.

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[12] Depending on available and used security settings.

Because the stage has changed the nature, extent of the audience potentially becomes infinite and unknown. This is especially true in the case of recording and distribution (often referred to as g*oing viral). A key difference between bullying and cyberbullying is therefore that the latter is asynchronous, whereas the former is not.*

Perception

The unquantified audience can now result in feedback from infinite perspectives, frequently unknown individuals and from a variety of *agendas* existing in the virtual world with fluid social norms.

Through this evolved model the new contextualised setting within which cyberbullying occurs became clearer (Ch 2.7).

My next contribution to theory concerns the application of Kohlberg's Stages of Moral Maturation model (1958).

This clarity gained through my use of an adapted version of Goffman's theatre analogy (ibid), when combined with Kohlberg's Stages of Moral Maturation model (1958), enabled me to then theorise where in this virtual social interaction process the cyberbullied young people were experiencing attacks and what parts of the process were being threatened, damaged, or undermined by the bullies.

The victim's initial objective of praise, increases social capital, or approval when commencing an interaction (or performance) was the element which was targeted by the bully (arguably seeking to increase their own by devaluing the victim's) and the attacks were no longer limited to the stage, or indeed any fixed synchronous entity anymore.

Similarly, because of the asynchronous nature of internet supported social engagement the attacks and attacker became fluid in time, thereby supporting the possibility of new phenomenon, such as viral cyberbullying.

The next and final theoretical contribution involved combining Kohlberg's Stages of Moral Maturation model (ibid) with aspects from Gruber & Yurgelund-Todd's work, Neurobiology and the law: A role in juvenile justice? (2006).

I had concluded that both the victims and cyberbullies in my data were operating within Kohlberg's Conventional (Stage 3 & 4) level and thus that their code of social interaction was strongly underpinned by concepts of justice, rules and punishment. When examining the voice of the victim within the 'Causes, breakdown in communication subtheme' (4.6.3) I had also noted that a proportion of victims could not give any explanation as to why they were targeted. This apparent irrational victimization suggested a possible link with Gruber and Yurgelun-Todd's comment that, '*the developmental factors which influence decision-making in adolescents may result in choices which are suggestive of cortical immaturity, poor judgement, and impulsivity*' (2006:322). The resultant hypotheses is that some adolescents may, due to cortical immaturity, perceive an insult, or other form of offence where none rationally exists, thereby becoming morally outraged, generating a cyberbullying response.

 If correct, this would account for the data where victims are totally unable to suggest causes for their victimization.

An important elements relating to this hypothesis includes the culpability of the aggressor, and the response they choose following their judgement failure: If physiological cortical immaturity is a genuinely salient factor in their perception, how much mitigation should then be considered regarding their choice of response and to what extent does this weakness within social interaction perception lead to aggression?

My final theoretical contribution is an emergent hypothesis linked to Marc Prensky's Digital Native and Digital Immigrant work (2001) and *power imbalance* .

In his original model, Prensky had proposed a differential between *Digital Natives* (those brought up with IT and thus more familiar), and *Digital Immigrants*, (who did not grow up with the technology and had to adapt to its capabilities and use) based on age (see figure 10).

Figure 10: Prensky's Digital Native and Digital Immigrant model (2001).
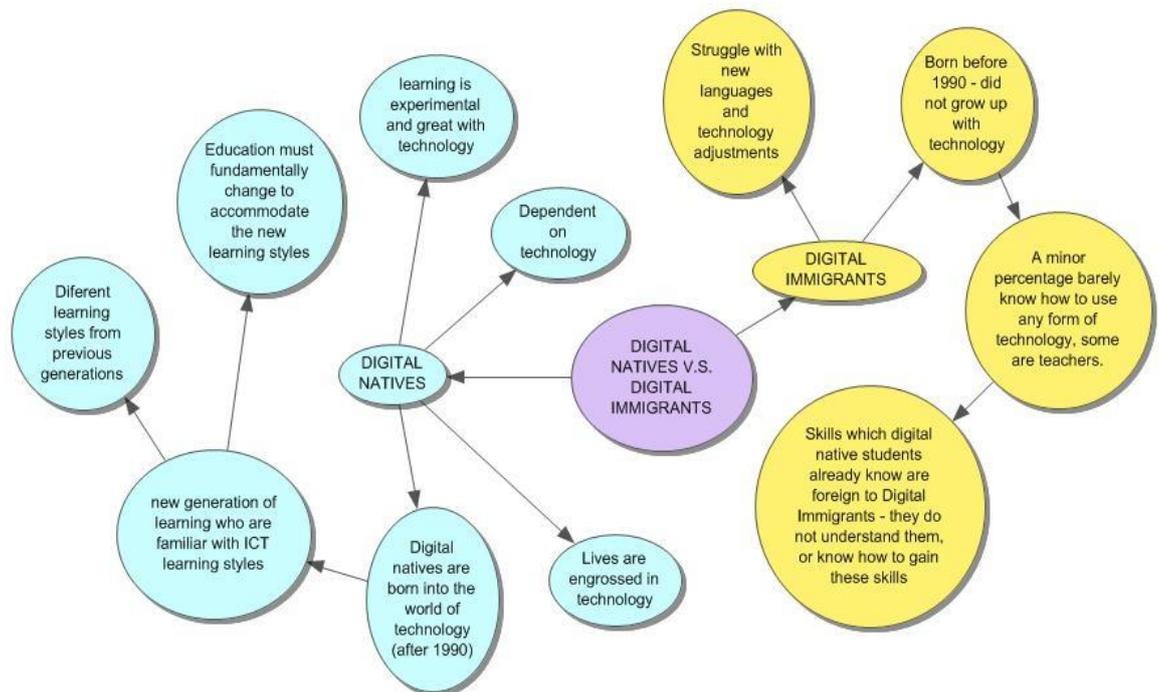
(Prensky, 2001b)

Critically though further studies (Helsper and Enyon, 2009; Bennett, Maton & Kervin, 2008; Jones & Shao, 2011) have found little evidence for such a clear defining factor based on age.

I therefore abandoned any age related criteria, instead proposing two new subgroups, which I termed; *Digital Strivers* and *Digital Naturals*, based *only* on ability[13]*:*

Digital Strivers - I define as the vast majority who are less conversant with internet/information technology and who take a little longer to reach a good level of capability.

Digital Naturals - I define as those who cognitively grasp information technology and communication with a degree of ease above the norm, or even a proportion of other digital strivers.

An emergent hypothesis then formed that a power imbalance exists based *only* on ability and not constrained to the original digital natives and immigrants' age model (Prensky,

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[13] In Prensky's original model (2001) all of my respondents would have been classed as Digitial Natives due to their age.

2001) and that the existence of such a power imbalance could be a factor enabling cyberbullying

From this, I further theorized that any such power imbalance would equalize and disappears once the digital strivers (potential victims) gained enough IT experience to equalize their capabilities with that of the digital naturals (potential cyberbullies).

Arrival at this state of *parity of technological ability* provides a hitherto unknown possible explanation for cyberbullying declining after several years exposure to IT. Generally a decline is seen after 13 (Hinduja and Patchin, 2007; Smith et al, 2006), and it is usually attributed to moral empathic maturation. If the *parity of technological ability* hypothesis is correct it could be that both sides of the equation have simply reached an equal state of power through IT familiarity by then.

Further research would be advantageous.

5.6. Chapter summary

This study examined the essence and nature of cyberbullying within the 11-16 year old population of Bath and North East Somerset through the Facebook social media website. Data was collected from 198 victims.

Very quickly the study identified that *Cyberbullying* was a slippery concept, resulting in various confused interpretations and even multiple ways of spelling it. As a result, it was not surprising that it was absent from police, school and other agency policies and no victim, or offence frequency data existed.

Additional problematic areas were then also identified within definitions of bullying when applied to a virtual setting. These problematic areas specifically related to qualifying the meaning of *repeated* and *intending*, throwing doubt on the validity of data from earlier research studies.

From this a phenomenological voice describing the essence was collected, via a questionnaire. The finding within it showed that victims pass through a continuum, starting with irritation before moving onto anger, frustration and even desperation.

Underpinning this my descriptive statistical findings indicated that Facebook social media site rule setting and safeguarding measures had a problem: they were reportedly not being known about by a large number of the users. Indeed, even when the users knew of the rules and available safeguarding system the victim's voice and the descriptive statistics made it clear that they had no faith in them. Even the response from those who decided to turn to the available systems for help reported largely less than satisfactory outcome and this in no small part resulted, or contributed to the frustration, anger and desperation evident at the end of the victim's continuum narrative.

My conclusion therefore was that the rule setting and safeguarding measures provided by Facebook are insufficient and at worse are failing. This early conclusion was best supported by my findings which show that a number of under 13 year old users simply ignored one of the most fundamental restrictions; the age limits, as can be seen in table 22.

Table 22: Age of victims through Facebook (n=198).

Age	Number of cyberbullying victims via the Facebook social media site	Percentage
11	11	5.56%
12	27	13.63%
11 + 12	*38*	*19.19%*
13	27	
14	73	
15	46	
16	14	

It suggests that Facebook urgently needs to accepts that the current age rule/policy is being largely ignored and is thus effectively meaningless and that if there is to be any responsible safeguarding regarding the permitted age of users this approach and the

associated joining processes need to undergo significant change and evaluation to ensure they are fit for purpose in the future.

Following on in a similar theme, the availability of help via their reporting mechanism was found to need more prominence, linked with the general need for more improvement to existing systems

As stated earlier, the social experience and *essence* of using Facebook, up to experiencing cyberbullying, commences with a mixture of hope, naive positivity, passive complicit ignorance (and wilful disregard by those knowingly joining Facebook under 13 and who know of the restriction).

Once cyberbullying commences the *essence* progresses along a continuum of feelings, passing through various stages such as; irritation, anger, frustration, self-doubt, helplessness, isolation, and on occasions ultimately despair.

My findings show that a large proportion of the frustration was generated and attributed to the failure of the Facebook reporting systems to respond to those who sought help. Furthermore, *if* it did respond the resultant action frequently had very limited success.

The associated conclusion was therefore that the response and action of the current reporting system was not fit for purpose and needed to be changed and periodically tested/evaluated.

In conclusion then, if you provide a platform in the way Facebook does there must be responsible governance/corporate social responsibility (CSR), especially given that it is a business rather than a charity, or social service per se. Similarly, cyberbullying must form part of wider social policy whereby it is identified, recorded, examined and addressed by those multi-agencies/interested parties working with, or looking after children/ young people.

Dupper, wrongly in my opinion, recommends that it should be 'a whole school approach seeks [seeking] to change the entire culture and climate of the school' (Dupper 2013:viii).

Whereas, I conclude and recommend that the approach needs to be wider and should aim to change culture at a societal, not just school level.

Additionally, primary responsibility cannot be left exclusively to any one single organisation, as there is the danger that everyone thinks it is someone else's role with the likely reality is that it would become no one's. This observation is also underpinned by the need for social responsibility (CSR) and potentially should also be overseen by a regulatory body, such as Ofcom

Finally, failure to understand cyberbullying often results in people simplistically seeking to ban the culprits from E-access; as recently observed by Bullying UK (2011). I would advocate that when working towards 'improved safeguards' there must also be an acknowledgement that the concept is a complex 'moving target', as the means for its commission is constantly evolving and growing through the advent of new technology. This, coupled with the increasing availability of computers and other forms of interactive technology generates a linked opportunity for ongoing Cyberbullying research such as this.

66,752 words.

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Appendices

Appendix A: Freedom of Information Requests.

(At the start of the study Freedom of Information Requests were sent to the local Constabulary (Avon & Somerset), Bath and North East District Council (BaNES), the Local Safeguarding Children Board, the BANES E_Safety Group, the Youth Offending Team and the BaNES Anti-bullying group regarding cyberbullying to ascertain what knowledge, data, protocols, or policies existed within the BaNES area. The original letters and the subsequent replies are below).

Appendix A (1) The following letter was sent to all agencies and stakeholders.

Dear Sir/Madam,

This request applies only to the Bath and North East Somerset (BANES) area and only regarding January 2012 to present to minimise inconvenience.

Please could you provide me with the following information:

1, Do you use an agreed definition regarding 'Cyberbullying' and if so what is it?

2, What figures do you possess regarding cyberbullying in the 11-16 year old band of the population (senior schools) for the period 2012 – present (monthly if possible), and if you have none what is the rationale as to why is it not monitored/recorded by your organisation? - If yes how/when was this data collected?

3, Does your cyberbullying data define/identify schools, age, those being bullied or bullying, or any other form of analysis/breakdown?(If so please could this be included in the data you provide).

4, What policies do your organisations have relating to Cyberbullying? Please could I have a copy of any? If there are none what was the rationale for its exclusion?

5, Do you share cyberbullying data/information with other parties (agencies/schools etc)? If so how often does this take place - is there a policy/protocol or minutes relating to this and what is the format? (Copies please).

6, How often is any cyberbullying policy reviewed and failing that when was it created and who formed the partners?

7, Is there a BANES E-Safety group? If so please state the members, regularity of the meetings and any reasoning if it does not regularly meet. Please could I have minutes of any meetings since January 2012.

8, Is there a BANES Anti-Bullying group? If so please state the members, regularity of the meetings and any reasoning if it does not regularly meet. Please could I have minutes of any meetings since January 2012.

9, Please provide figures of how many convictions/cautions/final warnings/ exclusions (fixed term or permanent) /or other forms of action your organisation has taken regarding 11-16 year olds regarding cyberbullying since January 2012. (Please include gender, age and the course of action - avoiding any identification of their specific identity).

10, How many times and where has your organisation provided, or received Cyberbullying presentations, lessons, training or other preventative activity during the period 1/1/12 – present (please give as much detail as possible).

The Responses were as follows:

Appendix A (2) Response from the Avon and Somerset Constabulary.

The Constabulary declined to provide the requested data, due to the time it would take (Letter dated 16/8/13 - **Appendix C**), however while this refusal was a permissible option within the Act they did supply the following extra information which showed very clearly that they actually did not possess such data anyway:

> '*The constabulary does not currently have any policies or share any information on cyberbullying and as such does not have any e-safety groups or anti-bullying groups on our BANES District'.*

(Avon and Somerset Constabulary, 16 August 2013, Freedom of Information Act response. Letter to S Selby)

The actual response is reproduced below:

Response - Your Freedom of Information request 635/13

#Freedom of Information Requests <FOIREQUESTS@avonandsomerset.police.uk>	16 Aug (3 days ago)

Corporate Information Management Department

Force Headquarters, PO Box 37, Valley Road,

Portishead, Bristol, BS20 8QJ

Facsimile 01275 814667

Email foirequests@avonandsomerset.police.uk

Opening Hours: 08:00 – 17:00

Private	Our Reference	635/13
Simon Selby		
simon.selby09@bathspa.ac.uk		
	Your reference	
	Date	16 August 2013

Dear Mr Selby

I write in response to your Freedom of Information request dated 29ᵗʰ July, concerning cyberbullying. You specifically asked:

For the period of January 2012 to present. Please could you provide the following information:

Q1, Do you use an agreed definition regarding 'Cyberbullying' and if so what is it?

Q2, What figures do you possess regarding cyberbullying in the 11-16 year old band of the population (senior schools) for the period 1/1/12 to present (monthly if possible), and if you have none what is the rationale as to why it is not monitored/recorded by your organisation? - If yes how/when was this data collected?

Q3, Does your cyberbullying data define/identify schools, age, those being bullied or bullying, or any other form of analysis/breakdown?(If so please could this be included in the data you provide).

Q4, What policies do your organisations have relating to Cyberbullying? Please could I have a copy of any? If there are none what was the rationale for its exclusion?

Q5, Do you share cyberbullying data/information with other parties (agencies/schools etc)? If so how often does this take place - is there a policy/protocol or minutes relating to this and what is the format? (Copies please).

Q6, How often is any cyberbullying policy reviewed and failing that when was it created and who formed the partners?

Q7, Is there a BANES E_Safety group? If so please state the members, regularity of the meetings and any reasoning if it does not regularly meet. Please could I have minutes of any meetings since January 2012.

Q8, Is there a BANES Anti-Bullying group? If so please state the members, regularity of the meetings and any reasoning if it does not regularly meet. Please could I have minutes of any meetings since January 2012.

Q9, Please provide figures of how many convictions/cautions/final warnings/ exclusions (fixed term or permanent) /or other forms of action your organisation has taken regarding 11-16 year olds regarding cyberbullying since January 2012. (Please include gender, age and the course of action - avoiding any identification of their specific identity).

Q10, How many times and where has your organisation provided, or received Cyberbullying presentations, lessons, training or other preventative activity during the period 1/1/12 – present (please give as much detail as possible).

Unfortunately we are unable to supply you with the information you requested as it would take more than 18 hours of work to collate the response, which is the limit set by the Act.

Avon and Somerset Constabulary are in the process of agreeing on a definition of cybercrime but there are no current markers in place to capture this data centrally. To try and provide figures for the number of cyber bullying crimes reported against 11-16 year olds and any convictions would require us to manually review every crime committed against persons of this age group for the year requested. In accordance with the Act, this represents a refusal notice for your request.

You may not be aware but once one part of your request exceeds the appropriate limit, so does the remainder of your request. However, in order to assist you I have provided some additional information to you outside the remit of the FOI Act.

The constabulary does not currently have any policies or share any information on cyberbullying and as such does not have any e-safety groups or anti-bullying groups on our BANES District.

Yours sincerely

Name Removed

Freedom of Information Officer

Corporate Information Management Department

Please note:

1. Requests and responses may be published on Avon and Somerset Constabulary's website (within 24 hours), some of which may contain a link to additional information, which may provide you with further clarification.

2. Whilst we may verbally discuss your request with you in order to seek clarification, all other communication should be made in writing (including email).

3. Avon and Somerset Constabulary provides you with the right to request a re-examination of your case under its review procedure (copy attached).

Additional note.

This response would suggest that it would have been impossible for the police to have provided the requested data, irrespective of the time/effort required, as no such cyberbullying data is actually identified, collated, analysed or shared anyway. This discovery has clear negative implications regarding focused preventative strategies, including the scope for any multi-agency partnership work.

Additionally, all Freedom of information Act requests and responses should be published on the Avon and Somerset Constabulary Website (in the interests of transparency and to show areas of public concern). Unusually this Cyberbullying data request and the 'official response' were not published. A second request for that to take place was made

in writing, but again it was still not been published. An explanation was sought regarding any legitimate reason for its exclusion/omission, but no response was received. (Copies of all correspondence available on request).

A further communication with the current Police and Crime Commissioner resulted in her confirming that she is highly dissatisfied with the current situation and will support recommendations for improvement.

Appendix A (3). Response from the Bath and North East Somerset District Council, 18/10/13.

Reproduced below:

> 1, Do you use an agreed definition regarding 'Cyberbullying' and if so what is it?
>
> See attached Anti-Bullying Charter. We've always pushed the SWGfL esafety policy which draws its definition from a DCSF publication (Cyberbullying) which uses the definition "*the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.*" Spencer Cartwright , School Improvement .
>
> 2, What figures do you possess regarding cyberbullying in the 11-16 year old band of the population (senior schools) for the period 1/1/12 to present (monthly if possible), and if you have none what is the rationale as to why it is not monitored/recorded by your organisation? - If yes how/when was this data collected?
>
> Please see the most recent SHEU data (attached) for secondary schools in B&NES. This data was collected following school staff briefings and represents 2617 pupils in Years 8 and 10
>
> 3, Does your cyberbullying data define/identify schools, age, those being bullied or bullying, or any other form of analysis/breakdown?(If so please could this be included in the data you provide).

As above

4, What policies do your organisations have relating to Cyberbullying? Please could I have a copy of any? If there are none what was the rationale for its exclusion?

See attached Anti-Bullying Charter which has been sent out to all schools for them to adopt / adapt / customise.   We push the SWGfL policy: http://www.swgfl.org.uk/Staying-Safe/Creating-an-E-Safety-policy/Documents/esp_template_pdf and used the DCSF Cyberbullying booklet http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/CYBERBULLYING.pdf

5, Do you share cyberbullying data/information with other parties (agencies/schools etc)? If so how often does this take place - is there a policy/protocol or minutes relating to this and what is the format? (Copies please).

All SHEU data is shared with B&NES partner organisations including other LA Departments, Public Health, Police, School Nurses, Health and Well-Being Boards. Schools receive individual reports and are supported by PSHE Lead. DPH Lead (Judy) and school nurse team to interpret data and to draw up an action plan.

6, How often is any cyberbullying policy reviewed and failing that when was it created and who formed the partners?

It is discussed regularly at Anti-Bullying Strategy Meetings Julie

7, Is there a BANES E_Safety group? If so please state the members, regularity of the meetings and any reasoning if it does not regularly meet. Please could I have minutes of any meetings since January 2012.

I've passed this onto the LSCB Julie

8, Is there a BANES Anti-Bullying group? If so please state the members, regularity of the meetings and any reasoning if it does not regularly meet. Please could I have minutes of any meetings since January 2012.

See attached members of Ab Strategy group , which meets every two months , terms of reference and minute of meetings

9, Please provide figures of how many convictions/cautions/final warnings/ exclusions (fixed term or permanent) /or other forms of action your organisation has taken regarding 11-16 year olds regarding cyberbullying since January 2012. (Please include gender, age and the course of action - avoiding any identification of their specific identity).

We do not specifically record incidents of exclusion related to cyber bullying – exclusions are recorded in line with the DfE descriptors of reasons for exclusions which are:

Bullying, Damage, Drug & Alcohol related, Persistent Disruptive Behaviour, Physical Assault against pupil, Physical Assault against adult, Racist Abuse, Sexual Misconduct, Theft, Verbal/Threatening Behaviour toward adult, Verbal/Threatening Behaviour towards pupil, Other

Where a school record the reason as 'other' we do request a brief explanation – for the academic years 2011-2012 and 2012-2013 there has been just one permanent exclusion recorded with a reason of 'other' this was not related to cyber bullying. Ann Hardy – Children Missing Education Service

Individual schools hold records related to fixed term exclusions .

10, How many times and where has your organisation provided, or received Cyberbullying presentations, lessons, training or other preventative activity during the period 1/1/12 – present (please give as much detail as possible).

Cyber-bullying is discussed regularly at the AB Strategy Group. The LSCB provides regular training on E-Safety . SWGfL provides school based training for staff and parents on request.

Appendix A (4). Final check- Response from the Avon and Somerset Constabulary, 06/10/16.

| Mr Simon Selby
simon.selby09@bathspa.ac.uk | Our Reference | 968/16 |
| | Date | 06 October 2016 |

Dear Mr Selby

I write in connection with your request for information dated 25th July 2016 under the Freedom of Information Act.

Specifically you asked:

This request applies only to the Bath and North East Somerset (BANES) area and only regarding the period of January 1/1/15-1/1/16:

1. Do you use an agreed definition regarding 'Cyberbullying' and if so what is it?

2. What figures do you possess regarding cyberbullying in the 11-16 year old band of population (senior schools) for the period 1/1/15-1/1/16 (monthly if possible), and if you have none what is the rationale as to why it is not monitored/ recorded by your organisation? If yes how/when was this data collected?

3. Does your cyberbullying data define/ identify schools, age, those being bullied or bullying, or any other form of analysis/ breakdown? (If so could this be included in the data you provide).

4. What policies do your organisations have relating to Cyberbullying? Please could I have a copy of any/. If there are none what was the rationale for its exclusion?

5. Do you share cyberbullying data/ information with other parties (agencies/ schools etc)? If so how often does this take place - is there a policy/ protocol or minutes relating to this and what is the format? (copies please).

6. How often is any cyberbullying policy reviewed and failing that when was it created and who formed the partners?

7. Is there a BANES E-Safety group? If so please state the members, regularity of the meetings and any reasoning if it does not regularly meet. Please could I have minutes of any meetings since 1/1/16.

8. Is there a BANES Anti-Bullying group? If so please state the members, regularity of the meetings and any reasoning if it does not regularly meet. Please could I have minutes of any meetings since 1/1/16.

9. Please provide figures of how many convictions, cautions, final warnings, exclusions (fixed term or permanent) or other forms of action your organisation has taken regarding 11-16 year olds regarding cyberbullying between 1/1/15-1/1/16. (Please include gender, age and the course of action - avoiding any identification of their specific identity).

10. How many times and where has your organisation provided, or received Cyberbullying presentations, lessons, training or other preventative activity during the period 1/1/15 - 1/1/16 (please give as much detail as possible).

Clarification received 9th September 2016:

I am only seeking the data regarding 11-16 year olds, which have been cyberbullied on the Bath and North East Somerset District area, between the dates given.

*I definitely do not want **all** cyber-tagged crimes; as that would not allow differentiation, or identification of the cyberbullying victimization rates/profiles I am seeking.*

*So, to confirm; I just need those incidents/crimes which have included bulling via the internet. (I repeat - **not** cyber-fraud, or any the other possible forms of cyber-based crimes).*

If you do not record under such a heading, perhaps you could state that in your response, hopefully include data for logical (and titled) offences where they may be hidden; such as harassment via the internet – The salient point is the MO must have been through the internet, and/or social media and it must be bullying, or a logically related action..

I am only interested in where the victim was between11-16, hopefully reducing the work necessary to find the data.

Lastly, if, as I suspect, the Constabulary does not record any data of offences committed specifically through the internet regarding cyberbullying in those age ranges, or any others - it would be very helpful if you could clearly state that, so that I can suggest the need for a change in offence recording to allow informed future preventative strategies.

In relation to question 9:

This refers to where the victims were aged 11-16, specifically dealing with them for cyberbullying, or obviously cyber similar offences conducted through the internet.

'Cyber bullying' is not a specific offence that our constabulary records. We record incidents where a criminal offence has been committed. We are able to provide cyber flagged crimes but not incidents of cyber bullying. Incidents that could be classed as involving bullying may fall within criminal offences of harassment or malicious communications. Searching for incidents of this type would involve a subjective review of the modus operandi (MOs) of recorded criminal offences. As such the information you have specifically requested is not recorded.

Only recorded information falls within the scope of the Freedom of Information Act, Information will not be held for the purposes of the Act where it relates to, for example, understanding, knowledge and opinion and therefore is not recorded.

There is no obligation for the constabulary to create information to satisfy a request.

With regards to your questions concerning our rational for not recording certain information, no information is recorded.

Yours sincerely

XXXXXXXXXX

Freedom of Information Officer

Corporate Information Management Department

Appendix B. Questionnaire details and construction.

	PLEASE ANSWER THE BELOW QUESTIONS AS HONESTLY AS POSSIBLE. PUT A TICK IN THE BOX (OR BOXES) WHICH YOU FEEL APPLY, CIRCLE THE YES OR NO ANSWERS AND PROVIDE BRIEF EXPLANATIONS WHERE ASKED. **YOUR HELP WITH THIS QUESTIONNAIRE IS VERY MUCH APPRECIATED.**	
1	Age	Years………… …… Months… ………
2	What is your gender?	Male/Female.
3	What is your ethnicity? Ethnic Classification White W1 - British W2 - Irish W3 - Other Mixed M1 - White and Black Caribbean M2 - White and Black African M3 - White and Asian M9 - Other Asian or Asian British A1 - Indian A2 - Pakistani A3 - Bangladeshi A9 - Other Black or Black British B1 - Caribbean B2 - African B9 - Other O1 – Chinese O9 - Other Ethnic Group N4 – Refusal/Declined	Tick which applies ………… ………… ………… ………… ………… ………… ………… ………… ………… ………… ………… ………… ………… ………… ………… ………… …………
4	What do you think Cyberbullying is? Which of the following choices would you include as necessary, or part of 'Cyberbullying'? PLEASE ANSWER HONESTLY AND DON'T CHANGE YOUR FIRST ANSWER. 1/ It only involves computers and the internet –not phones and other IT. 2/ It includes computers, the internet, phones and all other forms on IT. 3/ It must be repeated hostile behaviour by an individual or group. (by hostile we mean intended to hurt or embarrass another person) 4/ It must be repeated hostile behaviour by an individual. 5/ It doesn't have to be repeated; one incident is enough. 6/Continuing to send hostile e-mails to someone only after they have said they want no further contact with the sender. 7/Sending hostile e-mails regardless of whether the person has responded.	Tick all the choices you think apply to cyberbullying. ………… ………… ………… ………… ………… ………… …………

5	Do you own or have regular access to any of the below? The internet……..your own Phone ………. Facebook………. Google+………. Twitter…….. BEBO………. Tumblr…….. Blackberry messenger……. KIK…… Facetime…….MSN……Skype…….Techtribe………. other social network (state name)………………………………………………………………	Tick next to each one.
6	Do your parents/carers monitor your IT/Internet use?	Yes/No
	For all the questions from now on the term 'cyberbullying' means: • Actions that use information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group, that is intended to harm another or others. • Use of communication technologies for the intention of harming another person. • Use of the internet service and mobile technologies such as web pages and discussion groups as well as instant messaging or SMS text with the intention of harming another person. **If you are still unsure of what we are now including as 'cyberbullying' please ask.**	Information/communication technologies= computers, phones, etc. Deliberate/intentional= on purpose. Discussion groups= Chat rooms/Facebook etc.
7	Would your parents/carers be aware if you were cyberbullied and if so how?……………………………………………………………………………… ………………………………………………………………………	Yes/No <- Explanation.
8	Do you have any restrictions on how you use the internet and if so what?…………………………………………………………………………….. ………………………………………………………………………	Yes/No <- Explanation.
9	Do you feel safe at school and if not why?………………………………… ………………………………………………………………………………… ………………………………………………………………………………… …………………………………………………………………	Yes/No <- Explanation.
10	Do you feel safe out of school and if not why?………………………………… ………………………………………………………………………………… ………………………………………………………………………………… ………………………………………………………………	Yes/No <- Explanation.

1 1	Have you ever been Cyber-bullied? **If 'No'** Please Go To Question 33. **If yes continue………..**	Yes/No
1 2	How long ago? Within the last – day………, week……., month……., year……., longer……….	Tick which applies.
1 3	How long for? One incident……., days………, weeks……., months……., still ongoing………..	Tick which applies.
1 4	By or through what means? The internet….., Phone……., Facebook……., Google+…….., Twitter……., BEBO……, Tumblr…….., Blackberry messenger……., KIK……., Facetime……., MSN……., Skype……., TechTribe……….other social network (name)…………	Tick all that apply.
1 5	Did you also get physically bullied linked with the cyberbullying?	Yes/No
1 6	Who cyberbullied you? Friend….., known person…….., unknown person……, known group…….., unknown group….., fellow school person……, family member……..other (explain)…………………….	Tick all that apply.
1 7	Did you retaliate and If so how? …………………………………………………………………………………………………… …………………………………………………………………………………………	Yes/No <- Explanati on.
1 8	Why do you think you were bullied?………………………………………………… …………………………………………………………………………………………………… …………………………………………………………………………………	<- Explanati on.
1 9	How did you deal with it?……………………………………………………………… …………………………………………………………………………………………………… …………………………………………………………………………………	<- Explanati on.
2 0	What was the outcome? It stopped………..,It Failed to stop………..,It stopped but restart later…………	Tick which applies.
2 1	Would you change how you dealt with it and if so how?…………………………… ……………………………………………………………………………………………… ………………………………………………………………………………………..	Yes/No <- Explanati on.
2 2	How did it affect you?……………………………………………………………… ……………………………………………………………………………………………………… …………………………………………………………………………………….	<- Explanati on.
2 3	Have you ever Cyber-bullied anyone? Before or after you were?	Yes/No + Yes/No (or N/A)
2 4	If yes to Question 23 -why did you (please be completely honest)?……….. …………………………………………………………………………………………………… …………………………………………………………………………………………………… ………………………………………………………………………………	<- Explanati on.

2 5	If you were bullied on a social network i.e. Facebook and if so which one and what did you do about it?..	Yes/No <- Explanati on.
2 6	Did they have a reporting facility? Yes...........No........don't know..............	Tick which applies.
2 7	Did you use it and If not why? Didn't know about it…….., Too complicated…….., No faith that it would work……., lack of anonymity……….,other (please state)…………………………. ……	Yes/No <- Explanati on.
2 8	How easy was it to use? Great………., good………., ok………., poor………., terrible………….	Tick which applies.
2 9	Did you get a response or feedback?	Yes/No.
3 0	Did they take action?	Yes/No
3 1	Did the problem stop or reduce? Yes totally………., slightly……….., a bit……, hardly at all…… , not at all………..	Tick which applies.
3 2	How would you rate it as an effective help/prevention reporting system? Great…………., good………, ok…………., poor………., terrible………….	Tick which applies.
3 3	Have you ever Cyber-bullied anyone?	Yes/No
3 4	If you haven't why? Conscience……., guilt………., past experience……, empathy…….., trouble if caught……, respect……., other……………..	Tick which applies.
3 5	Which of the seven above prevent people from cyberbullying the most – pick two …………………………. …………………………………	Pick two.
3 6	How likely do you think it is that a cyber-bully would get caught? Definitely……., very probably……, maybe….., unlikely…., hardly ever…….	Tick which apply.
3 7	What would happen to them if they were caught first time? Police action (caution or final warning)………prison……….fine…………………… court………permanent exclusion……..fixed term exclusion………………………… detention……..other (explain)………………………………………………………………..	Tick all that apply.
3 8	Is this a deterrent (would it put people off doing it) and why?....................	Yes/No <- Explanati on.

3 9	What does your school do to prevent cyber-bullying? Assemblies……, Theatre groups…….., tutor groups…….., discussions………, other (explain)…………………………………………………………………………..	Tick which apply.
4 0	What actions do you think would help to prevent it?………………………………… ……………………………………………………………………………………………… ……………………………………………………………………………………………… ……………………………………………………………………….	<- Explanation.
4 1	Where could you get help with cyber-bullying? School diary…., Childline….., school nurse…., teacher, parent/career……, off the record…..other…………………………………………………………	Tick which apply.
4 2	Out of 10 how much of an issue is Cyberbullying to you- where 1 is irrelevant/not an issue and 10 is a real worry and a major concern. 1………2………3……….4…………5………6……..7……..8…….9……..10………..	Indicate by ticking the number most appropriate.
	THAT'S IT. THANK YOU VERY MUCH FOR YOUR HELP WITH THIS IMPORTANT PIECE OF RESEARCH. CYBERBULLYING CAUSES A LOT OF UNNECESSARY HURT AND THIS INFORMATION WILL HELP TOWARDS OUR UNDERSTANDING OF THE PROBLEM AND HOW WE CAN PREVENT IT. IF ANYTHING DURING THIS QUESTIONNAIRE HAS CAUSED YOU CONCERN OR MADE YOU FEEL LIKE YOU NEED ANY FORM OF SUPPORT PLEASE SPEAK TO YOUR TEACHER ABOUT IT WHENEVER YOU FEEL COMFORTABLE.	

Appendix C. Cyberbullying victim's themed voices.

Appendix C (1) Theme One: Initial Reaction.

Examples (there was no positive/negative differentiation).	

Appendix C (2) Theme Two: Choice after reflection.

Examples (there was no positive/negative differentiation).	*'I would tell them (parents)'* *'I would tell Mum'* *'I would tell my teacher'* *'I would tell the Police'* *'I would tell them if it got worse';* *'I would [tell, but] only if the cyberbullying got bad'* *'I wouldn't tell them [parents] unless it got serious'*

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Low Level	*'Just annoyed me'.* *'lost a friend'.* *'I lost some friends and that was it'.* *'it didn't really affect me, much'.* *'….was upset and angry'.* *'it upset me'.* *'got upset'.* *'They were very nasty to me; I was sad'.* *'Cried a bit, told my mum and moved on'.* *'When it was happening it was quite upsetting'.* *'Made me angry and upset'.* *'I cried a lot'.* *'cried and told my mum'.* *'It made me unhappy'.* *'..at home and at school'.* *'I got upset and angry'.* *'made me feel down'.* *'I cried inside'.* *'made me cry'.* *'made me sad'.* *'constantly made me feel bad'.* *'Cried'.* *'I thought it would escalate too much'.* *'it made me a little stressed'.* *'I was really sad'.* *'it made me feel down and angry'.* *'quite bad'.* *'….this person really hurt my feelings'.* *'It made me cry'.* *'Made me sad'.* *'I cried for ages'.* *'I was just annoyed'.* *'I got angry'.* *'I felt sad, then I shrugged it off'.* *'I felt sad'.* *'it made me sad'.* *'made me angry'.* *'….got angry'.* *'made me upset'.* *' I cried every night'.* *'I am worried'.* *'upset me….'.* *'sad for a bit'.* *'it hurt my feelings'.* *'got upset'.* *'my family were upset'.*

	'The second person bullied me and I just cried'.
	'I cried for a while…….'.
	'Cried, cried and got angry'.
	'it hurt me a lot'.
	'it made me feel crap'.
	'annoyed and upset me'.
	'I cried…..'.
	'I cried'.
	'made me upset'.
	'cried'.
	'I felt upset and it was not nice. I felt confused as I did nothing to him'.
	'made me feel sad and lonely'.
	'it made me feel upset'.
	'it made me feel upset'.
	'they called me names and wouldn't stop'.
Fear	*'I am scared'.*
	'it scared me'.
	'Scared'.
	'I felt intimidated, scared'.
	'I was scared and worried he would find me'.
	'he scared me on Facebook'.
	'I felt unsafe and insecure'.
Self Worth	*'felt useless and made me feel like I was worth nothing'.*
	'It made me want to dye my hair, not go out…'.
	'it kind of made me feel useless and it made me cry'.
	'Made me not trust people'.
	'it made me feel horrible and worthless'.
	'upset and worried all the time'.
	'it made me feel like they hated me'.
	'It made me very insecure and shy'.
	'I was upset, lost all confidence'.
	'lost my confidence'.
	'I am scared and feel insecure'.
	'lost confidence'.
	'it lowered my confidence'.
	'made me feel sad and alone'.
	'destroyed my confidence'.
	'it made me feel unimportant and sad'.
	'Lost my confidence'.
	'I changed my confidence'.
	'made me feel insecure'.
	'My self-esteem has dropped'.
	'Knocked my confidence'.
	'It made me feel worthless'.
	'didn't trust a lot of people'.

	'I am always paranoid from the things they said'. *'I had arguments with people'.* *'it made me feel very self-conscious'.* *'It made me insecure'.* *'[I became] less confident'.* *'it made me very upset and I felt bad about myself'.* *'no [didn't tell], I didn't want anyone to know [indicates embarrassment]'.* *'feels like I don't have anyone'.* *'it made me anxious'.* *'it made me feel bad about myself '.* *'It made me feel useless and not wanted'.* *'[damaged] self-esteem'.* *'Knocked my confidence and made me really angry and aggressive towards others'.*
Restricted existence	*'I felt uncomfortable around school'.* *'Stay home'.* *'I cried and didn't really talk to anyone'.* *'not wanting to go to school'.* *'it made me upset/low/depressed and I didn't go to school much'.* *'I was afraid to leave my house, come to school'.* *'it upset me and they threatened to fight me at school so I was apprehensive of going to school'.* *'I have been bullied before and I will never trust this school again '.* *'I didn't want to go to school'.* *'[I] did not come to school or leave the house'.* *'made me angry'.* *'didn't want to go to school'.* *'I just took it and cried as soon as I got home, until I had to come back to this 'hell hole'.* *'I hid away in my room. I didn't go on the internet…'.* *'Made me scared to go to school'.* *'…..i get scared to come to school'.* *'felt like I couldn't escape what was going on at school'.*
Physical harm/Suicide.	*'I was not concentrating at school'.* *'…. uncomfortable and it affected my lessons'.* *'I felt betrayed, but I dealt with it'.* *'it changed me as a person mentally and physically'.* *'I wasn't myself; couldn't eat etc'.* *'I starved myself and didn't eat [properly] for a few months'.* *'it affected me because I 'shut down' emotionally and stopped eating- always unhappy'.* *'persistent insults and threats -it really upset me'.* *'I punished myself when I could have told someone'.* *Made me depressed and anxious- put on medication'.* *'it was non-stop abuse; every time I went online a message was*

	there'. *'he split my lip; It made me bleed'.* *'always fighting'.* *'police, from the physical attack'.* *'cutting myself [self-harm]; [it affected me] badly'.* *'Cried. ….badly [affected me]'.* *'it affected the way I thought about stuff'.* *'yes, I would be very depressed'.* *'Depression'.* *'I went a little hysterical'. The third time I would hurt myself to get sent home'.* *'It hurt me and I started to harm myself'. It hurts people….and makes them feel like they are nothing……people hurt you every day and nobody is doing anything about it'.* *'I harmed myself'.* *'Took it out on myself'.* *'harmed myself'.* *''Self-harm'.* *Self-harmed'.* *'Self-harm . I am always scared and I am shy'.* *'Suicidal'.* *'Tried to commit suicide'.* *'lots of different ways, tried taking my life [suicide]'.* *'I don't wish to say'.* *'It made me feel self-conscious and that there was no point in living [suicidal]'.* *'I was depressed, gutted thought suicidal and made myself ill. It was bad'.* *'I just wanted to move or kill myself [suicidal]'.* *'cut myself [self-harm]'.* *'I used to think about killing myself [suicidal]'.*

Appendix C (4) Theme Four: Cause.

Jealousy	*'Because people are jealous'.* *'Jealousy'.* *'Jealousy'.* *'Jealousy'.* *'Because I had a YouTube channel and they were jealous and made me feel terrible'.* *'She was jealous'.* *'Girls, being jealous'.* *'Someone got jealous because I kicked them off the team…'.* *'Because I have a nice TV and loads of friends- jealous* *'Because they were jealous that I was friends with their boyfriend'.*
Relationships	*'I was friendly with a boy'.* *'It was because I wasn't friends with their friends'.*

	'Because I was friends with someone else'. *'I got closer with 'their' friends'.* *'Friendship fallout'.* *'Over a boy I dislike very much'.* *'Over a boy'.* *'Because of relationship problems'.* *'Because I wouldn't go out with them'.* *'A mixed up freak who wouldn't leave me alone after I split with him'.* *'She kept on because I broke up with her brother and she didn't like it'.* *'It was due to a recently ended relationship'.*
Communication breakdown or unknown	*'There were inappropriate things said, also they had nothing to do with it'.* *'Yes, because it started off with staring and then got called names'.* *'Because I was sticking up for a friend'.* *'They wanted to make me feel bad about myself'.* *'They were mean to my friend so I was horrible back, standing up for them'.* *'Because people hate me for who I am'.* *'Because I disagree with things'.* *'People don't like me and what I feel/believe and how I am as a person'.* *'A mistake I made'.* *'Because I bought something similar to someone else'.* *'Things they were saying'.* *'Because I didn't go and try to stop it'.* *'Because I am one of the 'unique' ones, I have a short temper and I tend to snap back'.* *'They started on one of my friends so I walked up and slapped them and yelled back at them'.* *'…and another time I tried to stop someone getting bullied and the bully bullied me instead'.* *'Because I tried to help someone and because my friend just felt like having a go at me'.* *'Because I was a new girl and I didn't have friends'.* *'People had heard rumours about me'.* *'Stupid rumours, because I broke friends and they were twats towards me'.* *'Because they disagree with their opinion'.* *'Because I think I was someone they didn't want'.* *'We were arguing'.* *'Because he was a bully and has controlling and attachment issues'.* *'Because they didn't like one thing I said to them'.* *'This person said horrible things about another of my friends and I said it wasn't necessary and they didn't like it'.*

	'Because I am better that them'. *'Someone hacked my Facebook'.* *'They didn't like something about me'.* *'They bullied me after for getting my family to stick up for me'.* *'I don't know, I tend to get on people's nerves, but not this time'.* *'Because if she stuck up for me her brother would hurt her'.* *'Because they didn't like it that I had been saying things about them when I hadn't'.* *'Because we didn't like each other'.* *'Because of the way I am [no explanation]'.* *'Because I fell out with someone'.* *'Because of rumours'.* *'Someone didn't like my comment'.* *'I made fun of someone's gaming ability'.* *'because I commented on a music video I loved. This person called me names and told me to kill myself'.* *'Rumours were spread about and posted on my wall and I was accused of doing something illegal'.* *'Because he is a bad boy'.* *'Because of things that were happening in my life'.* *'Because I am too much for them'.* *'I didn't accept their friends request'.* *'Because they thought it would be funny'.* *'Because they thought it was fun to mess with me'.* *'Because they were stupid silly girls'.* *'Because he was immature and pathetic'.* *'Because she had nothing better to do with her time'.* *'They accused me of thing that never happened and it escalated'.* *'I am not sure. It came up randomly one day and continued three days later'.* *'I don't know, probably because they were a little graphic and I didn't like it'.* *'I'm not sure; we didn't know who it was [Facebook account hacked]'.* *'The person had a problem with me; I don't know why'.* *'I was weak'.* *'I'm easy to walk over'.* *'[I was an] easy target'.* *'Because I was vulnerable'.*
Differences	*'Different musical tastes'.* *'Being smarter'.* *'Being an 'easy target'...exacerbated by the fact I dressed in an 'alternative way'.* *'Being different'.* *'Because of my looks and also an easy target'.* *'…. because I began to make friends new people and because I*

	had piercings'. *'I didn't fit in'.* *'I was new to the area, and other reasons'.* *'[they found me] annoying and weird on my first day at school'.* *'because I am stupidly weird'.* *'They think because I am sporty with short hair that I am gay'.* *'Because I am younger'.* *'Because I am younger than them'.* *'Because I'm ginger, so I am deliberately picked on and because I am small people can easily hurt me'.* *'Because I acted different and I came out as Bi'.* *'I went out with a girl, so then it was a lesbian relationship'.* *'Because I was not with the popular people and I am bigger than everyone else'.* *'for the way I look'.* *'I am different'.* *'I got called names and said I looked gay'.* *'The size of my head'.* *'Because I may seem weird (different) to them'.* *'Because I was different'.* *'Because I was English and lived in a foreign country'.* *'Because I'm the smallest and most unpopular'.* *'Because they said horrible things about the way I looked and told me to kill myself'.* *'because of my appearance and weight and because I am self-conscious'.* *'because of my weight and they just didn't like me'.* *'because I am an easily dislikeable person'.* *'because of my nose'.* *'because of the way I look'.* *'weight'.* *'because I am fat'.* *'I was bullied about the way I look and where I come from'.* *'because I am black'.* *'because of my skin colour'.* *'colour'.* *'because people used to call me monkey in school and someone 'just took it one step too far'.* *'I am circumcised'.* *'because I am different'.* *'what I look like'.*

Appendix C (5) Theme Five: Prevention.

Filters and blocks	*'Blocked them off Facebook'* **x 12** *'Increased internet security'* *'not to go on facebook'*

	'parents watch their children online to stop it' *'check facebook regularly [parents]'* *'ban the person for a certain while'* *'Monitoring conversations'* *'deleted them'* *'Monitoring more'* *'keyword flag system'* *'shut down Facebook'* *'less anonymous internet accounts'* *'better reporting systems'* *'an anti-bullying room where people can go'.* **Facebook reporting system comments.** *I thought it would escalate too much (5)* *no faith that it would work (8)* *didn't know about it (11)* *what would be the point [lack of belief] (14)* *……school needs a bullying policy (19)* *didn't know about it (21). No[not a deterrent] because they do it anyway (21)* *didn't know about it (22). No, [not deterrent] not harsh enough (22).* *Couldn't find it (24).* *no, punishments are not harsh enough (26).* *…I didn't know [blocking] (30).* *Didn't know about it (35)* *didn't know about it (46).* *didn't know about it (51).* *I didn't know about it (63)* *Too complicated (74).* *Don't know (81)* *don't know (84).* *Didn't know about it (92)* *too complicated, no faith it would work (98).* *I was scared that if I reported it there would be a bad outcome [lack of faith] (102)* *too complicated (103)* *no point as it didn't bother me (106)* *no faith that it would work (109)* *no, they might do it again [lack of faith] (113).* *…the school wasn't really doing anything about it (114).* *didn't know about it (115)* *no faith that it would work (121)* *didn't know about it (122)* *too complicated (126)* *no faith that it would work (131)* *didn't know about it (132)* *didn't know about it (134).*

	no faith that it would work (135)
	I didn't know about it (136)
	no faith that it would work (137).
	too complicated. No faith that it would work (143)
	no, because it just happens and can't be stopped (144)
	too complicated (145). It won't stop (145)
	no faith that it would work (146)
	didn't know about it (147)
	too complicated (150)
	didn't know about it and had no faith (151)
	didn't know (153)
	lack of anonymity and no faith (154)
	I didn't want them to hurt me [no faith] (156)
	no, they don't care [lack of faith] (159)
	didn't know about it (160)
	lack of anonymity (161)
	no, because it is not enough [lack of faith] (169)
	no faith that it would work (172)
	too complicated, no faith it would work (173)
	no faith it would work (175)
	no faith that it would work (176).
	[no faith] it would work and a lack of anonymity (181)
	I didn't know about it (183)
	no faith it would work (186)
	didn't know about it (190)
	didn't know (192)
	didn't know about it (200)
	didn't know about it (201)
	no faith that it would work (212)
	didn't know about it (214)
	no point; it is not going to stop fighting (220)
	didn't know about it (221)
	didn't know about it (223)
	didn't know about it (225)
	I doesn't work (226)
	it wasn't necessary at the time (228)
	they just tell you to block them (229)
	too complicated (234).
	didn't know about it (241)
	didn't know about it (245)
	no faith that it would work (256)
	didn't know about it (260)
	no faith that it would work (265)
	….even though you report it nothing happens (268). Didn't know about it, no faith and lack of anonymity (268)
	too complicated (270)
	didn't want to [no explanation] (274)
	no faith that it would work and a lack of anonymity (275)
	didn't know about it (278)

	I didn't know how (283) *didn't know about it (286)* *didn't need to (291)* *no faith that it would work (292)* *too complicated and no faith it would work (303)* *too complicated (307)* *no faith it would work (309)* *didn't know about it (310)* *didn't know about it (320)* *didn't know about it (326)* *didn't want to (328)* *didn't know about it (329)* *too complicated (331)* *I did use it, but it was not very good (336).* *wouldn't work and scared (337)* *too complicated and no faith it would work (340).*
Authoritative deterrents	*'Yes because if they knew about those [punishments] it would stop them doing it'.* *'Police involved with schools'.* *'Police talk to students'.* *'Punishments'.* *'Well, my actions did well (slapped them!!)'.* *'Punishment'.* *'Detentions'.* *'…….fines'.* *'Warnings'.* *'……school needs a bullying policy'.* *'More rules'.* *'….severe processes'.* *'Introduce more punishment …..'.* *'Tougher punishments'.* *'Punishment'.* *'Detentions'.* *'More serious punishment'.* *'Punish people'.* *'Exclusion'.* *'Get the police involved'.* *'Prison'.* *'Make punishment more severe'.* *'Monitoring programs'.* *'…fine'.* *'Punishment'.* *'Fine'.* *'Yes, they don't want to go to prison [greater penalties]'.* *'Get police involved'.* *'Permanent exclusion and warning from the police'.* *'Kick the person out'.* *'Caution'.*

	'Police action'. *'Laws- prison'.*
Educational strategies.	*'Talk about it'.* *'Talk about it'.* *'Real life stories'.* *'Making people aware of it'.* *'..talk about it'.* *'Not adding people on social networking sites that you don't know'.* *'Not spending as much time on there'.* *'True story videos [would help]'.*
Self-regulation morality based factors.	*'Telling the bullies what they are doing is wrong'.*

Appendix C (6) Themes (Overall Raw Data)

Theme One: Initial Reaction.	*…finally deleted her (5)* *…told my mum (11)* *just reported the group and the people involved (19). Reported them to the police (19).* *I told my sister and if it had continued for a week I would tell my mum (20).* *I reported them (MSN and Facebook) (20).* *ended argument (21).* *blocked the person (21)* *Facebook- deleted it (24).* *I told my mum and school (25).* *ignored it (26).* *Deleted them (26)* *tell my mum and head of year (27).* *I replied to messages. Say sorry so they would stop (30). …on my own (30).* *I blocked it (30).* *told my parents (31).* *Blocked the person (31)* *got the school involved (35)* *I retaliated and told an adult (37).* *told someone (41)* *blocked them (43).* *reported it (46).* *Told my mum and come off of Facebook (46).* *Got the school and Mum involved (48)* *It went to court (50).* *Went to the head teacher (50). Blocked them off Facebook (50).* *ignored them (51)* *I told my mum and blocked them (57)*

	ignored it for a while (63).
	Left Facebook for a while (63)
	I have been before and they knew because I showed them (70).
	I have been before and they knew because I showed them (70).
	I told them to leave me alone (70).
	I blocked them (70).
	by talking to person that I trust and help me get through this (71)
	Yes, answered back, but then ignored it (73).
	I told a friend and sister and they helped (73).
	silence until it got weird then I told my mum and school (74)
	Got my parents to come in (81).
	I did something about it (82).
	Facebook, told my parents (82)
	told my family (84).
	Told school (84).
	Ignored it (84).
	…told parents (86). Facebook.
	Blocked them (86)
	I ignored her (92)
	I told the person how I felt (93)
	I ignored most comments…..(94).
	My parents and school helped out (94).
	I blocked people (95)
	told them to stop (96).
	Blocked them (96).
	I deleted my Facebook for a year (97)
	I said stop (100)
	I told my parents and tutor (102)
	ignored t (103)
	told school(106)
	I told my sister and parents and deleted the account (110)
	told someone (112).
	Blocked them (112)
	just ignored them (113)
	defended myself when they hit me (115)
	I told my friend to stop it (117).
	I just told my parents (117)
	I went to the Head Teacher (121)
	I just told them to leave me alone (122)
	blocked them (123)
	I blocked them eventually (124)
	blocked them (126)
	I tried reasoning with them (130).
	Tried to report them….(130)
	my mum told the head…..(131)
	I told them to go away and leave me alone. So they did (133).
	Blocked them (133)
	told teachers…(135)
	told teachers (136)

	I showed my parents, contacted the school and a made new friends (140) *I told my parents, school and informed the police (144)* *told parents and teachers (146)* *Blocked them (147).* *Facebook, I told him to leave me alone (149)* *I told my mum and ignored him (149).* *I ignored it (150).* *Facebook, blocked him (150)* *Reported to school (151).* *Didn't retaliate, reported physical to school (151)* *I told my dad (153).* *I ignored it (153).* *Remove friend and blocked them (153).* *ignored them (157)* *Facebook-stopped using it (159)* *…..i got mum and dad involved (160)* *I did not reply …attempted to change house, but was rejected (161)* *I turned to other friends for help and they told me to ignore them, so I did (162).* *Facebook, I blocked them (162).* *reported it (163)* *ignored them (165)* *reported it (168)* *I replied with 'leave me alone' (169). Blocked them (169)* *deleted Facebook account (173)* *I told family and teachers (174).* *I met with them (181)* *I didn't, my parents did (182)* *I told my mum, she printed off the messages and took them to school (183)* *I told my mum and ignored them (186)* *deleted Facebook….(188)* *told parents (190)* *I told them to stop being a bully and then put on a sad face (192).* *I blocked them (192)* *ignored it (196). Blocked them (196)* *told parents (198)* *told my parents (200).* *Blocked the bully (200)* *told my parents (201).* *Blocked the bully (201)* *I said 'please stop', but they continued (209).* *I told my brother and my parents and they told the person to stop (209)* *I told my mum (212)* *I told mum (213)* *ran home and told mum (214)*

	ignored, blocked them (216) *ignored it (221)* *I told my parents and blocked the person (223)* *told my mum and their mum and left them alone (224). Blocked* *and ignored them (224)* *I told them [culprit] I didn't do it (225)* *blocked her and him (226)* *told person that I'd tell someone (228)* *I wrote a report and blocked them (229)* *told my mum and told them to grow up and go away (231).* *Reported and blocked them (231)* *told my mum. Got off Facebook (234)* *I reported them (235)* *told my mum (238).* *Deleted Facebook and then got it back I a year (238)* *told parents (239)* *Facebook, I reported it (243)* *talk with people (245)* *I told my nan and she told me to block that person (247)* *I ignored it (249).* *I didn't react to it (249)* *tried to forget it (252)* *I got a load of friends and we made it stop (253). Reported it (253)* *told them to leave it (254).* *Tried to forget about it (254)* *told the police, but they didn't do anything to help (255)* *told someone about it and spoke to the people (256). Facebook,* *blocked the people (256)* *told my tutor and my parents (257).* *Got friends to report it and reported it (257)* *just moved on (259)* *just ignored it (260)* *told my mum (265)* *told parents (269)* *listened to music (270)* *I told my mum and ignored it (274)* *I ignored it (275)* *changed my Facebook password and reported it (278)* *I told them to go away (280)* *I just acted as if it never happened and didn't affect me (283).* *Facebook, logged off (283)* *I realised that I could stand up for myself (285).* *I tried telling people, but they didn't do anything (285).* *told parents and left/ignored it (286)* *yes, I deleted them (290).* *I deleted him off everything (290)* *I showed my teachers and parents and they sorted it out (291)* *I asked them to stop and they carried on a little longer (292). I* *told my parents (292)*

printed the message off and showed Mr…names teacher (297)
told the school and parents (299)
told my mum..mum phoned the school (300).
I blocked them…...(300).
just let it carry on for a while before I told my parents (301)
..i told my mum (305). I told my mum and she rang the school
(305)
Facebook account deleted (309)
I erased my photos (310)
I told people (313)
told my mum, and she laughed (320)
I told the teachers, but nothing happened (322)
I told him to stop (324)
I ignored it (326)
told my mum (327)
it stopped after a while (328)
told them to go away (331)
I just Emailed back saying' leave me alone' (332).
I just ignored it and eventually it stopped. Also told my friends
(332)
told my mum (336).
Facebook, [i] blocked them (336).
I left it [facebook] (337)
ignored it (338).
Unfriended them (338)
Argued back with them, however not for a while after (5).
…...Didn't go out for a while (5).
I responded to their messages (8)
I treated her how she treated me(21)
yes, argued back (22)
I didn't [do anything] (24).
argued back (25).
argument (26)
yes, by replying as was upset and angry (27)
I said I would knock you the f### out (37)
yes, I said I would kill them with a pocket knife (38)
told them to shut up (51)
no [didn't tell]. I didn't want anyone to know (60)
Kept quiet (83).
I had a go at her back (92).
we went to the school, but nothing was done about it (95)
I set up a prank (107)
I pretended I didn't care (109),
I chatted back (112)
I didn't deal with it; he finally stopped (113)
I slapped the ringleader. She left me alone after that (114). I was
left alone after that and my friends were too, but I got suspended
for two days (114).
I just let it happen as I didn't know how to react (124)

	argued, shouted, fought (126)
	nothing, no one believed me, not even the teachers. They believed the bully over the victim (131)
	…replied…with insults (140)
	[I cyberbullied back] ..it made me feel like they deserved to feel how I felt (143)
	I would tell them [parents] (146)
	Yes, I responded to the messages (149)
	I started cyberbullying them back (158)
	at first I said things back, but then I just ignored them (162)
	messaged them back (165)
	yes, in the end I argued back (168)
	I used to [retaliate], but now I don't care (172)
	told them to 'fuck off' (181)
	always fighting (220).Fought at school (220)
	I had a go back and tried sticking up for myself (224)
	punched it in the face (226)
	yes, argued back (228)
	I acted negatively at first [nonspecific] (229)
	I told him to get a life and grow up (231)
	hit them (239)
	told them to grow up (241)
	we were arguing (243)
	I swore and virtually shouted at them telling them to leave me alone (247)
	I swore at them and told them to leave me alone (248)
	I got angry with them (268)
	[swore] at them (268)
	I didn't to start with, but no one did anything so I punched them in the face (285).
	I beat her up (285).
	….i threw two chairs at the people who were bullying me (296)
	people were always calling me monkey at school and I told them to f+++ off otherwise my brother would beat them up (297)
	yes, had fights (299)
	sometimes replied on the internet (301)
	kicked him and running (310)
	I haven't [done anything about it] (317)
	[cyberbullied others] it made me feel dominant (320)
	I said I'd knock him out (324)
	I would get in trouble to because I sent the mean stuff back (328)
	answered back (330)
	I didn't tell anyone (337)
	I hacked his computer and deleted his Facebook email against his will (340)
	…retaliated in real life (340).
Theme Two: Choice on	*not something I would talk to them [parents] about (3)*
	no, because I would keep it quiet and delete everything (5)

Reflection.	*Yes, I would tell them (8)*
	….i would tell them [parents] (19)
	I would tell them [parents] or my sister who would tell them (20)
	I would tell them [parents]. (21).
	tell them [parents] (22).
	tell mum (24)
	because she doesn't watch me on the internet and I would keep it quiet (25).
	no, would only stir things up (26).
	they [parents] would be aware by me showing the threats and telling (31)
	…I would tell them [parents] (35)
	I would tell them [parents] (48).
	because I would tell them (60)
	I will tell my mum (65)
	I will tell my mum (68)
	I would tell them if it got worse (73). I would ignore it from the start and tell someone sooner (73).
	I would tell them [parents] (74).
	I would tell them (82).
	I would tell them [parents] (93).
	[tell, but] only if the cyberbullying got bad (94).
	Yes, I would tell them (96)
	I'd tell (98)
	I would tell them and show them the massages (102)
	I would tell them [parents] (112)
	I would try to let them know [parents] and show them because I now know how serious it is (114).
	I wouldn't tell them [parents] unless it got serious (115)
	I would tell them [parents], but I am popular, so I don't get bullied (126)
	I would tell them [parents] (149)
	I would tell them [parents] (156)
	yes, I would have told someone (159)
	I would speak to my parents about the issue (161)
	I would tell them [Parents] (162).
	I would tell them [parents] (165). [I] wouldn't retaliate (165).
	I would say (173)
	I would tell them [parents] (174). Tell asap (174).
	yes, I would tell someone (175)
	I would tell them [parents] (183)
	I would tell them [parents] (190)
	I would tell them [parents] (192)
	I would tell them (198)
	I would tell them and show them the messages (209)
	I would tell them (212)
	I would tell them (216)
	I would tell them (220)
	I would tell them (221)

	I would tell them (223) *I would tell them [parents] (226).* *yes, I would tell them (228)* *I would tell them [parents] (231)* *I would tell my parents (241)* *I would tell them [parents] (249)* *I would tell them [parents] (255)* *I would tell them [parents] (268).* *Tell someone and get them in trouble (268)* *I would tell them [parents] (271)* *I would tell them [parents] (274).* *I would tell them [parents] (280)* *I would tell them (286)* *I would tell them [Parents] (300)* *yes, I would have told someone earlier (301)* *yes, because I could have told my parents (303)* *I would tell them [parents] (332).* *I would have told someone (337)* *I would tell them [parents] (338)* *I would have deleted it straight away(5)* *yeah, I would have a go back at them (14)* *nothing (83)* *I'd be different and say (86).* *I would tell my sister (110)* *I would go to the police (122)* *I would go to the police. They would probably have been more helpful than the teachers (131)* *I should have blocked them earlier (147)* *would report sooner (151)* *block them (154)* *I wouldn't have retaliated at first (162)* *yes, just let it blow over and not retaliate (168)* *I would have deleted or blocked them (176)* *I wouldn't have hit her (226)* *deal with it straight away (238)* *tell the police (245)* *Yes, I would have defended myself more (274)* *I would have shown that I wouldn't be messed around with (283)* *tell teachers and report the person (291)* *ignore them (292)* *yes, I would deal with it myself face to face (297)* *I would just ignore it (305)* *hit her hard in the face…..(330)* *I would block them (332)* *no, that kid never messed with me again (340)*
Theme Three: Feelings.	*ignored it and carried on (8)* *nothing (14)* *Yes because I have a good family and friends who I trust (19)*

	it didn't (21) *I am happier (48).* *it didn't really affect me (84).* *I wasn't affected; I knew she was only sticking up for her brother (92).* *it didn't [affect me] really (96)* *I laughed (106)* *….but stronger later after it stopped (107).* *no, because she is a bitch and I let it go over my head (112)* *it didn't [affect me] (132)* *it just showed me who I could trust (181)* *made me stand up for myself (224)* *in no way [did it affect recipient] (225)* *it didn't [affect me] (241)* *I didn't take much notice because I wasn't ashamed of who I was (249)* *In no way (254)* *it didn't [affect me] (283)* *not particularly [upset] because all my friends were on my side……(291)* *I didn't really, because I knew them and I just talked to them (292)* *no [it didn't] (307)* *it didn't really hurt me a lot (313)* *it didn't (324)* *not really (326)* *it didn't [affect me] (328)* *it didn't [affect me] (330)* *Just annoyed me…..(5).* *I thought it would escalate too much (5)* *it upset me (8)* *cried and told my mum (11).* *Lost my confidence (11)* *it affects me in many ways (19)* *……feels like I don't have anyone….(19)* *it made me feel bad about myself (20).* *it didn't (21).* *She called me a slag, whore, etc (21)* *constantly made me feel bad (22).* *Cried (22).* *Made me scared to go to school (22).* *I was afraid to leave my house, come to school (25).* *lost a friend (26)* *….was upset and angry (27)* *I punished myself when I could have told someone (30). Made me depressed and anxious- put on medication (30)* *made me feel insecure (31)* *Hurt my feelings (35).* *it made me angry and upset (37).*

He was being an A#### to me and starting on me (37).
it was non-stop abuse; every time I went online a message was there (43).
It made me feel useless and not wanted (43).
Made me angry and upset (46).
It made me unhappy. I didn't want to go to school (50)
got upset (51).
when it was happening it was quite upsetting (57)
no [didn't tell]. I didn't want anyone to know [indicates embarrassment] (60)
the third time I would because I went a little hysterical (70).
The third time I would hurt myself to get sent home (70).
It hurt me and I started to harm myself (71).
It hurts people….and makes them feel like they are nothing (71)
……people hurt you every day and nobody is doing anything about it (71).
I harmed myself (73)
My self-esteem has dropped (74).
[I became] less confident (76).
I have been bullied before and I will never trust this school again (81).
They were very nasty to me (82).
I was sad (82).
Cried a bit, told my mum and moved on (86).
Knocked my confidence (86).
didn't trust a lot of people (93).
I am always paranoid from the things they said (95).
I had arguments with people (95).
it made me feel very self-conscious (97).
I cried a lot (98).
I felt intimidated, scared. I wasn't myself; couldn't eat etc. (98)
I cried inside (100).
it made me upset/low/depressed and I didn't go to school much. (102)
I am scared…..(107).
It made me insecure….(107)
Self-harm (109).
I am always scared and I am shy (109)
it made me feel unimportant and sad (110).
it scared me …..(113)
Suicidal (115).
Tried to commit suicide (115).
it kind of made me feel useless and it made me cry (117).
I cried for awhile…….(121).
The second person bullied me and I just cried (121).
It made me feel worthless…(121)
it hurt me a lot. I cried and didn't really talk to anyone (122)
cried, cried and got angry. Took it out on myself (123).
harmed myself (124)

	lots of different ways, tried taking my life [suicide] (126) *it upset me and they threatened to fight me at school so I was* *apprehensive of going to school (130)* *Knocked my confidence and made me really angry and aggressive* *towards others (131)* *made me cry (134)* *made me sad (135)* *I cried…..(136).* *it made me want to dye my hair, not go out…..(136)* *police, from the physical attack (137).* *Made me not trust people (137).* *made me feel sad and lonely (143).* *I cried (143)* *it made me feel horrible and worthless (144)* *[damaged] self-esteem. (145)* *I felt uncomfortable around school (146)* *cried (147).* *Self-harm (147)* *I felt upset and it was not nice. I felt confused as I did nothing to* *him (149)* *I was scared and worried he would find me (150)* *felt like I couldn't escape what was going on at school (151)* *upset and worried all the time (153)* *I don't wish to say (154)* *…..i get scared to come to school (156).* *I cried for ages (156).* *It made me feel self-conscious and that there was no point in* *living [suicidal] (156)* *it made me feel like they hated me (158)* *I hid away in my room. I didn't go on the internet….. (159). It* *made me very insecure and shy (159)* *I was upset, lost all confidence (160)* *annoyed and upset me (161)* *I felt betrayed, but I dealt with it (162)* *lost my confidence (163)* *I am scared and feel insecure (169)* *it changed me as a person mentally and physically (172)* *upset me….(173)* *sad for a bit (174).* *Self-harmed (175). Scared (175)* *not wanting to go to school (176)* *it made me feel crap (182)* *it made me very upset and I felt bad about myself (183)* *lost confidence (198)* *it made me feel upset (200)* *it made me feel upset (201)* *it made me anxious (213)* *he split my lip (214).* *It made me bleed (214)*

	always fighting (220) *got angry (221).* *Stay home (221).* *Made me sad (221)* *I felt unsafe and insecure (223)* *it affected me because I 'shut down' emotionally and stopped eating- always unhappy (226)* *persistent insults and threats -it really upset me (228)* *I was depressed, gutted thought suicidal and made myself ill. It was bad (229)* *made me upset (231)* *Cried (234). ….badly [affected me] (234).* *I changed my confidence (235)* *[i] did not come to school or leave the house (238)* *made me angry (239)* *got upset (243)* *didn't want to go to school (245)* *it affected the way I thought about stuff (247)* *made me feel sad and alone (248)* *destroyed my confidence (252)* *they called me names and wouldn't stop (253). I cried every night (253)* *my family were upset (255)* *I lost some friends and that was it (256)* *made me upset (257)* *it lowered my confidence (260)* *it made me sad (268)* *made me angry (269)* *yes, I would be very depressed (270).* *I got angry (270)* *I felt sad, then I shrugged it off (271).* *I felt sad (271)* *I starved myself and didn't eat [properly] for a few months (274).* *it didn't really affect me much (275)* *….this person really hurt my feelings (280).* *It made me cry (280)* *I was just annoyed (286)* *he scared me on Facebook (290)* *….but I felt a bit uncomfortable and it affected my lessons (291)* *it hurt my feelings (296).* *I just wanted to move or kill myself [suicidal] (296).* *I was not concentrating at school (297)* *it made me feel down and angry (299)* *quite bad (301)* *cutting myself [self-harm] (303).* *[it affected me] badly (303)* *I was really sad (305)* *depression (309)* *I am worried (317)*

	cut myself [self-harm] (320) *I just took it and cried as soon as I got home, until I had to come back to this 'hell hole' (322).* *I used to think about killing myself [suicidal] (322)* *at home and at school (331)* *it made me a little stressed….(332)* *felt useless and made me feel like I was worth nothing (336)* *I got upset and angry (337)* *made me feel down (338)* *Safety* *normally (3)/if I know where I am (3)* *yes, apart from the fact I live in Frome (14)* *no, because people pick on me. Feels like I don't have anyone. Think the school needs a bullying policy (19). Yes because I have a good family and friends who I trust (19)* *anything can happen (21).* *depends on who I'm with (21).* *yes, teachers about (24).* *I know who's about (24).* *Yes [blocking], I didn't know (30).* *no, because I don't know everybody….(31).* *Only at home..(31).* *yes- no one bullies me [now] (43)* *[safe] Sometimes, but when I get bullied, as sometimes happens, not so much (46).* *Yes, because I and with me parents, family and friends (46).* *sometimes people threaten me (57)* *sometimes (60).* *In my home area, but nowhere else (60)* *only if I'm away from [names individual] (63)* *You can't really change the way you look, or where you come from, so that you can't do it [prevention] (71)* *No, because they never get caught (73).* *No, they [culprits] don't care (74).* *Depends on where I am and who I'm with (76).* *I have been bullied before and I will never trust this school again (81)* *……I can rust my friends (81).* *No, I get bullied all the time no matter where or who with (83). Sometimes (84).* *No, anyone can walk in and out[school] (86).* *You can't prevent it (86)* *no, people don't think they'll get caught (92).* *people still do it (93)* *it depends where I am (95).* *No, because they [culprits] are not scared (95).* *no, they [culprits] don't care (96).* *no, because anyone can walk in [school] without proof of ID (98).* *nothing [would prevent it] (100)*

	no- just so many dangers and stories (106)
	I don't know if I ever feel safe (109).
	I am scared….that I am from another country (109)
	yes, because I have my phone (112)
	I do not feel safe because there are people you know that don't like you and are out to get you. (113)
	there are lots of girls here who really hate me because I am not exactly popular (114)
	no -people are after me (115).
	sometimes [in school], but I do worry about people judging me (117).
	Yes, outside school (117)
	no….I'm scared they will do something to me (121)
	no, because some people threaten to hit you if you do something (122).
	There are loads of dodge people (122).
	no, no, when dodgy people (old men) check me out and say dirty stuff (126)
	no, ……the front gates are always open (130)
	no because the school has loads of bullies…(136)
	no, pupils are spiteful sometimes- usually around jealousy (140)
	some teachers scare me (141)
	yes, because the school has a strict anti-bullying policy and everyone is really nice (144).
	yes, when I am with friends and not far away from home (146)
	yes, because there are teachers and friends around (149)
	I don't trust most of my peers; I've been bullied in the past and consequently distrust most people (151)
	bullies-[i] feel more alienated and paranoid (154)
	maybe- I feel fairly safe outside of school (158)
	they don't do anything about bullying; if you tell them that you, or someone else is getting bullied they only monitor it (159)
	sometimes, because I am aware of my haters (169)
	no, anyone can attack you and follow you around (173)
	no; because I know how easy it is to make one mistake and I make many (182)
	yes, because I spend most of my time with my family and friends (196)
	yes, because if anything happens you can tell someone (203)
	I know my family is always around me (220)
	yes, depending on who I'm with (226)
	no because I have been bullied in the past (235)
	no, because several people bully me and follow me around school (240)
	there are loads of people around who are dangerous (243)
	no- bullying, because I have been there (247)
	no, because there are violent people out at night (248)
	[yes] there are always teachers around (253)
	I feel safe (254)

	[yes] the sites I use are safe and any cases of cyberbullying can be reported (256) *yes, because there are many adults and security to keep us safe (259)* *no, because people are always laughing at you (268). Community is full of drug users, rapists and peados (268)* *if I ever get bullied the teachers wouldn't do anything (283)* *safe, but people smoke and wear hoodies…(285)* *[no], I got bullied and people stole my bag (290)* *yes, because the teachers are around (291)* *yes, my carers are always there to help me (292)* *yes, because I stay at home (296)* *yes, because I am surrounded by friends and staff (297)* *yes, because our school is a safe place and deals with things quickly (303)* *no I do not feel safe because I get picked on and shouted abuse at (305). Yes, with my family and parents because I can hide behind them (305)* *no, because they [?] don't sort it (307)* *no, due to recent events [bullying] (309)* *yes, there are always good people that will help if something occurs to me (310)* *[no] bullies calling me names (317)* *[yes] because the school care (321)* *[no] because I do not carry a knife (322)* *[no] there are wild animals - bullies. (324)* *I feel safe because of the teachers (327)* *sometimes I feel scared to go to school because of some of my peers (336)*
Theme Four: Causes.	*4, What you felt caused it, if anything.* *they accused me of thing that never happened and it escalated (5)* *I am not sure. It came up randomly one day and continued three days later (20)* *over a boy I dislike very muck (25).* *jealousy (26)* *because of my looks and also an easy target (27)* *over a boy (30)* *there were inappropriate things said, also they had nothing to do with it (31).* *Because I am younger than them (35)* *because I was vulnerable (37).* *Yes, because it started off with staring and then got called names (46)* *Because I am younger (48).* *Because people are jealous (50).* *Because I was sticking up for a friend (51).* *I don't know, probably because they were a little graphic and I didn't like it (70)*

I was bullied about the way I look and where I come from (71). I never did [deal with it] (71).

They wanted to make me feel bad about myself (73). They were mean to my friend so I was horrible back, standing up for them (73).

They think because I am sporty with short hair that I am gay (74). Girls, being jealous (76)

because people hate me for who I am (81).

I am different (83).

I People don't like me and what I feel/believe and how I am as a person (86).

She kept on because I broke up with her brother and she didn't like it (92)

because I disagree with things (93).

A mistake I made (94)

Because of relationship problems (95).

because I wouldn't go out with them (96).

for the way I look (97).

because I bought something similar to someone else (98)

I asked them to stop [exactly what not given] (100)

things they were saying (103)

jealousy (107)

I know I was bullied because I began to make friends new people and because I had piercings (109)

because she had nothing better to do with her time (112)

because I didn't go and try to stop it (113)

because I am one of the 'unique' ones. I have a short temper and I tend to snap back (114). They started on one of my friends so I walked up and slapped them and yelled back at them (14).

…and another time I tried to stop someone getting bullied and the bully bullied me instead (117). Because I tried to help someone and because my friend just felt like having a go at me (117)

because I was a new girl and I didn't have friends (121).

because they said horrible things about the way I looked and told me to kill myself (122)

because of my appearance and weight and because I am self-conscious (123)

people had heard rumours about me (124)

stupid rumours (126). Because I broke friends and they were twats towards me (126)

because they disagree with their opinion (130)

because I think I was someone they didn't want (131)

we were arguing (134)

because I'm ginger, so I am deliberately picked on and because I am small people can easily hurt me (136).

because he was a bully and has controlling and attachment issues (137)

personal reasons (144)

[I was an] easy target (145)

	friendship fallout (146)
	I'm easy to walk over (147)
	a mixed up freak who wouldn't leave me alone after I split with him (150)
	different musical tastes. Being smarter. Being an 'easy target' (151)……exacerbated by the fact I dressed in an 'alternative way'. (151))
	because I had a YouTube channel and they were jealous and made me feel terrible (156)
	I was friendly with a boy (157). I got closer with 'their' friends (157)
	because they didn't like one thing I said to them (158)
	because I was not with the popular people and I am bigger than everyone else (159)
	someone got jealous because I kicked them off the team…(160)
	being different (161)
	this person said horrible things about another of my friends and I said it wasn't necessary and they didn't like it (162).
	it was because I wasn't friends with their friends (165)
	Because I was friends with someone else (168)
	I went out with a girl, so then it was a lesbian relationship (169)
	jealousy (174)
	I was weak (175)
	because I acted different and I came out as Bi' (182)
	the person had a problem with me; I don't know why (183)
	because I am better that them (192)
	someone hacked my Facebook (203)
	they didn't like something about me (209). They bullied me after for getting my family to stick up for me (209)
	I don't know, I tend to get on people's nerves, but not this time (212). I got called names and said I looked gay (212)
	the size of my head (220)
	because if she stuck up for me her brother would hurt her (224)
	because they didn't like it that I had been saying things about them when I hadn't (225)
	she was jealous (226)
	colour (234)
	I'm not telling (238)
	annoying [no explanation] (239)
	because we didn't like each other (243)
	because I may seem weird (different) to them (247)
	because I was different (248)
	because I was English and lived in a foreign country (249)
	because of the way I am [no explanation] (252)
	because I fell out with someone (255)
	because of rumours (259)
	because of my nose (260)
	because of the way I look (268)
	weight (269)

	because I am fat (270) *someone didn't like my comment (271). I made fun of someone's gaming ability (271)* *because of my weight and they just didn't like me (274)* *because I am an easily dislikeable person (275)* *I'm not sure; we didn't know who it was [Facebook account hacked] (278)* *because I commented on a music video I loved. This person called me names and told me to kill myself (280)* *because im the smallest and most unpopular (283)* *because they were jealous that I was friends with their boyfriend (285)* *rumours were spread about and posted on my wall and I was accused of doing something illegal (286)* *because he is a bad boy.(290)* *because I have a nice TV and loads of friends- jealous (291)* *because of things that were happening in my life (296)* *because people used to call me monkey in school and someone just took it one step too far (297)* *because I am too much for them (299)* *I didn't fit in (301)* *because of my skin colour (303)* *I was new to the area, and other reasons (309)* *[unclear] (310)* *[they found me] annoying and weird on my first day at school (313)* *because I am stupidly weird (317)* *because I am black (320)* *I am circumcised (322)* *because he was immature and pathetic (326)* *because I am different (328)* *because they were stupid silly girls (330)* *what I look like (331)* *it was due to a recently ended relationship (332)* *I didn't accept their friends request (336)* *because they thought it would be funny (338)* *because they thought it was fun to mess with me (340)*
Theme Five: Prevention.	*talk about it (11)* *talk about it (14)* *real life stories (19). Yes because if they knew about those [punishments] it would stop them doing it (19)* *I would have told my mum the first time it happened (20).* *yes-tell someone (24)* *ignored it (26)* *….i could have told someone (30). Be careful who you talk to (30).* *police involved with schools. Police talk to students. Punishments*

(43).
I told my parents, who told the school (70).
…….fines (84).
if school helped more (95)
making people aware of it. Increased internet security (107)
none (109)
well, my actions did well (slapped them!!) (114).
punishment (134)
detentions (135)
Good parenting (140)
..talk about it (190)
not to go on facebook (212)
parents watch their children online to stop it (224)
check facebook regularly [parents] (243)
anything but isolations and detentions (247)
telling the bullies what they are doing is wrong (256)
not adding people on social networking sites that you don't know.
Not spending as much time on there. (257)
warnings (269)
……school needs a bullying policy (19)
ban the person for a certain while (20).
blocked the person (21). Monitoring conversations (21)
deleted them (26)
blocked it (30).
blocked the person (31)
yes [blocking] - I would not want to get in trouble (43).
Blocked them off Facebook (50). Monitoring more; keyword flag
system (50).
I blocked them (57)
Facebook. I blocked them (70). I think this would stop some but
others don't care (70). True story videos [would help](70).
Block all websites until you get to 17 (71).
Blocked them (86).
more rules (93)
block them and move on (98)
….severe processes (107)
introduce more punishment …..(110)
…blocked them (112)
tougher punishments (117)
punishment (123)
shut down Facebook (140).
less anonymous internet accounts (141)
detentions (149)
block them (154)
more serious punishment (162)
punish people (173)
I would have deleted or blocked them (176)
exclusion (192)
get the police involved (213)

	prison (216)
	make punishment more severe (226)
	monitoring programs (235)
	an anti-bullying room where people can go (248)
	…fine (252)
	punishment (253)
	fine (260)
	yes, they don't want to go to prison [greater penalties] (265)
	get police involved (268)
	permanent exclusion and warning from the police (297)
	kick the person out (299).
	caution (301)
	police action (310)
	laws- prison (313)
	detentions aren't a big deal to some people (332). I would block them (332)
	better reporting systems (336).
	more awareness (340)
	Your feelings about Facebook's reporting system.
	I thought it would escalate too much (5)
	no faith that it would work (8)
	didn't know about it (11)
	what would be the point [lack of belief] (14)
	……school needs a bullying policy (19)
	didn't know about it (21). No[not a deterrent] because they do it anyway (21)
	didn't know about it (22). No, [not deterrent] not harsh enough (22).
	Couldn't find it (24).
	no, punishments are not harsh enough (26).
	…I didn't know [blocking] (30).
	Didn't know about it (35)
	didn't know about it (46).
	didn't know about it (51).
	I didn't know about it (63)
	Too complicated (74).
	Don't know (81)
	don't know (84).
	Didn't know about it (92)
	too complicated, no faith it would work (98).
	I was scared that if I reported it there would be a bad outcome [lack of faith] (102)
	too complicated (103)
	no point as it didn't bother me (106)
	no faith that it would work (109)
	no, they might do it again [lack of faith] (113).
	…the school wasn't really doing anything about it (114).
	didn't know about it (115)

	no faith that it would work (121)
	didn't know about it (122)
	too complicated (126)
	no faith that it would work (131)
	didn't know about it (132)
	didn't know about it (134).
	no faith that it would work (135)
	I didn't know about it (136)
	no faith that it would work (137).
	too complicated. No faith that it would work (143)
	no, because it just happens and can't be stopped (144)
	too complicated (145). It won't stop (145)
	no faith that it would work (146)
	didn't know about it (147)
	too complicated (150)
	didn't know about it and had no faith (151)
	didn't know (153)
	lack of anonymity and no faith (154)
	I didn't want them to hurt me [no faith] (156)
	no, they don't care [lack of faith] (159)
	didn't know about it (160)
	lack of anonymity (161)
	no, because it is not enough [lack of faith] (169)
	no faith that it would work (172)
	too complicated, no faith it would work (173)
	no faith it would work (175)
	no faith that it would work (176).
	[no faith] it would work and a lack of anonymity (181)
	I didn't know about it (183)
	no faith it would work (186)
	didn't know about it (190)
	didn't know (192)
	didn't know about it (200)
	didn't know about it (201)
	no faith that it would work (212)
	didn't know about it (214)
	no point; it is not going to stop fighting (220)
	didn't know about it (221)
	didn't know about it (223)
	didn't know about it (225)
	I doesn't work (226)
	it wasn't necessary at the time (228)
	they just tell you to block them (229)
	too complicated (234).
	didn't know about it (241)
	didn't know about it (245)
	no faith that it would work (256)
	didn't know about it (260)
	no faith that it would work (265)

	….even though you report it nothing happens (268). Didn't know about it, no faith and lack of anonymity (268) *too complicated (270)* *didn't want to [no explanation] (274)* *no faith that it would work and a lack of anonymity (275)* *didn't know about it (278)* *I didn't know how (283)* *didn't know about it (286)* *didn't need to (291)* *no faith that it would work (292)* *too complicated and no faith it would work (303)* *too complicated (307)* *no faith it would work (309)* *didn't know about it (310)* *didn't know about it (320)* *didn't know about it (326)* *didn't want to (328)* *didn't know about it (329)* *too complicated (331)* *I did use it, but it was not very good (336).* *wouldn't work and scared (337)* *too complicated and no faith it would work (340)*

Appendix D. Descriptive supporting statistics.

Question	Response, Facebook	Response, All Victims
Qu 1 Age.	11 11 12 27 13 27 14 73 15 46 16 14 n=198	11 21 12 58 13 49 14 110 15 18 16 22 n=340
Qu 2 Gender.	F 139 M 59	F 245 M 95
Qu 3 Ethnicity.	White - British 171 White - Other 6 White - Irish 9 Not Stated 4 Mixed - White and Black African 1 Mixed - White and Black Caribbean 2 Mixed - White and Asian 3 Asian and Asian British -	White-British 296 White-Other 9 Mixed-White and asian 6 Other Ethnic Group 3 White-Irish 19 Black-African 1 Black-Caribbean 2 Chinese 1 Refused/not answered 3

	Other 1 Asian and Asian British - Indian 1	
Qu 4 What do you think cyberbullying is?	It only involves computers and the Internet - not phones and other IT 21 It includes computers, the internet, phones and other forms of IT. 175 It must be repeated hostile behaviour by an individual or group. 62 It must be repeated hostile behaviour by an individual. 29 It doesn't have to be repeated; one incident is enough. 70 Continuing to send hostile e-mails to someone only after they have said they want no further contact from the sender. 59 Sending hostile e-mails regardless of whether the person has responded. 86	It only involves computers and the Internet - not phones and other IT 27 It includes computers, the internet, phones and other forms of IT. 305 It must be repeated hostile behaviour by an individual or group. 113 It must be repeated hostile behaviour by an individual. 46 It doesn't have to be repeated; one incident is enough. 127 Continuing to send hostile e-mails to someone only after they have said they want no further contact from the sender. 113 Sending hostile e-mails regardless of whether the person has responded. 152
Qu 5 Means of access.	The Internet 185 Your own phone 176 Facebook 182 Google+ 113 Twitter 118 BEBO 34 Tumbir 63 Blackberry Messenger 61 KIK 110 Facetime 100 MSN 91 Skype 145 Techtribe 2	The Internet 320 Phone 303 Facebook 295 Google+ 194 Twitter 189 BEBO 48 Tumbir 95 Blackberry 89 KIK 167 Facetime 167 MSN 141 Skype 238 Techtribe 5
Qu 6 Do parents/carers monitor your internet	Yes 80 No 105 Not Answer 13	Yes 136 No 183

use?		Not Answered 21
Qu 7 Would your parents/carers be aware if you were cyberbullied and if so how?	Yes 134 No 52 Not answered 12	Yes 235 No 87 Not answered 18
Qu 8 Do you have any restrictions on use?	Yes 57 No 121 Not Answered 20	Yes 102 No 211 Not Answered 27
Qu 9 Do you feel safe in school?	Yes 142 No 44 Not Answer 12	Yes 258 No 56 Not Answered 26
Qu 10 Do you feel safe outside school?	Yes 144 No 38 Not Answered 16	Yes 251 No 55 Not Answered 34
Qu 11 Have you ever been cyberbullied?	Yes 198	Yes 340
Qu 12 How long ago?	Longer 54 A year 78 Months 45 Weeks 8 Days 8 Not Answered 4	Longer 103 A year 115 Months 63 Weeks 88 Days 84 Not Answered 19
Qu 13 How long were you cyberbullied for?	One incident 29 Days 56 Weeks 55 Months 40 Still ongoing 8 Not Answered 10	One incident 61 Days 17 Weeks 16 Months 70 Still ongoing 16 Not Answered 28
Qu 14 Through what means?	Facebook 198 Google+ 6 Twitter 16 BEBO 2 Tumbir 4 Blackberry 31 KIK 27 Facetime 6	Facebook 198 Google+ 6 Twitter 16 BEBO 2 Tumbir 4 Blackberry 31 KIK 27 Facetime 6

	MSN 28 Skype 18 Techtribe 0 other 28	MSN 28 Skype 18 Techtribe 0 other 28
Qu 15 Did the cyberbullying become physical?	Yes 49 No 125 Not Answered 24	Yes 70 No 220 Not Answered 50
Qu 16 Who bullied you?	Friend 65 Known Person 99 Unknown person 19 Known Group 26 Unknown Group 8 Fellow school person 47 Family Member 2 Other 9	Friend 96 Known Person 136 Unknown Person 52 Known Group 38 Unknown Group 14 Fellow School Person 70 Family Member 3 Other 18
Qu 17 Did you retaliate?	Yes 67 No 98 Not Answered 33	Yes 104 No 177 Not Answered 59
Qu 18 Why do you think you were bullied?	Qualitative: See Appendix C.	Facebook Data only.
Qu 19 How did you deal with it?	Qualitative: See Appendix C.	Facebook Data only.
Qu 20 What was the outcome?	Stopped 121 Stopped but restarted later 38 Failed to stop 12 Not Answered 27	Facebook Data only.
Qu 21 Would you change how you dealt with it?	Yes 121 No 44 Not answered 33	Facebook Data only.
Qu 22 How did it affect you?	Qualitative: See Appendix C.	Facebook Data only.
Qu 23 Have you ever cyberbullied anyone?	Yes 23 No 146 Not Answered 29	Yes 25 No 247 Not Answered 68
Qu 24 If yes to Question 23 - why did you (please be	Qualitative: See Appendix C.	Facebook Data only.

completely honest)?		
Qu 25 If you were bullied on a social network, which one?	Facebook 198	Facebook 198 Google+ 6 Twitter 16 BEBO 2 Tumbir 4 Blackberry 31 KIK 27 Facetime 6 MSN 28 Skype 18 Techtribe 0 other 28
Qu 26 Did it have a reporting facility?	Yes 94 No 7 Don't know 58 Not Answered 39	Facebook only.
Qu 27 Did you use it? ------------- If not, why?	Yes 38 No 99 Not Answered 61 ------------------------------------- Didn't know about it 40 Too complicated 14 No faith 29 Lack of anonymity 6	Facebook only.
Qu 28 How easy was it to use?	Great 16 Good 27 Ok 14 Poor 7 Terrible 8	Facebook only.
Qu 29 Did you get a response/feedback?	Yes 13 No 52 Not Answered 133	Facebook only.
Qu 30 Did they take action?	Yes 23 No 37 Not Answered 138	Facebook only.
Qu 31 Did the problem stop, or reduce?	Yes totally 25 Slightly 17 A bit 8 Hardly at all 8 Not at all 14	Facebook only.
Qu 32	Great 1	Facebook only.

How would you rate it as an effective help/prevention reporting system?	Good 16 Ok 18 Poor 12 Terrible, 12.	
Qu 33 Have you ever Cyber-bullied anyone?	Yes 23 No 146 Not answered 29	Yes 25 No 247 Not answered 68
Qu 34 If you haven't (cyberbullied anyone) why?	Conscience 15 Guilt 52 Past experience 46 Empathy 16 Trouble 53 Respect 46	Conscience 33 Guilt 96 Past Experience 68 Empathy 28 Trouble 93 Respect 69
Qu 35 Which of the seven above prevent people from cyberbullying the most – pick two.	Repetition - question discarded.	N/a.
Qu 36 How likely is it that a cyberbully would be caught?	Definitely 4 Very Probably 31 Maybe 34 Unlikely 60 Hardly ever 13	Definitely 8 Very Probably 53 Maybe 112 Unlikely 54 Hardly Ever 29 Not Answered 84
Qu 37 What would happen to them if they were caught first time?	Police action 49 Prison 5 Fine 16 Court 2 Permanent exclusion 14 Fixed term exclusion 31 Detention 61 Other 18	Police action 83 Prison 11 Fine 25 Court 8 Permanent exclusion 19 Fixed term exclusion 58 Detention 111 Other 0
Qu 38 Is this a deterrent (would it put people off doing it) and why?	Yes 55 No 62	Yes 89 No 103
Qu 39 What does your school do to prevent cyberbullying?	Assemblies 90 Theatre Groups 14 Tutor Groups 55 Discussions 69	Assemblies 147 Theatre Groups 20 Tutorial Groups 88 Discussions 119
Qu 40 What actions do you	Qualitative: See Appendix C.	Facebook data only.

think would help to prevent it?		
Qu 41 Where would/could you get help?	Childline 67 school nurse 45 teacher 97 parent/carer 112 off the record 37 School diary 22	Childline 112 School nurse 74 teacher 151 parent/carer 177 off the record 65 School Diary 30
Qu 42 Out of 10 how much of an issue is Cyberbullying to you? (1 is not an issue and 10 is a major concern).	ten 13 nine 9 eight 19 seven 20 six 9 five 27 four 9 three 16 two 13 one 16 Not answered 47	ten 19 nine 12 eight 33 seven 30 six 18 five 36 four 12 three 30 two 21 one 30 Not Answered 99