

# The Development of a Set of Indicators to Capture the Incidence and Experience of Bullying, and Well-being in Children and Young People with Special Educational Needs/Disabilities

---

*Report for the National Children's Bureau, 21st March 2014*

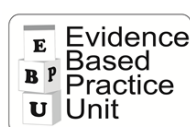
*Dr Elian Fink*

*Dr Jessica Deighton*

*Dr Miranda Wolpert*

*Evidence Based Practice Unit*

*University College London & the Anna Freud Centre*



**UCL**

Caring for young minds

**Anna Freud Centre**



## Table of Contents

Project Title	1
Table of Contents	2
Section 1.0: Executive Summary.	3
Section 2.0: Literature Review	7
Section 3.0: Scale Development	12
Section 4.0: Qualitative Feedback on Bullying Experience Indicators	17
Section 5.0: Piloting the Revised Questionnaire in Primary Schools	23
Section 6.0: Piloting the Revised Questionnaire in Secondary Schools	40
Section 7.0: Conclusions	55
Section 8.0: Specification for the Presentation and Delivery of the Measures in Schools	58
References	62
Appendix A: Exploratory Factor Analyses	66
Appendix B: Parent/Guardian and CYP Information Statements and Consent Forms	68

## 1.0 Executive Summary

### 1.1 Remit

To develop a set of indicators to capture the incidence and experience of bullying, and assess well-being, with a particular focus on children and young people (CYP) with special educational needs/disabilities (SEND) in schools to allow for changes in these key constructs to be assessed. Key tasks in this project were to ensure that the language and content of the indicators were appropriate for CYP with a range of SEND, that the indicators were empirically sound, and provide recommendations for the wide-scale administration of this measure.

### 1.2 Method

Three stands of work were undertaken:

- a) Literature review focusing on the frequency and incidence of bullying experiences for CYP with SEND, and its implications for well-being, in addition to review the best means to present questionnaire items for CYP with SEND
- b) Consultation with CYP and experts to provide feedback on an initial set of bullying and school experience indicators
- c) Empirical examination of the psychometric properties of the bullying and school experience indicators

### 1.3 Key learning

Learning from a review of the literature on bullying in CYP with SEND:

- a) CYP with SEND are more often the targets of bullying when compared to their peers without SEND which has far-reaching negative implications for mental health and well-being, as well as school attainment and attendance. The increased incidence of

bullying targeting CYP with SEND may also result in these pupils engaging in bullying behaviours themselves – that is, CYP with SEND may develop aggressive responses to combat their frequent victimisation.

- b) Whilst there are a number of measures assessing bullying experiences and well-being in CYP without SEND, given the incidence of bullying in children with SEND and the likelihood of communicative and language difficulties in this group, there is a specific need to develop a reliable and valid measure of bullying experiences and behaviour tailored for CYP with SEND. This questionnaire should allow measurement of the frequency and consequences of bullying to be compared across CYP with and without SEND, as well as allow the frequency and consequences of bullying to be tracked over time.
- c) Tailoring a questionnaire for children with SEND should ensure that the indicators are written in way that allow CYP to comprehend the language and content of the item, does not place undue burden on memory processes, and limits the impact of social desirability on how CYP will respond. Response options should be simple and with clearly understood anchors.

Learning from consultation with CYP with SEND and experts in the field:

- a) Feedback from CYP with SEND and experts in the field advised that the indicators tapped key bullying and school experience constructs that are relevant for CYP at schools today.
- b) It is important to stress the confidentiality of the questionnaire responses to ensure that CYP respond truthfully to all items, this is particularly crucial with respect to the bullying behaviour items.

- c) It is important to use language that CYP are familiar with and appropriate to the school setting.

Learning from pilot testing:

- a) The questionnaire was pilot tested in schools across England, with 294 pupils from Year 4 and 6 participating, 60 with SEND, and 260 CYP from Year 8 and 10, 44 with SEND.
- b) Confirmatory factor analysis (CFA) showed that items of the questionnaire formed three distinct but related groups – bullying experiences, bullying behaviour and school experiences. Furthermore, items grouped in an identical manner for CYP with and without SEND indicating that the questionnaire has the same underlying structure for both CYP with SEND and their peers without SEND. The only exception that should be acknowledged is that inclusion of the bullying behaviour subscale in the secondary school CFA yielded poor model fit indices, likely because few CYP reported engaging in bullying behaviours. As such, these items may need to be explored further, perhaps using baseline data yielded from the current project.
- c) Differential item functioning analysis showed that almost all items operated equivalently across CYP with and without SEND, suggesting that items have the same meaning and relevance to both groups.
- d) Bullying experience, bullying behaviour and school experience items were meaningfully related to other widely used measures of well-being, social relationships and school experience for both CYP with and without SEND. This concurrent validity analysis suggests that the new questionnaire is a good measure of bullying constructs.

- e) Comparison of CYP with and without SEND in Year 4 and 6 revealed that CYP with SEND had a tendency to report more bullying experiences, were more likely to report engaging in bullying behaviours and reported less positive school experiences compared with their peers without SEND. However, there were no significant differences in bullying experiences, bullying behaviour or school experiences between CYP with SEND and CYP without SEND for pupils in Year 8 and 10.

#### *1.4 Key Recommendations for implementation*

Based on the current findings, a number of recommendations for wide-scale implementation of the bullying and school experiences are suggested:

- a) A systematised, computer-based delivery method to facilitate standardised administration of the questionnaire, minimise data-loss and ensure CYP are able to respond confidentially.
- b) Each indicator presented individually, with an accompanying audiofeed of the item content to overcome potential barriers to accurate responding that may result from reading/language difficulties.
- c) Online delivery system that is linked to existing school and national database of pupil information to allow individual responses to be identifiable.

## 2.0 Literature Review

The current report outlines the development and validation of a measure to assess bullying and school experiences for children and young people (CYP). Specifically, the measure aims to assess the incidence of bullying and its impact on social and emotional well-being of children with special educational needs and disabilities (SEND). It is particularly important to develop a set of indicators targeted toward CYP with SEND as this group of children face a number of challenges that both influence the reliability and validity of existing self-report measures of bullying and well-being, and contribute to the increased likelihood of bullying compared to children without SEND (Wigelsworth, Oldfield & Humphrey, 2013).

Students are identified as having SEND if they, “have significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school...” (DFE, 2001 Codes of Practice SEN). As such, children with SEND relative to their peers often require additional; a) communication and interaction, b) cognition and learning, c) behavioural, emotional and social development, and/or d) sensory/physical support (Wiglesworth et al., 2013). Current policies to promote inclusion of CYP with SEND into mainstream schools (Ferguson, 2008) further highlights the need to develop a measure of bullying and school experience that is both relevant and valid for this growing group of CYP.

Bullying is defined as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power” (ABA, 2014). This definition encompasses different domains of bullying behaviours, including

direct (physical) bullying, verbal bullying and indirect bullying. Indirect bullying, also known as social or relational bullying, includes behaviours that are directed at damaging relationships, such as social exclusion, gossiping and spreading rumours (Crick & Grotpeter, 1995). Children who experience these types of bullying report a range of socio-emotional problems, including anxiety, depression, and low self-esteem, as well as poorer academic outcomes and school absenteeism (Hawker & Boulton, 2000; Glew, Fan, Katon, Rivara & Kernic, 2005).

Given the wide-reaching negative repercussions of bullying experiences in childhood, it is particularly concerning that CYP with SEND often experience higher levels of bullying when compared to CYP without SEND (Wigglesworth et al. 2013). In a recent review of the literature, Rose et al. (2010) concluded that children in the school setting that had a disability were significantly more likely to be bullied compared to typical children (see also Sentenac, Gavin, Arnaud, Molcho, Godeau, & Gabhainn, 2011). Furthermore, a Mencap report focusing on children in the UK with learning disabilities found that of 507 children and young people interviewed between 8 and 18 years of age, 82% had been subject to bullying (Mencap, 2007). Finally, Thompson, Whitney and Smith (1994) looked specifically at the incidence of school-based bullying of children with SEND integrated into mainstream schools. They found that students with both statement and non-statemented SEND were more likely to be bullied by their peers compared to matched mainstream students. In this study, approximately two thirds of children with SEND reported being bullied compared with only one quarter of mainstream students. Furthermore, the majority of the bullying centred on the specific educational need required by the student. Together, this research presents a worrying body of evidence indicating that the CYP with SEND are significantly more likely to be the targets of bullying behaviour while at school.



Finally, in addition to the negative social and emotional impact of bullying on children with SEND, the increased incidence of bullying directed at CYP with SEND may also result in these pupils engaging in bullying behaviours themselves. That is, CYP with SEND who are bullied consistently over time may develop aggressive responses to combat this repeated victimisation and thus may also be characterised as bullies. Reactive bullying has been studied in CYP without SEND (e.g., Salmivalli & Nieminen, 2002), but there is relatively little research directly comparing bullying behaviours in CYP with SEND to those CYP without SEND (Rose et al., 2011). In one of the few studies in this area, Kaukiainen et al., (2002) found that a subset of children between 11 and 12 who had learning difficulties not only were victims of bullying, but also engaged in bullying behaviour themselves. As such, the degree to which CYP with SEND engage in reactive bullying may prove important when developing an intervention to curb bullying in schools.

Given the incidence of bullying directed toward children with SEND and the long term consequences of frequent bullying, it becomes especially important to develop effective and reliable means by which the experience of bullying for children with SEND can be assessed. By developing a questionnaire to assess the incidence and experience of bullying and well-being for CYP with SEND, bullying frequency and its consequences, including reactive bullying, can be tracked over time, the effectiveness of intervention programs can be determined, and a direct comparison of the bullying experiences of CYP with and without SEND may be undertaken.

### *2.1 Measuring bullying, school experiences and well-being*

While there are a number of measures assessing bullying experiences in children and young people, these extant measures are limited to assessing these constructs in CYP without SEND. As such, questionnaires assessing CYP's bullying experiences are validated on CYP without SEND, normative samples, and thus ignore the impact of individual children's SEND status on their responses (Wiglesworth et al., 2013). Humphrey and colleagues noted this omission and developed two measures specifically designed to assess (in part) bullying experiences of CYP with SEND. These scales, the Wider Outcomes Survey for Teachers (WOST) and Wider Outcomes Survey for Parents (WOSP), have both been trialled in a large national study and have been shown to be a reliable and valid measure of bullying experiences of CYP with SEND (Humphrey & Squires, 2011). While the WOST and the WOSP address the gap in the literature by developing a scale designed to specifically assess bullying experiences of CYP with SEND, they overlook the importance of CYP's own self-reported bullying experiences. Bullying is often not reported to or observed by teachers or parents (Hunt, Peters & Rapee, 2012) and therefore pupils themselves are likely crucial informants on their own bullying experiences, nevertheless, the extant literature to date has not considered bullying experiences from the perspective of CYP with SEND.

Furthermore, the specific difficulties experienced by children with SEND which may hinder their ability to accurately complete the survey has also been overlooked when examining bullying experiences in this group. As many children with SEND have learning, behavioural and/or communication difficulties, completing a self-reported bullying measure designed for CYP without SEND may pose a considerable challenge, and negatively impact upon the reliability and validity of these children's responses.

Thus, the current study developed a questionnaire that was specifically tailored to assess self-reported bullying experiences for children with SEND. Given the reported incidence of bullying for children with SEND within a school context, developing a questionnaire that is both reliable and applicable for CYP with SEND will allow not only changes in bullying experiences to be assessed across time, but will also allow a direct comparison of bullying experiences between CYP with SEND relative to their peers without SEND.

## *2.2 Aims*

The current study aimed to develop and psychometrically validate a new questionnaire to assess the experience of bullying for CYP with SEND between 8 and 16 years of age. Given the empirical literature on developing reliable and relevant questionnaire items for CYP, we focused on three main issues in this report. First, drawing upon existing questionnaires that assess bullying experiences, we tailored items to account for the reading and communication difficulties frequently experienced by CYP with SEND. Second, we qualitatively examined the relevance and applicability of the questionnaire by consulting with CYP. In addition, we empirically tested the psychometric properties of the newly developed items, with a specific focus on exploring whether items are responded to differently by different groups. Given the wide-age range of the targeted CYP in the current study examination of the reliability and applicability of the newly developed was conducted separately for primary and secondary school-aged pupils. Finally, we suggest ways in which this newly developed questionnaire may be administered, including the use of computers and audio-feeds to maximise the quality of the data and facilitate wide-scale administration.

### 3.0 Scale Development

Based on the literature reviewed above, four domains of theoretical and practical interest were examined in the questionnaire. The first three domains assess bullying and school experiences and comprise items (i) assessing CYP's experience of bullying within the school context; (ii) assessing bullying behaviour, in order to more closely examine the concept of reactive bullying – bullying behaviour perpetrated by CYP who are also bullied by their peers; and, (iii) assessing school climate and belonging, including relationship with teachers. The fourth domain included items assessing CYP's emotional and behavioural problems as an index of well-being and the socio-emotional impact of bullying experiences.

#### *3.1 Measuring the experience of bullying*

##### (i) Bullying Experiences

The bullying experiences items were based on items from the experience of bullying subscale of the Wider Outcomes Survey for Teachers (WOST; Wiglesworth et al., 2013), and assessed the degree to which pupils were the target of verbal, direct and indirect bullying behaviours. The WOST is a teacher-rated measure of children's outcomes at school, with a subscale measuring children's experience of bullying. The WOST has established internal validity and reliability, and importantly was developed specifically to assess outcomes in CYP with SEND. As such, the specific bullying experiences included in this scale have been shown to be relevant and appropriate for CYP with SEND.

##### (ii) Bullying Behaviour

Typical measures of CYP's bullying behaviour include items assessing the frequency with which pupils engaged in verbal, direct and indirect bullying behaviours. As such, we

included items assessing these three domains in the bullying and school experiences measure that were similar to items from the Illinois Bully Scale (Esplage & Holt, 2001), Kochenderfer & Ladd's (1996) self-reported bully scale, and Olweus' (1996) widely used bullying questionnaire.

The term bullying was deliberately avoided when developing questionnaire items for a number of reasons. First, research has shown that 'bullying' is often conceptualised differently by different children, for example younger children do not tend to distinguish between bullying behaviour and fighting when compared to older children (Smith, Cowie, Olafsson & Liefhoghe, 2002). Second, research has shown that behaviour-based questions assessing bullying are a more sensitive measure of bullying compared to a single items directly asking about bullying frequency (Sawyer, Bradshaw & O'Brennan, 2008). As such, we focused on specific bullying behaviours commonly reported in the literature.

### (iii) School Experiences

Commonplace school experience items include *I get on well with my teachers* and *I like going to school* (e.g., Spriggs, Ianotti, Nansel & Haynie., 2007; Samdal, Nutbeam, Wold & Kannas., 1998; Battistich & Hom, 1997; Ravens-Sieberer et al., 2006). Thus, based on the literature items reflecting teacher relationships, safety and feelings of belonging at school were developed and incorporated in the current measure. The four school experience items were designed to assess the degree to which pupil's felt that their school was a supportive and inclusive environment.

### 3.2 Measuring the impact of bullying: Well-being

Given the far-reaching influence of bullying on CYP's socio-emotional adjustment, it is important to also examine the impact of bullying experiences on well-being. Most questionnaires designed to assess emotional and behavioural difficulties in CYP rely on

teacher- or parent-report, and those that are designed for CYP self-report tend only to be valid for children over the age of 11 (e.g., Strengths & Difficulties Questionnaire; Goodman 1997; see Wolpert et al., 2008 for a review). One exception is the *Me and My School* (M&MS) measure developed specifically for children as young as 8 years of age to self-report on their own well-being. This brief questionnaire assesses the incidence of emotional and behavioural problems using simple and straight-forward language. Furthermore, this measure has been shown to be an appropriate measure of well-being for both CYP with and without SEND (Deighton et al., 2013). As such, the M&MS scale was included in full to assess CYP's emotional and behavioural well-being in the context of school.

### *3.3 Tailoring Items for CYP with SEND*

In children and young people, cognitive and communicative skills are still developing, as such it is crucial to take into account the age and linguistic ability of a child when developing a questionnaire, this is particularly relevant for CYP with SEND who experience language delays or difficulties. De Leeuw (2011) outlines four key stages in the question-answer process that CYP undergo when responding to questionnaire items. These stages should shape decisions about questionnaire item wording and content. First, when CYP encounter a questionnaire, they must have the skills to comprehend and interpret each item as it is intended. Therefore, questionnaire items should be clear and concise and avoid complex or ambiguous wording, negations and long sentences. Research has shown that even if items are phrased in the negative (e.g., I dislike school), they are equally reliable as positively-worded items as long as they are simply phrased (Borgers et al., 2004). Second, after understanding the question, CYP must be able to draw the relevant information from memory. As younger children's storage and retrieval of information processes are still developing it becomes important to phrase questions in the 'here and now' (e.g., I like

school), and avoid retrospective questions (e.g., In the last month I have generally liked school). Third, social desirability plays a role in shaping how CYP will respond to a questionnaire item. CYP may respond to the questionnaire item in a way they think will please the researcher/teacher, or in response to perceived peer pressure. As such, it is crucial to clearly state that there are no right or wrong answers and every effort should be made to ensure that CYP understand that their responses are completely private. Fourth, CYP must understand the presented response options and select the option that most closely matches their answer. Thus, when selecting response options both the CYP's linguistic skills and memory performance must be taken into account. For young children, it is recommended that no more than three to four response options with clear labels should be presented (Borgers et al., 2004).

An additional factor that has also been shown to influence the reliability of self-report from CYP is the presence of a general introduction to the questionnaire itself. This introduction should frame the forthcoming questions, clearly state that the following questions are not a test, and therefore do not have right or wrong answers, and like the items must use simple, unambiguous language (Bell, 2007). Overall, work by Borgers and colleagues (2000, 2004) has shown that while age does influence the internal consistency of a questionnaire and the number of non-responses, if the questionnaire is simply-worded and tailored to take into account the reading age of CYP participating then even relatively young children are able to respond to a questionnaire in a reliable and consistent manner.

Drawing on established bullying questionnaires and the literature on framing items for children an initial set of 15 items were developed (see Table 1).

Table 1  
Initial bullying and school experience items by subscale

Subscale	Item
Bullying Experiences	1. I am picked on by other children
	2. I am hit, pushed or kicked by other children
	3. I am called mean names or teased by other children
	4. Other children say bad things about me
	5. Other children stop me from joining their games during break time
	6. Other children don't like me
	7. Other children stop me from joining in classroom activities
Bullying Behaviour	8. I pick on other children
	9. I call other children mean names
	10. I make fun of other children
	11. I hit, push or kick other children
School Experiences	12. I like going to school
	13. I feel like I belong at school
	15. I get on well with my teachers



## 4.0 Qualitative Feedback on Bullying Experience Indicators

Before administering the questionnaire it is critical to undertake pre-testing to provide feedback on the adequacy of wording, questions or response options that may pose a challenge for CYP with language or communication difficulties. Consultation with the target group in a focus group-like setup is an important means by which to evaluate the newly developed questionnaire, and allow an opportunity for CYP with SEND to provide feedback on all aspects of the questionnaire, from individual items, introduction and presentation.

### 4.1 Consultation with CYP with SEND

The initial 15 item questionnaire (see Table 1) was piloted in 2 focus groups, one with primary-aged and one with secondary-aged pupils with special educational needs. The first group consisted of five (two girls) children between nine and 10 years of age, and the second focus group consisted of five children (three girls) between 11 and 12 years of age. All children had SEND (either school action or school action plus) and had been granted permission to participate in the focus group by a parent or guardian. CYP were also asked to give their assent to participate in the focus groups prior to the session.

The consultation was designed to investigate the applicability of the items and whether the language used was appropriate for and understood by young people of these ages. In addition to the items, feedback was also sought on the questionnaire instructions and response options. Each consultation group took place in a quiet and private room at the pupils' school and lasted approximately one hour. Groups started with a general discussion about bullying and well-being in the context of school, and an overview of the aims of the questionnaire. This was followed by semi-structured questions on the introduction to the

questionnaire, the response format and the individual item wording, phrasing and content.

In the final phase of the consultation group, pupils were encouraged to give broad feedback on the questionnaire and voice any concerns or comments they had about the content, structure and appropriateness of the items. Pupils were also asked to nominate additional questions they thought were missing from the questionnaire.

Overall, feedback on the content and aim of the questionnaire from both the younger and older group was largely positive, with several children reporting that it was important to develop strategies to understand bullying experiences for CYP with SEND and combat bullying more broadly in schools. Several common themes and suggestions for improvement emerged from both focus groups and these are presented in Table 2.

Table 2  
Concerns and revisions to bullying and school experiences following CYP consultation

Concern	Revision
<b>1. Confidentiality of questionnaire responses</b>	
Especially relevant for the items assessing bullying behaviours. Most CYP reported it was unlikely that they would respond truthfully and admit to bullying others if their answers were not kept private.	This issue was addressed by developing an administration and collection method for the questionnaire responses that ensured that the pupil's name was not included on the questionnaire and that the teacher did not have access to their completed questionnaire.
<b>2. Distinction between 'mean names' and 'teasing'</b>	
CYP reported that teasing tended to be considered as more playful while mean names were thought of as being deliberately hurtful, and therefore more likely to be experienced by children who are bullied.	Two separate items were developed to assess the incidence of teasing and name-calling.
<b>3. Misunderstanding about the meaning of 'make fun of' (item 10)</b>	
CYP felt that this term may be misinterpreted as 'have fun' and therefore may be interpreted positively.	This item was removed from the measure.
<b>4. Use of the term children</b>	
CYP thought that children was the most straightforward way of referring to their peers, although 'pupils' was most commonly used by the school.	Children and pupils were both considered as options, consultation with experts was sought to resolve this.
<b>5. Multiple response formats</b>	
CYP reported feeling comfortable with the 4-point likert scale response format developed for the bullying and school experience items. CYP did not report that they would have difficulty switching to the 3-point scale for the M&MS questionnaire.	Response options for the bullying and school experience items and the M&MS items remained on a 4-point and 3-point scale, respectively.

#### *4.2 Consultation with Experts in Bullying and SEND issues*

Based on the feedback from the CYP consultation, items were revised and then sent for further evaluation by two experts in the field. Both experts have developed and validated questionnaires assessing CYP's bullying experiences, and have published extensively in this area. Both experts suggested using the term 'pupils' rather than children, especially when referring to CYP in secondary school. Following expert consultation, two additional items were included. The first comprised an additional bullying experiences item, derived from the Personal Experiences Checklist (PECK; Hunt, 2012). This item, 'other pupils pick on me or call me names because I am a bit different', was included as CYP with SEND often relate the cause of bullying at school to some sort of 'difference', namely their specific need or disability (CDC briefing report, 2010). The second item ensured that the bullying behaviour subscale included an item assessing indirect bullying ('I say bad things about other pupils when they aren't there').

#### *4.3 Final Item Selection*

Together, consultation with CYP with SEND and academic experts resulted in a revised, 17 item scale assessing bullying and school experiences (see Table 3 for items). These items ensured a range of bullying behaviours were assessed, including direct, verbal and indirect bullying, as well as items assessing school climate and belonging. All items were written so that they were simple structure, and wording was clear and unambiguous. For example, a common item in bullying questionnaires is 'other pupils say bad things about me behind my back', we modified this item to avoid possible literal interpretations to 'other pupils say bad things about me when I'm not there'.

To ensure questionnaire indicators were written in language that is simple and appropriate to the specific age-group and reading level we conducted a readability analysis

on the revised scale. Readability analyses provide some indication as to the overall difficulty of a set of text, and take into account sentence length, number of words and individual word length (i.e., syllables). A commonly used index of readability is the Flesch-Kincaid index which provides the approximate year level in which the average pupil would have a good understanding of the text in question. The 17 items of the bullying and school experiences scale reported a Flesch-Kincaid index of 2.9, suggesting that the average student by at least Year 3 (i.e., age 7 to 8) would have a good understanding of the meaning of all the items.

For the 17 bullying and school experiences items, the responses were scored on a four-point likert-scale, 0 = never, 1 = a little bit, 2 = a lot, and 3 = always. Four response options were chosen to more sensitively capture any changes in bullying and school experience over time. Furthermore, as noted above, 4 response options are considered appropriate for use in questionnaires with young children (Borgers et al., 2004). Response options for the M&MS items comprised a three-point likert scale, 0 = never, 1 = sometimes and 2 = a lot. This scale has already been validated using the three-point response option format, and when asked in the focus groups, even very young children said they would have little trouble moving between different response option formats (see Table 3 for M&MS items).

Table 3  
Revised bullying and school experiences items and Me & My School (M&MS) emotional and behavioural items

Subscale	Item
Bullying Experiences	1. Other pupils tease me
	2. I am hit, pushed or kicked by other pupils
	3. Other pupils stop me from joining in during lunch and break time
	4. Other pupils don't like me
	5. Other pupils stop me from joining in classroom activities
	6. Other pupils pick on me because I am a bit different
	7. I am called mean names by other pupils
Bullying Behaviour	8. I say bad things about other pupils when they aren't there
	9. I hit, push or kick other pupils
	10. I pick on other pupils
	11. I call other pupils mean names
	12. I tease other pupils
School Experiences	13. I like going to school
	14. I feel like I belong at school
	15. I get on well with my teachers
	17. I feel safe at school
M&MS: Emotional Problems	1. I feel lonely
	2. I cry a lot
	3. I am unhappy
	4. Nobody likes me
	5. I worry a lot
	6. I have problems sleeping
	7. I wake up in the night
	8. I am shy
	9. I feel scared
	10. I worry when I am at school
M&MS: Behavioural Problems	11. I get very angry
	12. I lose my temper
	13. I hit out when I am angry
	14. I do things to hurt people
	15. I am calm
	16. I break things on purpose

## 5.0 Piloting the Revised Questionnaire in Primary School Pupils

### 5.1 Primary School participants

The final pool of participants were 294 (50% boys;  $M_{\text{age}} = 10$  years) children drawn from 3 primary schools in England, with 128 children (48% boys;  $M_{\text{age}} = 8$  years 11 months) from Year 4 and 166 children (51% boys;  $M_{\text{age}} = 10$  years 11 months) from Year 6. A total of 60 children (65% boys) were identified as having SEND within the sample (46 with School Action, 12 with School Action Plus and 2 with Statements of SEND).

### 5.2 Missing item analysis

Details on rates of missing items are presented in Table 4. As can be seen rates of missing items were low, with between 0% to 2.4% of CYP skipping a particular item. Importantly, Table 4 shows that no item appeared to pose a specific problem for CYP with SEND.

### 5.3 Descriptive Statistics

Descriptive statistics for each item on the bullying and school experiences questionnaire for are presented in Table 5. Table 6 presents these descriptive statistics for each item separately for CYP with and without SEND.

The full range of the scale was used for all items. As can be seen, approximately 50% of children reported that they had experienced some form of bullying at least a little, but very few children reported being bullied frequently (either *a lot* or *always*). As is common in research on bullying, rates for self-reported bullying behaviour were considerably lower compared to self-reported bullying experiences, with the majority of children (approximately 85%) reported that they never engaged in bullying behaviours. Finally, most children reported that they had positive school experiences.

Table 4

Number of CYP missing a specific item, total number of CYP with SEND missing a specific item presented in parenthesis (N = 294)

Item	
Bullying Experiences	
Other pupils tease me	2 (1)
I am hit, pushed or kicked by other pupils	6 (2)
Other pupils stop me from joining in during lunch and break time	8 (1)
Other pupils say bad things about me when I'm not there	6 (0)
Other pupils don't like me	8 (4)
Other pupils stop me from joining in classroom activities	3 (0)
Other pupils pick on me because I am a bit different	4 (4)
I am called mean names by other pupils	7 (2)
Bullying Behaviour	
I say bad things about other pupils when they aren't there	0 (0)
I hit, push or kick other pupils	2 (0)
I pick on other pupils	3 (1)
I call other pupils mean names	1 (0)
I tease other pupils	1 (1)
School Experiences	
I like going to school	1 (0)
I get on well with my teachers	5 (0)
I feel safe at school	7 (4)
I feel like I belong at school	3 (1)



Table 5

Percentage of CYP endorsing a particular response option for each item, and mean and standard deviation of specific item (N = 294)

Item	Never	A Little	A Lot	Always	Mean (SD)
<b>Bullying Experiences</b>					
Other pupils tease me	46.3	43.8	8.2	1.7	.65 (.70)
I am hit, pushed or kicked by other pupils	66.7	24.4	6.8	2	.44 (.76)
Other pupils stop me from joining in during lunch and break time	69.4	21.6	4.8	4.1	.44 (.76)
Other pupils say bad things about me when I'm not there	55.1	31.9	7.8	5.1	.63 (.83)
Other pupils don't like me	48.0	40.1	5.6	6.8	.72 (.84)
Other pupils stop me from joining in classroom activities	81.6	12.6	3.1	1.7	.25 (.59)
Other pupils pick on me because I am a bit different	68.4	21.9	3.7	5.8	.47 (.82)
I am called mean names by other pupils	58.8	29.2	6.8	5.1	.58 (.83)
<b>Bullying Behaviour</b>					
I say bad things about other pupils when they aren't there	82.0	17.3	0.3	0.3	.19 (.43)
I hit, push or kick other pupils	81.3	16.2	1.4	3 1.0	.22 (.51)
I pick on other pupils	85.0	13.2	1.0	0.7	.17 (.45)
I call other pupils mean names	83.3	13.6	2.4	0.7	.21 (.50)
I tease other pupils	87.7	10.5	1.0	0.7	.15 (.43)
<b>School Experiences</b>					
I like going to school	8.2	34.7	26.9	30.2	1.79 (.97)
I get on well with my teachers	10.9	11.2	23.8	57.1	2.33 (.92)
I feel safe at school	14.2	15.3	20.0	50.0	2.06 (1.10)
I feel like I belong at school	18.0	25.5	22.7	33.6	1.72 (1.11)

Table 6

Comparison of the percentage of CYP with SEND ( $n = 60$ ) and without SEND ( $n = 234$ ) endorsing a particular response option for each item.

Item	Never		A Little		A Lot		Always	
	SEND	non-SEND	SEND	non-SEND	SEND	non-SEND	SEND	non-SEND
<b>Bullying Experiences</b>								
Other pupils tease me	43.4	47	43.3	44.0	10.0	7.7	3.3	1.3
I am hit, pushed or kicked by other pupils	58.3	68.8	28.4	23.5	8.4	6.4	5.0	1.3
Other pupils stop me from joining in during lunch and break time	61.7	71.4	25.0	20.5	1.7	5.6	11.7	2.1
Other pupils say bad things about me when I'm not there	50.0	56.5	33.3	31.6	8.3	7.7	8.3	4.3
Other pupils don't like me	50.0	47.0	39.7	41.0	5.0	5.6	8.3	6.0
Other pupils stop me from joining in classroom activities	83.3	81.2	10.0	14.6	6.7	2.1	0	2.1
Other pupils pick on me because I am a bit different	55.0	71.8	31.8	19.2	3.4	4.3	10.0	4.7
I am called mean names by other pupils	55.0	59.8	28.4	29.0	6.7	6.8	10.0	3.8
<b>Bullying Behaviour</b>								
I say bad things about other pupils when they aren't there	81.7	82.1	18.3	17.1	0	.4	0	.4
I hit, push or kick other pupils	68.3	84.6	23.3	14.1	6.7	0	1.7	.9
I pick on other pupils	75.0	87.6	20.0	11.5	3.4	.4	1.7	.4
I call other pupils mean names	70.0	86.7	21.7	11.5	3	4	2	0
I tease other pupils	81.7	89.3	10.0	10.7	5.0	0	3.3	0
<b>School Experiences</b>								
I like going to school	11.7	7.3	35.0	33.3	23.3	27.8	29.9	31.7
I get on well with my teachers	10.0	6.0	20.0	8.9	21.7	30.3	48.3	60.7
I feel safe at school	25.0	11.5	20.0	14.1	23.4	19.7	31.7	54.7
I feel like I belong at school	26.7	15.8	31.7	23.9	13.4	25.2	28.3	35.0

*Note:* SEND= CYP with special educational needs/disabilities, non-SEND= CYP without special educational needs/disabilities.

#### 5.4 Factor Structure for Bullying and School Experience items

Confirmatory factor analysis (CFA) is a statistical technique used to confirm the relationship between a set of observed measures or indicators (e.g., comprising test items, test scores, behavioural observation ratings, etc.) and their underlying latent construct. CFA is hypothesis-driven; that is, the researcher has an *a priori* sense of the relationship between the indicators based on theoretical and empirical research. Given items in the bullying and school experience scale were specifically designed to assess different (but related) constructs (i.e., bullying experiences, bullying behaviour and school experiences), CFA is an ideal statistical tool to validate this new measure. Nevertheless, a preliminary Exploratory Factor Analysis (EFA) was conducted to ensure that the predicted factor structure was appropriate and is presented in Appendix A.

Given the promising findings in the EFA, an initial confirmatory factor analysis model was examined including all CYP with and without SEND in Years 4 and 6. The model was specified such that the 7 bullying experiences items loaded onto a single latent factor, the 5 bullying behaviour items loaded onto a single latent factor and the 4 school experiences items loaded onto a single latent factor. These factors were permitted to be correlated. This model was over-identified with 116 *df* and  $\chi^2 = 206.497$ ,  $p < .001$ . Given the large sample size Chi-square was not used to suggest model fit (see Sulik et al., 2010). The goodness-of-fit indices suggested good model fit: SRMR = 0.052, RMSEA = 0.052, CFI = 0.949 and TLI = 0.940. All parameter estimates were statistically significant,  $p < 0.001$ . The completely standardised parameter estimates from this solution are presented in Figure 1. There was significant variance in the all three latent factors. Each latent variable explained a significant amount of variance in their respective indicators: Bullying experiences,  $R^2$  mean = 0.457, range = .253 - .634,  $p < 0.01$ ; Bullying behaviour,  $R^2$  mean = 0.473, range = .276 - .606,  $p <$

0.01; School experiences,  $R^2$  mean = 0.474, range = .340 - .656,  $p < 0.01$ . Of all the indicators, *other pupils stop me from joining in during lunch and break time*, had the weakest factor loadings, and lowest  $R^2$ , although both were still significant.

Overall, the model fitted the data well, with the items of the bullying experiences, bullying behaviour and school experiences items loading onto separate but related latent factors. As such, a separate multi-group model was analysed to determine if this factor structure was equivalent across CYP with and without SEND. A multi-group CFA model constrains factor structure to equality, if goodness-of-fit indices show a well-fitting model then it may be concluded that the factor structure of the bullying and school experience questionnaire is equivalent across the two groups.

An multi-group confirmatory factor analysis model was examined, such that two CFAs were run, one including all CYP with SEND ( $n = 60$ ) and a separate CFA for CYP without SEND ( $n = 234$ ) in Years 4 and 6. It should be noted that the sample size of the CYP with SEND group is relatively small for this type of analysis and, as such, results should be interpreted relatively cautiously. Each model was specified such that the 7 bullying experiences items loaded onto a single latent factor, the 5 bullying behaviour items loaded onto a single latent factor and the 4 school experiences items loaded onto a single latent factor, factors were permitted to be correlated. This multi-group model was over-identified with 232  $df$  and  $\chi^2 = 407.192$ ,  $p < .001$ . Given the large sample size Chi-square was not used to suggest model fit (see Sulik et al., 2010). The goodness-of-fit indices suggest largely adequate model fit: SRMR = 0.072, RMSEA = 0.072, CFI = 0.907 and TLI = 0.891. All parameter estimates were statistically significant,  $p < 0.001$ .

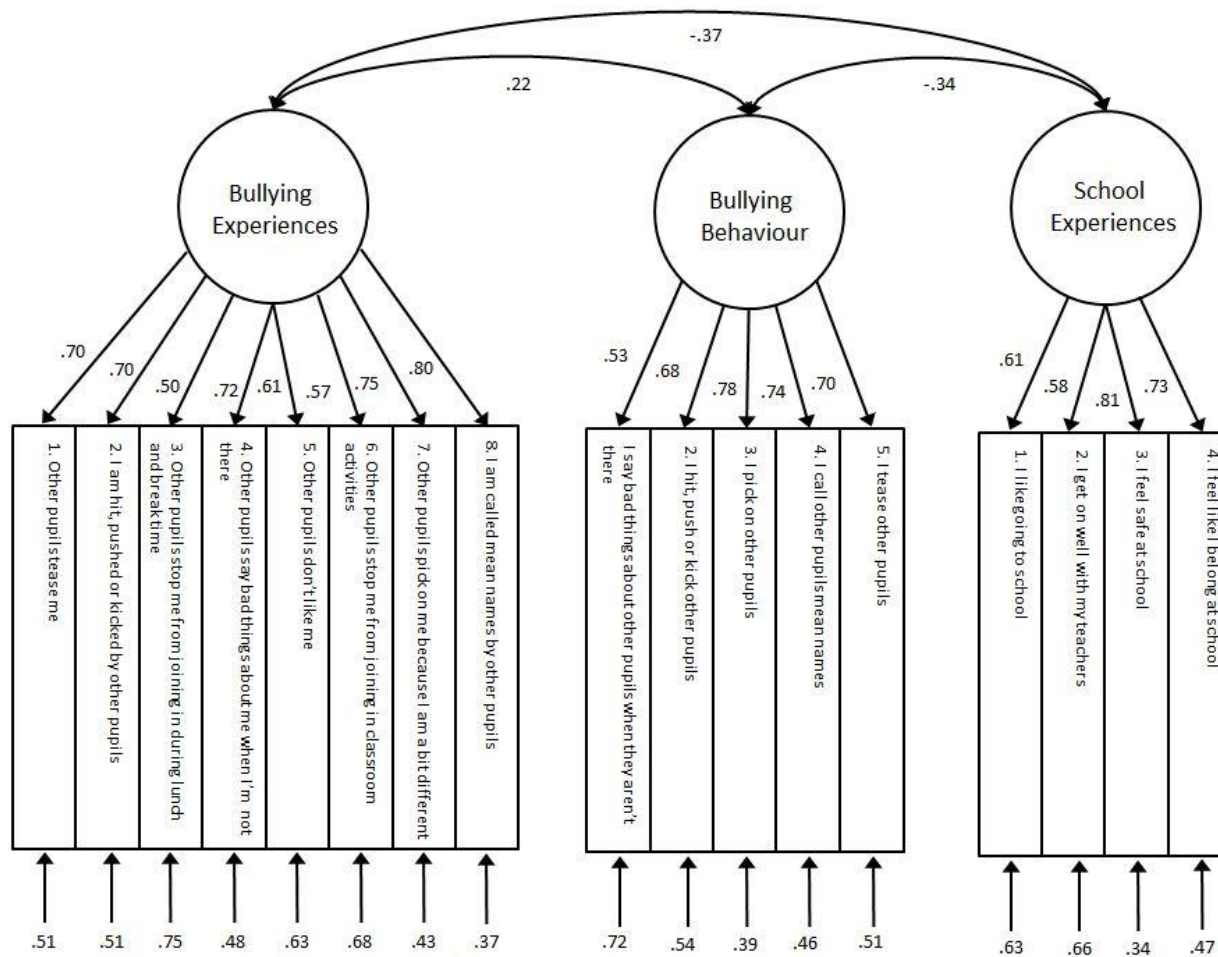


Figure 1. Completely standardised parameter estimates from the confirmatory factor analysis model of the 17 bullying and school experiences items. All freely estimated parameter estimates are statistically significant,  $p < 0.01$ .

There was significant variance in the all three latent factors. All three latent factors were significantly correlated in the CYP without SEND group, however, only bullying experiences and bullying behaviour were significantly correlated in the CYP with SEND group. Each latent variable explained a significant amount of variance in their respective indicators for the CYP without SEND group, however, 2 items from the bullying experiences scale (*other pupils stop me from joining in during lunch and break time*, and *other pupils stop me from joining in classroom activities*) did not explain a significant amount of variance in the bullying experiences indicator. Given that the item '*other pupils stop me from joining in during lunch and break time*' also showed the lowest factor loading across both CYP with and without SEND groups, a further multi-group CFA was run excluding this item. This model showed marginally better fit, such that  $\chi^2_{202} = 343.271$ ,  $p < .001$ , SRMR = 0.071, RMSEA = 0.069, CFI = 0.921 and TLI = 0.906.

Overall, despite the relatively small sample size of the CYP with SEND group, these results suggest that the factor structure of the bullying experience, bullying behaviour and school experience items are equivalent across CYP with and without SEND. With the exception of '*other pupils stop me from joining in during lunch and break time*,' which appeared to be the least robust item, there were no areas of localised strain in the model, with all remaining items significantly loading onto their respective latent factor in a similar manner across both groups of CYP. The next stage of the analyses looks more closely at the individual items to assess whether these are responded to similarly by CYP with SEND and without SEND.

*Overall, the two confirmatory factor analyses show that the indicators of the bullying and school experience questionnaire group together to form three distinct but related constructs –bullying experiences, bullying behaviour and school experiences, and all indicators appear to be relatively good measures of these broader constructs. Furthermore, the multi-group confirmatory factor analysis showed that these groupings of items was identical for both CYP with and without SEND, and again, all items appeared to contribute to the measurement of these broader constructs relatively equally.*

### 5.5 Differential item Functioning

In order to examine whether items are equivalent for CYP with and without SEND, a differential item functioning (DIF) analysis was undertaken. In a DIF analysis, differences in the probabilities of endorsing an individual item given an overall score on the subscale are compared across the focal (CYP with SEND group) and reference group (CYP without SEND group). If CYP with the same overall score on a subscale (e.g., overall bullying experiences score) have significantly different probabilities of endorsing an individual item then this item is said to show differential item functioning, that is it behaves differently across the two groups.

The statistical approach taken to examine DIF was the Liu-Agresti common logs ratio (L-A-LOR; Liu & Agresti, 1996). The L-A-LOR was estimated using the DIFAS 5.0 software (Penfield, 2005). Table 7 presents the results of the DIF analysis. Positive L-A-LOR values indicate that the item is more difficult to endorse for the focal group, while negative L-A-LOR values indicate that the item is more difficult to endorse for the reference group given the same level of the underlying trait. The size of significant DIF was interpreted using the

widely cut-off values, such that DIF in polytomous items is considered negligible if L-A-LOR < 0.43, moderate if  $0.43 < \text{L-A-LOR} < 0.64$ , and large if  $\text{L-A-LOR} > 0.64$  (Penfield, 2007).

The DIF analysis presented in Table 7 indicated that all items in the bullying experiences subscale were equally likely to be endorsed by both CYP with and without SEND. However, *I say bad things about other pupils when they aren't there* from the bullying behaviour subscale was more likely to be endorsed by CYP without SEND compared to CYP with SEND given similar overall bullying behaviour scores. Furthermore, two items of the school experiences subscale showed DIF, *I like going to school* and *I feel safe at school*. The first, *I like going to school*, was more likely to be endorsed by CYP with SEND, whereas *I feel safe at school* was more likely to be endorsed by CYP without SEND given the same overall score on the school experiences items.



Table 7  
Differential item functioning results

Item	DIF
<b>Bullying Experiences</b>	
Other pupils tease me	0.01
I am hit, pushed or kicked by other pupils	-0.16
Other pupils stop me from joining in during lunch and break time	-0.71
Other pupils say bad things about me when I'm not there	0.11
Other pupils don't like me	0.50
Other pupils stop me from joining in classroom activities	0.76
Other pupils pick on me because I am a bit different	-0.28
I am called mean names by other pupils	0.05
<b>Bullying Behaviour</b>	
I say bad things about other pupils when they aren't there	1.47*
I hit, push or kick other pupils	-0.44
I pick on other pupils	0.13
I call other pupils mean names	-0.80
I tease other pupils	-0.26
<b>School Experiences</b>	
I like going to school	-0.83*
I get on well with my teachers	0.11
I feel safe at school	0.78*
I feel like I belong at school	0.03

\*  $p < 0.05$

*Differential item functioning analysis has shown that the majority of items in the bullying and school experiences questionnaire operate equivalently across CYP with and without SEND. Differences between CYP with and without SEND were identified for two items of the school experiences subscale. However, given that fact that CYP with SEND have been shown to have significantly less positive school experiences compared to their peers without SEND, the DIF finding alone is not sufficient to warrant the exclusion of these items from the questionnaire, although further exploration of these items is suggested.*

### 5.6 Internal Consistency

Cronbach's  $\alpha$  was used to assess the internal consistency of the three subscales.

Cronbach's  $\alpha$  for all three subscales was good (bullying experiences  $\alpha = .87$ , bullying behaviour  $\alpha = .81$ , and school experiences  $\alpha = .78$ ).

*The internal consistency analysis shows that all items of their respective subscale are internally coherent and assess the same underlying construct.*

### 5.7 Validity evidence based on the relation of items to other variables

The relation of the bullying and school experiences items to existing measures was assessed to provide evidence for the new measure as a valid assessment of bullying and school experiences. To assess the concurrent validity of the newly developed items, theoretically derived hypothesis were generated to test for its relation with other established measures of children's well-being and bullying experiences. It was expected that the bullying experience items would show a positive association with an established test that assesses bullying behaviour in a school context (the Social Acceptance subscale of the Kidscreen-52), while we predicted that the school experiences items would be positively associated with an established measure of school integration and belonging (the School and Learning subscale of the Kidscreen-52). We also expected that the bullying items would show moderate relations to other factors that have been shown to be correlates of bullying experiences. Specifically, children who report greater frequency of being bullied would be expected to have greater emotional problems (as measured by the M&MS; Hawker and Boulton, 2010) and greater behavioural problems (also measured by the M&MS; Wolke, Woods, Bloomfield & Karstadt, 2000).

### *Kidscreen-52*

Two scales of the Kidscreen assessment were used to validate the bullying and school experience items (Ravens-Sieberer et al., 2006); School Environment (School and Learning; 9) and Social Acceptance (Bullying; 10) with 6 and 3 items respectively. The Kidscreen-52 instrument is a widely used measure of children and young people's well-being. The Kidscreen-52 has been designed to allow the use and interpretation of single subscales (Ravens-Sieberer et al., 2006). For example, Analitis et al., (2009) use the Social Acceptance subscale of the Kidscreen-52 to assess prevalence of bullying in a large cross-cultural population of children between 8 and 18.

*School Environment:* This subscale examines the child's feeling about school, relationships with teachers and perception of their performance at school. Items include 'Have you enjoyed going to school?' and, 'Have you got along with your teachers?'.

*Social Acceptance:* Comprises three items assessing peer rejection and bullying at school. Items include, 'Have other girls and boys made fun of you?' and, 'Have other girls and boys bullied you?'.

Both subscales have good psychometric properties (Ravens-Sieberer et al., 2006).

### *Me & My School*

As noted above, this brief measure (Deighton et al., 2012) of mental health assesses CYP's emotional and behavioural difficulties using simple, straightforward language. It has sound psychometric properties and has been used with children as young as 8 years of age (Deighton et al., 2013). Notably, differential item functioning did not reveal any difference in the performance of items on the M&MS across CYP with and without SEND populations.

*Emotional Difficulties:* Ten items assessing the degree to which CYP report emotional problems, including anxiety (e.g., I worry a lot), relationship problems (e.g., I feel lonely; Nobody likes me) and sleeping disturbances (I wake up in the night).

*Behavioural Difficulties:* Six items assessing the degree to which children self-reported externalising and aggressive behaviour (e.g., I do things to hurt people, I get very angry).

#### *Concurrent Validity*

Table 8 shows the pattern of associations between the bullying experiences, bullying behaviour and school experiences subscales with the Kidscreen and M&MS. Correlations between the bullying experience and school experience subscales and the Kidscreen social acceptance and school and learning subscales, respectively, were high, suggesting that these scales are measuring similar constructs. Furthermore, as expected, CYP who reported experiencing bullying, were also more likely to report emotional problems, whereas CYP who reported engaging in bullying behaviour were more likely to report behavioural problems. Finally, children who reported less positive overall school experiences were likely to report greater behavioural problems.

Table 8  
Correlations between bullying experiences, bullying behaviour, emotional and behavioural problems, and Kidscreen measures of school and learning, and social acceptance (N = 289 – 294)

	1	2	3	4	5	6	7
1. Bullying Experiences	—	.20**	-.28**	.55**	.27**	-.35**	.65**
2. Bullying Behaviour		—	-.30**	.04	.53**	-.33**	.08
3. School Experiences			—	-.14*	-.42**	.72**	-.10
4. Emotion Problems				—	.23**	-.32**	.49**
5. Behaviour Problems					—	-.52**	.20**
6. School & Learning (Kidscreen)						—	-.16**
7. Social Acceptance (Kidscreen)							—

Note: \*  $p < 0.05$ ; \*\*  $p < 0.01$

Table 9 shows the pattern of association between bullying and school experiences subscales and the Kidscreen and Me and My School subscales separately for CYP with and without SEND. For the most part the pattern of correlations was similar for both groups providing further support for the concurrent validity of the bullying and school experiences measure. There was, however, one key difference between CYP with and without SEND; the association between bullying experiences and behaviours and CYP's with SEND school and learning experiences (as measured by the Kidscreen) was very small and not significant, suggesting that for CYP with SEND their bullying experiences and their engagement in bullying is not associated with their feelings about school compared to CYP without SEND who feel less positively about school when they are more frequently bullied, and engage in more bullying behaviours.

Table 9

Separate correlations between bullying and school experiences subscale, and Kidscreen measures of school and learning, and social acceptance for CYP with and without SEND. CYP without SEND below the diagonal ( $n = 233$ ), CYP with SEND above the diagonal ( $n = 60$ ).

	1	2	3	4	5	6	7
1. Bullying Experiences	–	.27*	-.15	.48**	.12	-.02	.59**
2. Bullying Behaviour	.16*	–	-.20	-.03	.47**	-.06	.11
3. School Experiences	-.30**	-.32**	–	-.08	-.46**	.64**	.05
4. Emotion Problems	.56**	.08	-.17*	–	.19	-.25	.37**
5. Behaviour Problems	.30**	.53**	-.38**	.25**	–	-.49**	.02
6. School & Learning (Kidscreen)	-.43**	-.43**	.74**	-.34**	-.53**	–	.12
7. Social Acceptance (Kidscreen)	.67**	.06	-.14*	.53**	.25**	-.24**	–

Note: . \*  $p < 0.05$ , \*\*  $p < 0.01$

*The pattern of correlations provides support for the concurrent validity of the bullying and school experiences questionnaire as it was predictably related to other established measures of children's social relationships and well-being. As such, it may be concluded that the items of the bullying and school experiences questionnaire are a meaningful measures of bullying experiences, bullying behaviour and school experiences in CYP both with and without SEND.*

### *5.9 Comparison of CYP with and without SEND*

Means and standard deviations for individual items for CYP with and without SEND are presented in Table 10. Comparison of overall bullying experience, bullying behaviour and school experiences subscales are presented in Figure 2. There was a significant difference in self-reported bullying behaviour and school experiences between CYP with and without SEND, such that CYP with SEND reported engaging in more bullying behaviours and less positive school experiences. There was a marginally significant difference in bullying experiences between CYP with and without SEND, with CYP with SEND reporting slightly more bullying experiences compared to their peers without SEND.

Table 10

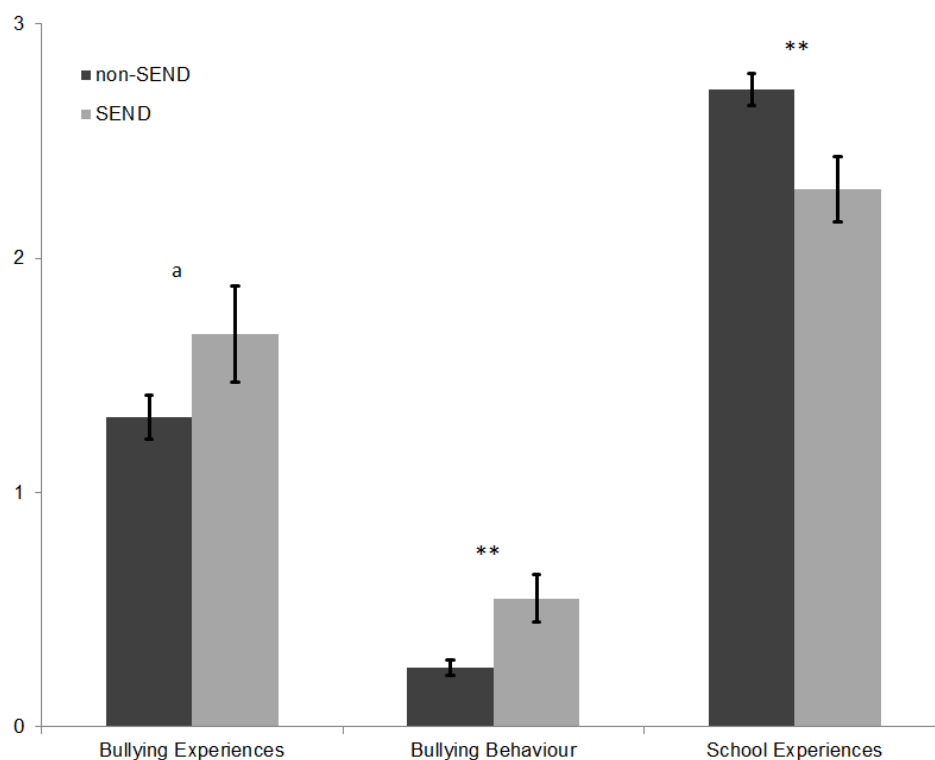
Bully experiences, bullying behaviour and school experiences means and standard deviations for individual items for CYP with and without SEND.

Item	Non-SEND <i>n</i> = 234	SEND <i>n</i> = 60	<i>t</i>
<b>Bullying Experiences</b>			
Other pupils tease me	.63 (.68)	.74 (.78)	-1.01
I am hit, pushed or kicked by other pupils	.41 (.67)	.59 (.84)	-1.85
Other pupils stop me from joining in during lunch and break time	.39 (.69)	.63 (.99)	-2.21*
Other pupils say bad things about me when I'm not there	.60 (.80)	.75 (.93)	-1.22
Other pupils don't like me	.72 (.83)	.71 (.90)	.03
Other pupils stop me from joining in classroom activities	.25 (.59)	.23 (.56)	.18
Other pupils pick on me because I am a bit different	.42 (.78)	.66 (.94)	-2.02*
I am called mean names by other pupils	.55 (.79)	.71 (.97)	-1.29
TOTAL			-1.67
<b>Bullying Behaviour</b>			
I say bad things about other pupils when they aren't there	.19 (.44)	.18 (.39)	.15
I hit, push or kick other pupils	.17 (.44)	.42 (.70)*	-3.40**
I pick on other pupils	.14 (.40)*	.31 (.61)	-2.73**
I call other pupils mean names	.15 (.40)	.42 (.74)	-3.75**
I tease other pupils	.11 (.31)	.30 (.72)	-3.21**
TOTAL			-3.56**
<b>School Experiences</b>			
I like going to school	1.80 (.95)	1.75 (1.04)	.37
I get on well with my teachers	2.40 (.88)	2.08 (1.05)	2.36*
I feel safe at school	2.18 (1.06)	1.62 (1.18)	3.58**
I feel like I belong at school	1.79 (1.09)	1.44 (1.17)	2.23*
TOTAL			2.74**

\*  $p < 0.05$ , \*\*  $p < 0.01$

Note: SEND= CYP with special educational needs/disabilities, non-SEND= CYP without special educational needs/disabilities.





*Figure 2.* Comparison of means for CYP with and without SEND on bullying and school experiences subscales (error bars represent 1 standard error).

Note: <sup>a</sup>  $p < 0.1$ , \*\*  $p < 0.01$ . SEND= CYP with special educational needs/disabilities, non-SEND= CYP without special educational needs/disabilities.

*The analysis statistically comparing bullying and school experience scores for CYP with and without SEND showed that CYP with SEND are more likely to report engaging in bullying behaviour and there is a tendency for these CYP to also report experiencing more bullying. Furthermore, CYP with SEND report less positive school experiences.*

## 6.0 Piloting the Revised Questionnaire in Secondary School Pupils

### 6.1 Secondary School participants

The final pool of participants from Year 8 and 10 were 260 (49.2% boys;  $M_{\text{age}} = 10$  years) children drawn from 1 secondary school in England, with 193 children (49% boys;  $M_{\text{age}} = 13$  years) from Year 4 and 67 children (51% boys;  $M_{\text{age}} = 14$  years 11 months) from Year 6. A total of 44 children (46% boys) were identified as having SEND within the sample (17 with School Action, 18 with School Action Plus and 9 with Statements of SEND).

### 6.2 Missing item analysis

Details on rates of missing items are presented in Table 4. As can be seen rates of missing items were low with the exception of the item *other pupils say bad things about me when I'm not there*. Many pupils noted on the questionnaire that they wouldn't know if they were being spoken about behind their back and therefore felt unable to answer this question. Importantly, Table 11 shows that no item appeared to pose a specific problem for CYP with SEND.

Table 11

Number of CYP missing a specific item, total number of CYP with SEND missing a specific item presented in parenthesis (N = 260)

Item	
Bullying Experiences	
Other pupils tease me	6 (0)
I am hit, pushed or kicked by other pupils	5 (1)
Other pupils stop me from joining in during lunch and break time	3 (0)
Other pupils say bad things about me when I'm not there	21 (4)
Other pupils don't like me	14 (6)
Other pupils stop me from joining in classroom activities	5 (3)
Other pupils pick on me because I am a bit different	6 (0)
I am called mean names by other pupils	2 (0)
Bullying Behaviour	
I say bad things about other pupils when they aren't there	3 (1)
I hit, push or kick other pupils	4 (0)
I pick on other pupils	3 (1)
I call other pupils mean names	3 (0)
I tease other pupils	5 (1)
School Experiences	
I like going to school	3 (0)
I get on well with my teachers	5 (0)
I feel safe at school	2 (0)
I feel like I belong at school	5 (0)

### 6.3 Descriptive Statistics

Descriptive statistics for each item on the bullying and school experiences questionnaire for are presented in Table 12. Table 13 presents these descriptive statistics for each item separately for SEND and non-SEND children.

As can be seen, rates on how frequently CYP reported that they had experienced bullying varied by type of bullying. *Other pupils tease me* and *other pupils don't like me* most frequently endorsed items of bullying experiences. CYP were least likely to endorse that they were the victims of direct, physical bullying (*I am hit, pushed or kicked by other pupils*) nor were CYP likely to endorse that they were excluded from peer groups (*other pupils stop me from joining in during lunch and break time* and *other pupils stop me from joining in classroom activities*). Very few children reported being bullied frequently (either *a lot* or *always*). As is common in research on bullying, rates for self-reported bullying behaviour were considerably lower compared to self-reported bullying experiences, with the majority of children (approximately 90%) reporting that they never engaged in any bullying behaviours. Finally, most children reported that they had positive school experiences.

Table 12

Percentage of CYP from Year 8 and 10 endorsing a particular response option for each item, and mean and standard deviation of specific item (N = 260)

Item	Never	A Little	A Lot	Always	Mean (SD)
<b>Bullying Experiences</b>					
Other pupils tease me	53.3	38.8	4.3	1.6	.53 (.66)
I am hit, pushed or kicked by other pupils	79.1	15.6	0	3.4	.26 (.63)
Other pupils stop me from joining in during lunch and break time	86.7	10.3	1.5	0	.14 (.39)
Other pupils say bad things about me when I'm not there	57.1	29.7	8	2.7	.55 (.75)
Other pupils don't like me	36.9	58.6	2.7	1.1	.67 (.59)
Other pupils stop me from joining in classroom activities	85.6	12.2	0.8	0	.14 (.37)
Other pupils pick on me because I am a bit different	69.6	23.6	3.8	1.5	.36 (.63)
I am called mean names by other pupils	67.7	25.9	3.8	1.1	.38 (.62)
<b>Bullying Behaviour</b>					
I say bad things about other pupils when they aren't there	76.8	20.5	0.8	0	.23 (.436)
I hit, push or kick other pupils	90.9	6.1	0.4	1.1	.10 (.41)
I pick on other pupils	95.5	3.0	0	0	.03 (.18)
I call other pupils mean names	93.6	4.9	0	0	.05 (.22)
I tease other pupils	83.7	13.3	0.8	0.8	.18 (.45)
<b>School Experiences</b>					
I like going to school	6.5	55.5	28.9	7.2	1.38 (.72)
I get on well with my teachers	5.3	35.0	45.6	12.2	1.66 (.76)
I feel safe at school	9.1	30.8	41.4	17.1	1.68 (.868)
I feel like I belong at school	13.3	39.2	35.8	9.9	1.43 (.848)

Table 13

Comparison of the percentage of CYP with SEND ( $n = 44$ ) and without SEND ( $n = 216$ ) endorsing a particular response option for each item.

Item	Never		A Little		A Lot		Always	
	SEND	non-SEND	SEND	non-SEND	SEND	non-SEND	SEND	non-SEND
<b>Bullying Experiences</b>								
Other pupils tease me	54.5	54	36.4	40.4	9.1	3.3	0	1.9
I am hit, pushed or kicked by other pupils	79.6	80.8	18.2	15.0	0	0	2.27	3.74
Other pupils stop me from joining in during lunch and break time	93.2	87.0	6.8	11.2	0	1.86	0	0
Other pupils say bad things about me when I'm not there	56.8	59.0	34.0	29.25	4.55	8.49	4.55	2.36
Other pupils don't like me	47.7	35.5	50.0	60.3	0	3.27	2.27	0.93
Other pupils stop me from joining in classroom activities	86.36	86.98	11.36	12.56	2.27	0.47	0	0
Other pupils pick on me because I am a bit different	59.1	73.0	29.6	22.8	6.82	2.79	4.55	0.93
I am called mean names by other pupils	68.18	68.8	22.7	27.0	6.82	3.26	2.27	0.93
<b>Bullying Behaviour</b>								
I say bad things about other pupils when they aren't there	86.4	76.6	13.6	22.4	0	0.9	0	0
I hit, push or kick other pupils	97.7	91.2	2.3	7.0	0	0.5	0	1.4
I pick on other pupils	93.5	96.7	4.5	2.8	0	0	0	0
I call other pupils mean names	90.9	95.8	9.1	4.2	0	0	0	0
I tease other pupils	79.6	86.1	20.5	12.1	0	0.9	0	0.9
<b>School Experiences</b>								
I like going to school	2.30	7.50	65.9	54.7	18.2	31.8	13.6	6.10
I get on well with my teachers	6.80	5.10	47.7	32.7	34.1	49.1	11.4	12.6
I feel safe at school	9.10	9.30	36.4	48.6	36.4	43.3	18.2	17.2
I feel like I belong at school	18.2	12.6	43.2	39.3	22.7	38.8	15.9	8.9

*Note:* SEND= CYP with special educational needs/disabilities, non-SEND= CYP without special educational needs/disabilities.

#### 6.4 Factor Structure for Bullying and School Experience items

Given the findings in the EFA presented in Appendix A, an initial confirmatory factor analysis model was examined including all children surveyed in Years 8 and 10. Like the primary schools model, the secondary school model was specified such that the 7 bullying experiences items loaded onto a single latent factor, the 5 bullying behaviour items loaded onto a single latent factor and the 4 school experiences items loaded onto a single latent

factor. These factors were permitted to be correlated. This model was over-identified with 116 *df* and  $\chi^2 = 330.43$ ,  $p < .001$ . Given the large sample size Chi-square was not used to suggest model fit (see Sulik et al., 2010). The goodness-of-fit indices suggested mediocre model fit: SRMR = 0.075, RMSEA = 0.085, CFI = 0.809 and TLI = 0.837. All parameter estimates were statistically significant,  $p < 0.001$ . There was significant variance in the all three latent factors. Each latent variable explained a significant amount of variance in their respective indicators: Bullying experiences,  $R^2$  mean = 0.424, range = .162 - .664,  $p < 0.01$ ; Bullying behaviour,  $R^2$  mean = 0.273, range = .191 - .451,  $p < 0.01$ ; School experiences,  $R^2$  mean = 0.437, range = .264 - .651,  $p < 0.01$ . Of all the indicators, and similar to the findings from primary schools, *other pupils stop me from joining in during lunch and break time*, had the weakest factor loadings, and lowest  $R^2$ , although both were still significant.

Given the mediocre goodness of fit indices a second model was run excluding bullying behaviour items from the model. These items were excluded as descriptive statistics (see above, section 6.3) showed that these items were quite skewed with few secondary school pupils reporting bullying behaviour. Additionally, because the item, *other pupils stop me from joining in during lunch and break time*, showed the poorest factor loading and  $R^2$  in both samples, this item was also excluded from the second model. Thus, the second model was specified such that the remaining 6 bullying experiences items loaded onto a single latent factor and all 4 school experiences items loaded onto a single latent factor (see Figure 3). This model was over-identified with 43 *df* and  $\chi^2 = 92.747$ ,  $p < .001$ . The goodness-of-fit indices suggested largely good model fit: SRMR = 0.067, RMSEA = 0.067, CFI = 0.948 and TLI = 0.933. All parameter estimates were statistically significant,  $p < 0.001$ . There was significant variance in both latent factors. Each latent variable explained a

significant amount of variance in their respective indicators: Bullying experiences,  $R^2$  mean = 0.459, range = .205 - .629,  $p < 0.01$ ;  $R^2$  mean = 0.437, range = .265 - .650,  $p < 0.01$ .

Overall, the model fitted the data well, with the items of the bullying experiences, and school experiences items loading onto separate but related latent factors. As such, a separate multi-group model was analysed to determine if this factor structure was equivalent across CYP with and without SEND.

An multi-group confirmatory factor analysis model was examined, such that two CFAs were run, one including all CYP with SEND ( $n = 44$ ) and a separate CFA for CYP without SEND ( $n = 211$ ) in Years 8 and 10. It should be noted that the sample size of the SEND group is relatively small for this type of analysis and, as such, results should be interpreted relatively cautiously. Each model was specified such that the 6 bullying experiences items (*other pupils stop me from joining in during lunch and break time* was excluded) loaded onto a single latent factor, and the 4 school experiences items loaded onto a single latent factor, factors were permitted to be correlated. This multi-group model was over-identified with 86  $df$  and  $\chi^2 = 148.226$ ,  $p < .001$ . The goodness-of-fit indices suggest largely adequate model fit: SRMR = 0.082, RMSEA = 0.075, CFI = 0.936 and TLI = 0.918. All parameter estimates were statistically significant,  $p < 0.001$ . Each latent variable explained a significant amount of variance in their respective indicators for both the CYP with SEND and CYP without SEND groups.

Overall, despite the relatively small sample size of the SEND group, these results suggest that the factor structure of the bullying experience, and school experience items are equivalent across CYP with and without SEND, with the exception of '*other pupils stop me from joining in during lunch and break time*,' which appeared to be the least robust item from these subscales. With respect to the bullying behaviour subscale, the lack of variability



in secondary CYP's responses make it difficult to draw a firm conclusion on the suitability of this subscale for CYP between 12 and 14 years of age, this is discussed further in the conclusion section (7.0). The next stage of the analyses looks more closely at the individual items to assess whether these are responded to similarly by SEND and non-SEND CYP.

*Overall, the confirmatory factor analyses show that the bullying experience, bullying behaviour and school experience items do group together to form three distinct but related constructs, although further investigation is needed to clarify the appropriateness of the bullying behaviour items for this older group of CYP. The multi-group confirmatory factor analysis showed that the structure of the bullying experiences and school experience items was identical for both CYP with and without SEND, and again, all items appeared to contribute to the measurement of these broader constructs relatively equally.*

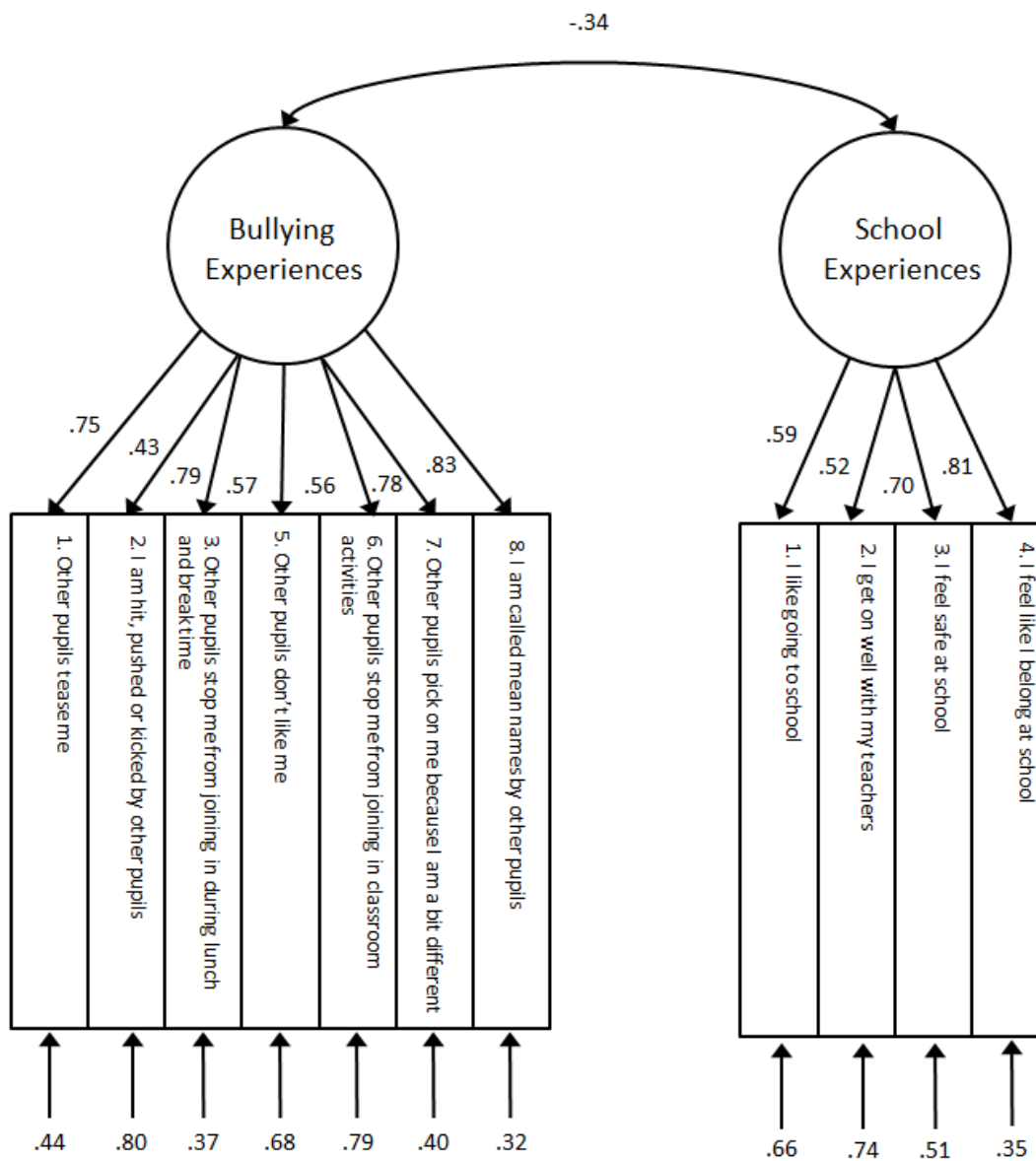


Figure 3. Completely standardised parameter estimates from the confirmatory factor analysis model of 6 bullying experience and 4 school experiences items. All freely estimated parameter estimates are statistically significant,  $p < 0.01$ .

### 6.5 Differential item Functioning

In order to examine whether items are equivalent for CYP with and without SEND, a differential item functioning (DIF) analysis was undertaken. As in the primary school results, the statistical approach taken to examine DIF was the Liu-Agresti common logs ratio (L-A-LOR; Liu & Agresti, 1996) estimated using the DIFAS 5.0 software (Penfield, 2005). The focal group comprised CYP with SEND and reference group comprised CYP without SEND. The DIF analysis is presented in Table XX, note that for some bullying behaviour items the L-A-LOR could not be calculated because of insufficient variability in CYP's responses. Table 14 indicates that one item, *other pupil pick on me because I am a bit different*, in the bullying experiences subscale was more difficult to endorse by CYP without SEND compared to CYP with SEND given similar overall bullying behaviour scores, as would be expected with this specific item. No other indicator showed differential item functioning.

Table 14  
Differential item functioning results

Item	DIF
<b>Bullying Experiences</b>	
Other pupils tease me	-0.155
I am hit, pushed or kicked by other pupils	-0.016
Other pupils stop me from joining in during lunch and break time	1.527
Other pupils say bad things about me when I'm not there	0.364
Other pupils don't like me	0.939
Other pupils stop me from joining in classroom activities	0.532
Other pupils pick on me because I am a bit different	1.961*
I am called mean names by other pupils	-0.038
<b>Bullying Behaviour</b>	
I say bad things about other pupils when they aren't there	1.264
I hit, push or kick other pupils	-
I pick on other pupils	-0.387
I call other pupils mean names	-1.047
I tease other pupils	-1.133
<b>School Experiences</b>	
I like going to school	-0.464
I get on well with my teachers	0.598
I feel safe at school	-0.294
I feel like I belong at school	0.005

Note: \*  $p < 0.05$

*Differential item functioning analysis has shown that the majority of items in the bullying and school experiences questionnaire operate equivalently across CYP with and without SEND. DIF was identified for one item of the bullying experiences subscale, other pupil pick on me because I am a bit different, as would be expected given the content of this item.*

### 6.6 Internal Consistency

Cronbach's  $\alpha$  was used to assess the internal consistency of the three subscales. Cronbach's  $\alpha$  for the bullying experience and school experience subscales was good. The bullying behaviour subscale had lower internal consistency likely due to the low levels of variability in these items. (bullying experiences  $\alpha = .84$ , bullying behaviour  $\alpha = .61$ , and school experiences  $\alpha = .75$ ).

*The internal consistency analysis shows that all items of their respective subscale are relatively internally coherent and assess the same underlying construct.*

### 6.7 Validity evidence based on the relation of items to other variables

As outlined for the primary school sample, the relation of the bullying and school experiences items to existing measures was assessed to provide evidence for the new measure as a valid assessment of bullying and school experiences. The same hypotheses concerning relations between the new bullying and schools experiences measure with other established measures of children's well-being and bullying experiences were tested; briefly it was expected that the bullying experience items would show a positive association with the Social Acceptance subscale of the Kidscreen-52; the school experiences items would be positively associated the School and Learning subscale of the Kidscreen-52; CYP who report more frequent bullying experiences are expected to have greater emotional problems and greater behavioural problems.

Table 15 shows the pattern of associations between the bullying experiences, bullying behaviour and school experiences subscales with the Kidscreen and M&MS. Correlations between the bullying experience and Kidscreen social acceptance measures and between school experience and Kidscreen school and learning measures were high, suggesting that these scales are measuring similar constructs. Furthermore, as expected, CYP who reported experiencing

bullying, were also more likely to report emotional and behavioural problems, whereas CYP who reported engaging in bullying behaviour were more likely to report behavioural problems (not emotional problems). Finally, children who reported less positive overall school experiences were likely to report greater behavioural problems.

Table 15

Correlations between bullying experiences, bullying behaviour, emotional and behavioural problems, and Kidscreen measures of school and learning, and social acceptance (N = 249 - 253)

	1	2	3	4	5	6	7
1. Bullying Experiences	-	.39**	-.26**	.57**	.45**	-.29**	.41**
2. Bullying Behaviour		-	-.16**	.14*	.44**	-.16**	.20**
3. School Experiences			-	-.25**	-.42**	.73**	-.07
4. Emotion Problems				-	.44**	-.28**	.22**
5. Behaviour Problems					-	-.49**	.15*
6. School & Learning (Kidscreen)						-	-.04
7. Social Acceptance (Kidscreen)							-

Note: \*  $p < 0.05$ ; \*\*  $p < 0.01$

Table 16 shows the pattern of association between bullying and school experiences subscales and the Kidscreen and Me and My School subscales separately for CYP with and without SEND. For the most part the pattern of correlations was similar for both groups providing further support for the concurrent validity of the bullying and school experiences measure.

Table 16

Separate correlations between bullying and school experiences subscale, and Kidscreen measures of school and learning, and social acceptance for CYP with and without SEND. CYP without SEND below the diagonal ( $n = 216$ ), CYP with SEND above the diagonal ( $n = 44$ ).

	1	2	3	4	5	6	7
1. Bullying Experiences	-	.34*	-.24	.51**	.52**	-.25	.80**
2. Bullying Behaviour	.40**	-	-.19	.12	.52**	-.09	.23
3. School Experiences	-.27**	-.16*	-	-.27	-.37*	.61**	-.13
4. Emotion Problems	.59**	.14*	-.24**	-	.35*	-.25	.41**
5. Behaviour Problems	.44**	.42**	-.43**	.46**	-	-.39*	.41**
6. School & Learning (Kidscreen)	-.31**	-.18*	.76**	-.29**	-.51**	-	-.17
7. Social Acceptance (Kidscreen)	.35**	.20**	-.07	.20**	.12	-.03	-

Note: \*  $p < 0.05$ ; \*\*  $p < 0.01$

*The pattern of correlations provides support for the concurrent validity of the bullying and school experiences questionnaire as it was predictably related to other established measures of children's social relationships and well-being. As such, it may be concluded that the items of the bullying and school experiences questionnaire are a meaningful measures of bullying experiences, bullying behaviour and school experiences in CYP both with and without SEND.*

### 6.8 Comparison of CYP with and without SEND

Means and standard deviations for individual items for CYP with and without SEND are presented in Table 17. Comparison of overall bullying experience, bullying behaviour and school experiences subscales are presented in Figure 4. There was no significant difference in self-reported bullying experiences, bullying behaviour and school experiences between CYP with and without SEND in Year 8 and 10.

Table 17

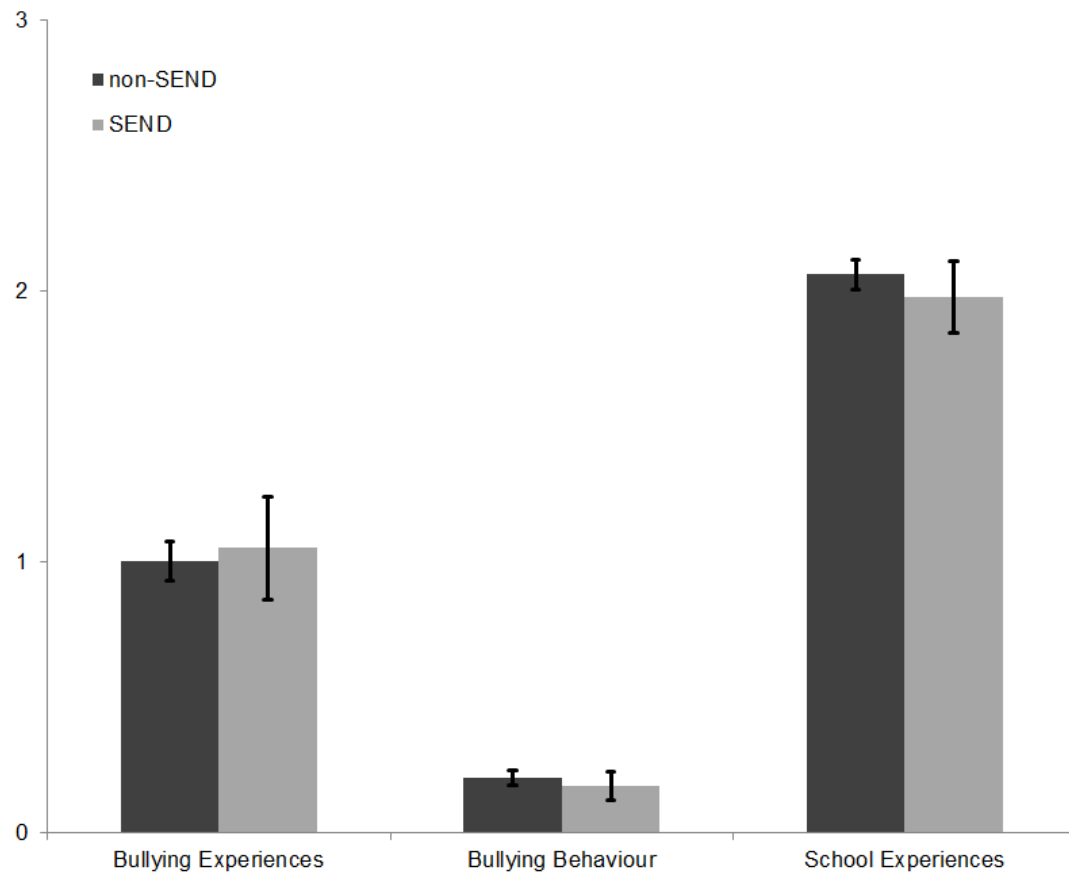
Bully experiences, bullying behaviour and school experiences means and standard deviations for individual items for CYP with and without SEND

Item	Non-SEND n = 234	SEND n = 60	t
<b>Bullying Experiences</b>			
Other pupils tease me	.53 (.66)	.55 (.66)	.56
I am hit, pushed or kicked by other pupils	.27 (.65)	.26 (.57)	-.17
Other pupils stop me from joining in during lunch and break time	.15 (.41)	.07 (.25)	.09
Other pupils say bad things about me when I'm not there	.55 (.75)	.57 (.79)	1.27
Other pupils don't like me	.70 (.58)	.56 (.62)	-.16
Other pupils stop me from joining in classroom activities	.14 (.36)	.16 (.41)	1.42
Other pupils pick on me because I am a bit different	.32 (.58)	.57 (.82)	-0.32
I am called mean names by other pupils	.36 (.59)	.43 (.73)	-2.44
TOTAL			-0.52
<b>Bullying Behaviour</b>			
I say bad things about other pupils when they aren't there	.24 (.45)	.14 (.35)	-0.66
I hit, push or kick other pupils	.12 (.45)	.02 (.15)	1.42
I pick on other pupils	.03 (.17)	.05 (.21)	1.43
I call other pupils mean names	.04 (.20)	.09 (.29)	-0.70
I tease other pupils	.17 (.46)	.21 (.41)	-1.31
TOTAL			-0.27
<b>School Experiences</b>			
I like going to school	1.36 (0.71)	1.43 (.76)	-0.57
I get on well with my teachers	1.69 (.76)	1.50 (.79)	1.51
I feel safe at school	1.69 (0.87)	1.64 (0.89)	0.34
I feel like I belong at school	1.44 (0.82)	1.36 (0.97)	0.56
TOTAL			0.63

\* p < 0.05, \*\* p < 0.01

Note: SEND= CYP with special educational needs/disabilities, non-SEND= CYP without special educational needs/disabilities.





*Figure 4.* Comparison of means for CYP with and without SEND on bullying and school experiences subscales (error bars represent 1 standard error).

## 7.0 Conclusions

The current study aimed to develop and psychometrically validate a new questionnaire to assess the experience of bullying for CYP with SEND between 8 and 16 years of age. To ensure the questionnaire language and content was appropriate, items were tailored to account for communication and language difficulties frequently experienced by CYP with SEND. Feedback on the items was then sought by consulting groups of CYP with SEND in addition to experts in the field of bullying and SEND issues. Items were re-specified following this feedback and then pilot tested across a large number of CYP, both with and without SEND, to examine the psychometric properties of the questionnaire.

Overall, with both primary and secondary CYP with and without SEND, the psychometric properties of the items were sound. Questionnaire indicators appeared to reliably assess the bullying experiences, bullying behaviours and school experiences of CYP with and without SEND. Furthermore, these subscales were meaningfully related to other widely used measures of bullying, well-being and school experiences, providing good evidence for the validity of the new measure.

For primary school pupils, when comparing CYP with and without SEND, there was a tendency for CYP with SEND to experience bullying more than their peers without SEND, although this difference was not as profound as has been reported in other research literature (see Rose et al., 2010). However, there was a significant difference in the amount of bullying behaviour reported by CYP with and without SEND, such that CYP with SEND reported engaging in more bullying behaviour than their peers without SEND. Reactive bullying may be an adaptive response to being the target of frequent bullying behaviour, and confirms other findings (e.g., Wolke et al., 2000) that suggest that CYP with SEND are

likely to engage in this type of behaviour. Furthermore, primary school aged CYP with SEND reported significantly less positive evaluations of their school experience. While there was no significant difference between groups with respect to the liking of school, CYP with SEND reported feeling like they belonged less at school, didn't feel as safe at school, and that they didn't get on with their teachers as well as CYP without SEND.

However, with respect to secondary CYP findings are less clear, in particular, the utility of the bullying behaviour subscale was difficult to determine given the low response rate of CYP reporting engaging in these types of behaviours. This may be due to a number of factors. First, as all data were collected at the same school, there may in fact be very low levels of bullying at the specific site; however, there were comparable rates of bullying experiences reported as the primary school data presented above which was drawn from three separate schools. Second, slight administration differences between the primary and secondary school data collection (due to the large numbers of secondary school pupils that simultaneously completed the questionnaire) meant that students submitted their named consent forms and questionnaire package to their teacher (rather than the experimenter). Although it was highlighted on the Pupil Information Statement that responses would not be reviewed by parents or teachers some CYP may have felt uncomfortable about submitting their completed questionnaire directly to their teacher and therefore may have not responded truthfully to the bullying behaviour items. Finally, it is possible that self-reported bullying behaviour is not able to be accurately assessed in older groups of CYP. However, given a wide-ranging literature (e.g., Hunt et al., 2012; Olweus, 1999; Salmivalli & Nieminen, 2002) on self-reported bullying in adolescents this possibility seems unlikely. It therefore seems probable that administering the questionnaire via a systematised electronic platform where CYP can be confident of the anonymity of their responses will

overcome the low response rates for the bullying behaviour items observed in the current study.

Another divergence between the primary and secondary school findings is that there was no significant difference between CYP with SEND and CYP without SEND with respect to their self-reported bullying experiences, bullying behaviour and school experiences for the secondary school group. Additional analysis using the full project baseline dataset with greater numbers of secondary school-aged CYP with SEND should explore this result further.

In sum, the bullying and school experiences indicators developed and presented for use with CYP with and without SEND in primary and secondary school overall have sound psychometric properties, further research using a systematised computer-based approach to administration of these items is well placed to provide further evidence for the reliability and validity of this new measure. Further exploration of the bullying behaviour subscale using the baseline dataset is particularly recommended.

## 8.0 Specification for the Presentation and Delivery of the Measure in Schools

Based on the current findings we make a number of recommendations for the presentation and delivery of the bullying and school experiences questionnaire in schools. We recommend a systematised computer-based approach to the presentation of questionnaire items. That is, an electronic system that both presents the questionnaire items and securely collates the associated data. Past research has shown that systematised approaches to questionnaire presentation with CYP result in fewer missing data points, and less variable overall scores when compared to paper-and-pencil questionnaire administration (De Leeuw et al., 2003). Furthermore, a systematised delivery method will allow CYP to have secure access to the questionnaires, and can go some way to ensuring CYP feel that their responses are being treated confidentially.

### *8.1 Visual presentation requirements*

We make a number of suggestions for the visual presentation of the items. Due to the relatively large targeted age range of participants, and the potential for communication and language difficulties in CYP with SEND, we suggest that items be presented individually (i.e., one question at a time presented on the screen). Presenting items individually will go some way to ensuring that each individual question is given due consideration. Given that CYP's memory capacity and processing speed are still in development, in addition to the specific challenges experienced by CYP with SEND, it would be beneficial to only present the response options to each item after the individual item has been presented. In this way, each CYP has adequate time to comprehend and process the item question before giving their response.

In addition we advise that the font used is clear and easily recognisable to children. To this end, it is suggested that the font chosen is *sans serif* and of a large enough size that CYP will be able to easily read it on a computer screen.

### *8.2 Audio requirements*

As this questionnaire is designed for a relatively large age range of participants, some of whom may have specific literacy difficulties, we suggest that individual items be presented with audio accompaniment. By including an audio complement to each written item any reading difficulties experienced by CYP will hopefully be overcome, allowing each individual young person to provide an informed response to each question. The presentation of questionnaire items with audiofeed has been successfully implemented with children from 8 years of age (Deighton et al., 2013). As CYP tend to have more experience with females (likely due to the gender imbalance in teaching professions) it is suggested that a female record the audiofeed for the items.

The development of a computer-based method for the presentation of the questionnaire that presents items individually allows CYP sufficient time to respond to each item and overcomes potential reading difficulties by simultaneously providing audio accompaniment is important for the overall reliability of questionnaire.

### *8.3 Requirements of the online delivery system*

The online delivery system should provide pupils with secure access to the questionnaire and a means by which to submit their responses which will later allow the information to be identifiable. It is crucial that the submitted responses are identifiable so that data may then be linked with school databases and individual children's data can be linked across time-points. By linking with these databases additional information about each CYP may be matched to their responses to the bullying and school experiences items

which will allow for more sophisticated analyses, such as changes across individual's responses over time, or analysis of group differences, such as a comparison of bullying experiences in SEND compared to CYP without SEND, and age differences. If longitudinal data is sought, secure storage of completed data is necessary. Once data has been linked to the relevant fields of the school databases, then identifiable elements of the dataset should be destroyed.

#### *8.4 Output Data File*

The output data file provided by the computer-based system should be organised such that each pupil is represented as a row and each field/variable is a column. Variables of potential importance are listed in Table 18.

Table 18.  
Relevant output fields for data file

Pupil	Unique pupil number (UPN) Gender Age Year Level SEN provision Ethnic group major Free school meals (FSM) eligibility
School	School unique reference number (URN) IDACI score IDACI rank Absences Exclusions
Academic (Key Stage data)	<i>Key Stage 2 Data (Age 7 – 11, Year 4 and Year 6)</i> English (Points and Level) Mathematics (Points and Level) Science (Points and Level) <i>Key Stage 3 Data (Age 11 – 14, Year 8 and 10)</i> English (Points and Level) Mathematics (Points and Level) Science (Points and Level)
Bully and School Experience Items	17 individual items Bullying experiences total score Bullying behaviour total score School experiences total score
Emotional and Behavioural Problems Items	16 individual items Emotional problems total score Behavioural problems total score



## References

- Analitis, F., Velderman, M. K., Ravens-Sieberer, U., Detmar, S., Erhart, M., Herdman, M., ... & Rajmil, L. (2009). Being bullied: associated factors in children and adolescents 8 to 18 years old in 11 European countries. *Pediatrics*, 123(2), 569-577.
- Anti-bullying Alliance (2014). *About Us: The Anti-bullying Alliance*. Retrieved from <http://www.anti-bullyingalliance.org.uk/about-us.aspx>
- Battistich, V., & Hom, A. (1997). The relationship between students' sense of their school as a community and their involvement in problem behaviors. *American Journal of Public Health*, 87(12), 1997-2001.
- Bell, A. (2007). Designing and testing questionnaires for children. *Journal of Research in Nursing*, 12(5), 461-469.
- Borgers, N., De Leeuw, E., & Hox, J. (2000). Children as respondents in survey research: Cognitive development and response quality 1. *Bulletin de methodologie Sociologique*, 66(1), 60-75.
- Borgers, N., Sikkels, D., & Hox, J. (2004). Response effects in surveys on children and adolescents: the effect of number of response options, negative wording, and neutral mid-point. *Quality and Quantity*, 38(1), 17-33.
- Crick, N. R., & Grotpeter, J. K. (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development*, 66(3), 710-722.
- Deighton, J., Tymms, P., Vostanis, P., Belsky, J., Fonagy, P., Brown, A., ..., & Wolpert, M. (2013). The development of a school-based measure of child mental health. *Journal of Psychoeducational Assessment*, 31(3), 247-257.
- De Leeuw, E., Hox, J., & Kef, S. (2003). Computer-assisted self-interviewing tailored for special populations and topics. *Field Methods*, 15(3), 223-251.
- De Leeuw, E. D. (2011) *Improving data quality when surveying children and adolescents: Cognitive and social development and its role in questionnaire construction and validation*, Report prepared for the Annual Meeting of the Academy of Finland: Research Programs Public Health Challenges and Health and Welfare of Children and Young People, May 10 – 13, Naantali, Finland
- Department for Education (2001) Special Education Needs: Code of Practice. Retrieved from: <http://webarchive.nationalarchives.gov.uk/>
- Espelage, D. L., & Holt, M. K. (2001). Bullying and victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse*, 2(2-3), 123-142.
- Ferguson, D. L. (2008) 'International trends in inclusive education: the continuing challenge to teach each one and everyone.' *European Journal of Special Needs Education*, 23, pp. 109–20.
- Glew G.M., Fan M., Katon W., Rivara F.P. & Kernic M.A. (2005). Bullying, Psychosocial Adjustment, and Academic Performance in Elementary School. *Archives of Pediatrics & Adolescent Medicine*, 159(11), 1026-1031. doi:10.1001/archpedi.159.11.1026.

- Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A Research Note. *Journal of Child Psychology and Psychiatry*, 38, 581-586.
- Hawker, D. S. J., & Boulton, M. J. (2000). Twenty Years' Research on Peer Victimization and Psychosocial Maladjustment: A Meta-analytic Review of Cross-sectional Studies. *Journal of Child Psychology and Psychiatry*, 41(4), 441-455. doi: 10.1111/1469-7610.00629
- Humphrey, N. & Squires, G. (2011) *Achievement for All National Evaluation: Final Report*. Nottingham: Department for Education.
- Hunt, C., Peters, L., & Rapee, R. M. (2012). Development of a measure of the experience of being bullied in youth. *Psychological assessment*, 24(1), 156.
- Kaukiainen, A., Salmivalli, C., Lagerspetz, K., Tamminen, M., Vauras, M., Mäki, H., & Poskiparta, E. (2002). Learning difficulties, social intelligence, and self-concept: Connections to bully-victim problems. *Scandinavian journal of psychology*, 43(3), 269-278.
- Kochenderfer, B. J., & Ladd, G. W. (1996). Peer Victimization: Cause or Consequence of School Maladjustment? *Child Development*, 67(4), 1305-1317. doi: 10.1111/j.1467-8624.1996.tb01797.x
- Mencap (2007) *Bullying Wrecks Lives: the experiences of children and young people with a learning disability*
- Olweus D. (1996). The Revised Olweus Bully/Victim Questionnaire. Mimeo. Bergen, Norway: Research Center for Health Promotion (HEMIL Center), University of Bergen.
- Olweus (1999) in Smith PK, Morita Y, Junyer-Tas J, Olweus D, Catalana R, Slee, P. *The Nature of School Bullying: A cross national perspective*. London, United Kingdom: Routledge; 1999
- Ravens-Sieberer, U., Gosch, A., Erhart, M., von Rueden, U., Nickel, J., Kurth, B. M., ... & Waters, E. (2006). The KIDSCREEN questionnaires. *Quality of life questionnaires for children and adolescents. Handbook*. Lengerich: Pabst Science Publishers.
- Rose, C. A., Monda-Amaya, L. E. & Espelage, D. L. (2010) 'Bullying perpetration and victimization in special education: a review of the literature.' *Remedial and Special Education*, 32, pp. 114–30.
- Salmivalli, C. and Nieminen, E. (2002), Proactive and reactive aggression among school bullies, victims, and bully-victims. *Aggressive Behavior*, 28, 30–44. doi: 10.1002/ab.90004
- Samdal, O., Nutbeam, D., Wold, B., & Kannas, L. (1998). Achieving health and educational goals through schools—a study of the importance of the school climate and the students' satisfaction with school. *Health education research*, 13(3), 383-397.
- Sawyer, A. L., Bradshaw, C. P., & O'Brennan, L. M. (2008). Examining ethnic, gender, and developmental differences in the way children report being a victim of "bullying" on self-report measures. *Journal of Adolescent Health*, 43(2), 106-114.
- Sentenac, M., Gavin, A., Arnaud, C., Molcho, M., Godeau, E., & Gabhainn, S. N. (2011). Victims of bullying among students with a disability or chronic illness and their peers:

- a cross-national study between Ireland and France. *Journal of Adolescent Health*, 48(5), 461-466.
- Smith, P. K., Cowie, H., Olafsson, R. F., & Liefhoghe, A. P. (2002). Definitions of bullying: A comparison of terms used, and age and gender differences, in a Fourteen–Country international comparison. *Child Development*, 73(4), 1119-1133.
- Smith, Peter K (2006) Definitions of bullying: Age differences in understanding of the term, and the role of experience, *British Journal of Developmental Psychology*, 24(4) 801-821.
- Spriggs, A. L., Iannotti, R. J., Nansel, T. R., & Haynie, D. L. (2007). Adolescent bullying involvement and perceived family, peer and school relations: commonalities and differences across race/ethnicity. *Journal of Adolescent Health*, 41(3), 283-293.
- Sulik, M. J., Huerta, S., Zerr, A. A., Eisenberg, N., Spinrad, T. L., Valiente, C. ... Taylor, H. B. (2010). The factor structure of effortful control and measurement invariance across ethnicity and sex in a high-risk sample. *Journal of Psychopathology and Behavioral Assessment*, 32(1), 8-22.
- Thompson, D., Whitney, I., & Smith, P. K. (1994). Bullying of children with special needs in mainstream schools. *Support for learning*, 9(3), 103-106.
- Wigelsworth, M., Oldfield, J., & Humphrey, N. (2013). Validation of the Wider Outcomes Survey for Teachers (WOST): a measure for assessing the behaviour, relationships and exposure to bullying of children and young people with special educational needs and disabilities (SEND). *Journal of Research in Special Educational Needs*.
- Wolke, D., Woods, S., Bloomfield, L., & Karstadt, L. (2000). The association between direct and relational bullying and behaviour problems among primary school children. *Journal of Child Psychology and Psychiatry*, 41(8), 989-1002.
- Wolpert, M., Aitken, J. Syrad, H., Munroe, M., Saddington, C., Trustam, E., . . . Croudace, T (2008). *Review and recommendations for national policy for England for the use of mental health outcome measures with children and young people*. London, UK: Department for Children, Schools and Families. Retrieved from: <http://www.ucl.ac.uk/clinical-psychology/EBPU/publications/reports.php>

## Appendix A

### A.1 Primary Schools

All 17 items of the bullying and school experiences measure were included in an Exploratory Factor Analysis (Maximum Likelihood with Direct Oblimin rotation) with CYP from Year 4 and 6. Three factors emerged with eigenvalues exceeding 1, explaining a total of 47.53% of the variance. All items had primary loadings over .49 and were relatively homogenous. No item had a cross-loading above .13. Factor loadings are presented in Table A.1.

Table A.1

Exploratory Factor Analysis: Item loadings of the three-factor solution for the bullying and school experiences indicators

	Factor 1	Factor 2	Factor 3
<b>Bullying Experiences</b>			
Other pupils tease me	<b>.732</b>	.124	-.012
I am hit, pushed or kicked by other pupils	<b>.629</b>	-.072	-.164
Other pupils stop me from joining in during lunch and break time	<b>.492</b>	-.112	.040
Other pupils say bad things about me when I'm not there	<b>.748</b>	.062	.015
Other pupils don't like me	<b>.623</b>	-.009	.048
Other pupils stop me from joining in classroom activities	<b>.550</b>	-.063	-.007
Other pupils pick on me because I am a bit different	<b>.735</b>	-.043	-.019
I am called mean names by other pupils	<b>.795</b>	.032	-.033
<b>Bullying Behaviour</b>			
I say bad things about other pupils when they aren't there	.034	<b>-.515</b>	-.007
I hit, push or kick other pupils	.002	<b>-.645</b>	-.070
I pick on other pupils	-.003	<b>-.808</b>	.039
I call other pupils mean names	-.019	<b>-.730</b>	-.025
I tease other pupils	.047	<b>-.681</b>	.018
<b>School Experiences</b>			
I like going to school	.031	.067	<b>.601</b>
I get on well with my teachers	.127	.129	<b>.604</b>
I feel safe at school	-.119	-.072	<b>.791</b>
I feel like I belong at school	-.105	-.091	<b>.722</b>

## A.2 Secondary Schools

All 17 items of the bullying and school experiences measure were included in an Exploratory Factor Analysis (Maximum Likelihood with Direct Oblimin rotation) with CYP from Year 8 and 10. Three factors emerged with eigenvalues exceeding 1, explaining a total of 40.44% of the variance. All items had primary loadings over .22 and were relatively homogenous. No item had a cross-loading above .26. Factor loadings are presented in Table A.2. Bullying experience, bullying behaviour and school experience items all loaded onto their respective factor with the exception of *I am hit, pushed or kicked by other pupils* which loaded more strongly on the bullying behaviour factor, perhaps because this behaviour is done in response to initial bullying behaviour.

Table A.2

Exploratory Factor Analysis: Item loadings of the three-factor solution for the bullying and school experiences indicators

	Factor 1	Factor 2	Factor 3
<b>Bullying Experiences</b>			
Other pupils tease me	<b>.753</b>	.043	.008
I am hit, pushed or kicked by other pupils	.210	.027	<b>.588</b>
Other pupils stop me from joining in during lunch and break time	<b>.402</b>	-.026	-.007
Other pupils say bad things about me when I'm not there	<b>.800</b>	-.017	.017
Other pupils don't like me	<b>.572</b>	-.059	-.038
Other pupils stop me from joining in classroom activities	<b>.474</b>	-.037	.011
Other pupils pick on me because I am a bit different	<b>.760</b>	.050	.036
I am called mean names by other pupils	<b>.828</b>	.048	-.009
<b>Bullying Behaviour</b>			
I say bad things about other pupils when they aren't there	.204	.017	<b>.221</b>
I hit, push or kick other pupils	-.094	.007	<b>.750</b>
I pick on other pupils	-.056	-.009	<b>.443</b>
I call other pupils mean names	.090	-.046	<b>.318</b>
I tease other pupils	-.047	-.007	<b>.611</b>
<b>School Experiences</b>			
I like going to school	.052	<b>.642</b>	-.002
I get on well with my teachers	.122	<b>.613</b>	.029
I feel safe at school	-.262	<b>.591</b>	-.046
I feel like I belong at school	-.134	<b>.732</b>	-.058

## Appendix B

Figure B.1: Parent/Guardian Focus Group Consent Form


Dear Parent or Guardian,

This letter is about a research project to develop a new set of wellbeing indicators in children with Special Education Needs and/or Disabilities (SEND). The study tries to develop and test questions around perceptions of bullying and wellbeing that can be used both for children and young people with SEND and those without. To do this, we would like to ask your child to take part in a focus group, so that we can ask their advice on how to capture wellbeing in relation to SEND and bullying. The study tries to explore what types of questions are best suited to children and young people with SEND to find out about bullying and wellbeing, and will help us highlight what kind of things are important to them.

We are asking you to help by allowing your child to participate in this study.

The next few pages:

- 1) Tell you a bit about the project and what it involves for you and your child.
- 2) Asks you if you are happy for your child to participate in the study.
- 3) Gives you a reply slip to fill in and send back to us if you want your child to take part in a focus group.

If you have any questions, please e-mail us at [EBPU@annafreud.org](mailto:EBPU@annafreud.org), or ring us on 0207 443 2223.

Thank you for taking the time to read about our project.

Any personal information will be treated confidentially and will not be shared beyond the research team. The information will be treated as strictly confidential and handled in accordance with the provisions of the Data Protection Act 1998.

We do hope you will feel able to help with this important research.

Yours faithfully,  
 Miranda Wolpert  
 Dr. Miranda Wolpert

#### **What is the project about?**

Researchers are trying to find the best ways of capturing the wellbeing of children/young people with special educational needs and/or disabilities (SEND) in relation to bullying. We want to run focus groups for children/young people with SEND to gain their views on what is important to them, and what type of questions would work for them. To do this, we will be asking approximately 20 children and young people with SEND across 3-6 primary and 2-3 secondary schools across England to take part in focus groups to tell us more about their experiences. Once we have conducted focus groups, we will then use the responses to develop a questionnaire to measure wellbeing in the context of bullying for children with SEND.

#### **What will parents/carers be asked to do?**

We are asking for your permission for your child to take part in a focus group, so they can share their views with us regarding what they think is important in a questionnaire designed to look at wellbeing and bullying in SEND children/young people. If you give us permission, we will also ask them if they want to take part.

#### **Why has my child been asked to take part?**

Your child has been asked to take part, as we need valuable input from children/young people with SEND. Your child's school is taking part in this research and is providing this letter to you as your child is eligible to take part. Your child's school is sending this letter out on behalf of us, so we do not have any information on any potential participants at present.

#### **What will your child be asked to do?**

Your child will take part in a focus group with other children and young people with SEND. This will take place at the child's school and will last no longer than 1 hour. These questions will be about what they feel is important to them in terms of wellbeing and bullying, and what types of questions they feel would best suit them.

#### **What are the possible risks/disadvantages of taking part?**

There are no known risks/disadvantages to taking part in these interviews or focus groups. If any risks or disadvantages become known during the research, you and your child will be informed straight away.

#### **What are the possible benefits of taking part?**

One advantage is that your child will get to help shape a questionnaire for indicators of the impacts of wellbeing in relation to bullying in SEND children/young people. Most people find taking part in research rewarding, as they contribute to the development of knowledge that may benefit other people in the future. There is no guaranteed benefit in taking part.

#### **What will happen with the information that that your child gives us?**

During the focus groups, we will use flipcharts and activities to find out the answers to our questions regarding wellbeing questions. Notes will be made by researchers, but no identifiable information will be documented. Any paper documents that your child has provided/contributed to will be anonymised and kept in a locked filing cabinet at the Anna Freud Centre so that we can develop the questionnaire. After completing of the questionnaire, any paper documentation will be shredded and destroyed.

- All information will be treated confidentially.

The only time we will have to break confidentiality is if the child/young person tells us something that puts them or others at risk from harm.

- All data will be collected and stored in accordance with the Data Protection Act 1998.

#### Who has reviewed the study?

All research is looked at by an independent group of people called a Research Ethics Committee, to protect your interests. This research has been approved by University College London ethics committee (1530/005).

#### What if there is a problem?

If you wish to complain, or have any concerns about any aspect of the way you have been approached or treated by members of staff you may have experienced due to your participation in the research, UCL complaints mechanism is available to you. Please contact us if you would like more information on this. In the unlikely event that you are harmed by taking part in this study, compensation may be available to you. If you suspect that the harm is the result of the Sponsor's (University College London) negligence then you may be able to claim compensation. After discussing with a researcher, please make the claim in writing to Dr Miranda Wolpert who is the Chief Investigator for the research and is based The Anna Freud Centre. The Chief Investigator will then pass the claim to the Sponsor's Insurers, via the Sponsor's office. You may have to bear the costs of the legal action initially, and you should consult a lawyer about this.

#### Agreeing for your child to be part of this research

- We hope you will be prepared for your child to take part in this research.
- If you want your child to take part, please let the school know by **10 December 2013**.
- Choosing not to take part will not disadvantage you or your child in any way
- If you change your mind after agreeing, you can still withdraw up until your child/young person takes part in the focus group; simply let your child's school know that you do not wish them to participate.
- It will be made clear to all children/young people that taking part is voluntary, and that they do not have to answer any questions they don't want to and do not have to take part at all if they don't want to.

Please complete the slip on the next page



You only need to complete this slip if you **want** your child to take part in the focus group.

If you do not want your child to take part you don't need to do anything.

If you want your child to take part (please tick)

- I wish for my child/young person to participate in a focus group ☐

Child's name: .....

(This is just so that we can identify to the school who is taking part)


Parent or carer's name: .....

Signature: .....

Date: .....

Completed forms should be returned to the research team (stamped envelope included) by the **10<sup>th</sup> of December, 2013**

Figure B.2: CYP Focus Group Consent Form



### Information for School Children (Focus Group)

We are asking you to take part in our research project. Before you decide if you want to take part, it is important that you understand why we are doing this project, and what you will have to do if you decide to take part. You can talk to your parents or your teacher if there is anything you do not understand.

*What is this project about?*

We are trying to create a questionnaire about bullying and how students feel at school in people with Special Educational Needs and Disabilities (SEND). To do this, we want to invite groups of children and young people with SEND to have a discussion about what is important for them when they think about their wellbeing and bullying, and what types of questions our questionnaire should include.

Your school is one of several schools across the country taking part in the research. Only pupils with SEND are being asked to take part.

*What will I be asked to do?*

You will be asked to join a group of children and young people with SEND to talk about the best ways to ask young people with SEND how they feel and about their experiences of bullying.

The discussion will last around an hour. It is not a test and there are no right or wrong answers. The group discussion will take place at school.

*Will anyone else know what is spoken about?*

The other children and young people with SEND will know what you say. However, everything that is said during the group discussion will be kept private, and everyone in the group will agree not to share what is talked about with other people.

Your parents and your teacher know that you are taking part in the group but they will not know what you have said.

The **only** time we may have to tell someone outside of the group, is if you tell us something that concerns us, for example, that you or someone else is in danger, or if something bad was going to happen. This is because we have to report it.

NCB Project
1
23/11/2013



***Do I have to take part?***

No! It is up to you whether or not you take part. If you decide now, or at a later date, that you do not wish to take part in this research you are free to stop at any time, without giving a reason.

If you choose not to take part you will not get in trouble. Even if you start to take part and then change your mind that is also okay.

***What happens now?***

If you and your parent or guardian are happy for you to take part, we will arrange a time for you and other children and young people with SEND to have the group discussion. This information will also be given to you just before you take part in the group discussion, and you will have to tick a box to say that you are happy to take part before answering the questions.

***Thank you for taking the time to read this information sheet.  
Your help makes our research possible!***

If you have any questions about our work or what you will be asked to do then ask your teacher.

You do not have to take part - if you do not want to take part, then do not tick the box below. If you start to take part and then change your mind you can stop at any time and ask to have your answers removed.

Please make sure you have read and understood the above information. Ask your teacher if there is anything you do not understand. The information you give us will be kept confidential and will not be seen by anyone other than the research team. If you would like to take part please tick the box in order to proceed.

This study has been approved by the UCL Research Ethics Committee.



**Please tick (✓) the box if you want to take part:**

- ☐ **Yes**, I would like to participate in this study and would like to take part in a focus group.

**Also, please tick (✓) the boxes if you agree with the following:**

- 
- ☐ I have read the Information Sheet.
- ☐ I understand that I do not have to take part in this study if I do not want to.
- ☐ I understand that I can stop taking part in the study at any time without giving a reason.
- ☐ I have had the opportunity to ask any questions I wish to ask.
- ☐ It has been explained to me that if I want to I can discuss this study with my parent/carer or a teacher at my school and I have had the opportunity to do so.
- 

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

*Thank you!*

Figure B.3: Parent/Guardian Questionnaire Consent Form.

Dear Parent or Guardian,

This letter is about a research project to develop a new set of wellbeing indicators that can be used for children and young people with Special Education Needs and/or Disabilities (SEND). The study aims to develop and test questions around perceptions of bullying and wellbeing that can be used both for children and young people with SEND and those without. To do this, we would like to ask both children and young people **with and without SEND** to complete a questionnaire that has been developed to address wellbeing and bullying for SEND children and young people.

We are asking you to help by allowing your child to participate in this study.

The next few pages:

- 1) Tell you a bit about the project and what it involves for you and your child.
- 2) Asks you if you are happy for your child to participate in the study.
- 3) Gives you a reply slip to fill in and send back to us if you **do not** want your child to fill out a questionnaire.

If you have any questions, please e-mail us on [EBPU@annafreud.org](mailto:EBPU@annafreud.org), or ring us on 0207 443 2223.

Thank you for taking the time to read about our project.

**Any personal information will be treated confidentially and will not be shared beyond the research team. The information will be treated as strictly confidential and handled in accordance with the provisions of the Data Protection Act 1998.**

We do hope you will feel able to help with this important research.

Yours faithfully,  
*Miranda Wolpert*  
 Dr. Miranda Wolpert

**What is the project about?**

Researchers are trying to find the best ways of capturing the wellbeing of children/young people with special educational needs and/or disabilities (SEND) in relation to bullying, and have been working alongside children/young people with SEND aged 8-16 within schools to develop a questionnaire that can be used across a wide range of children. To better understand how this questionnaire works the researchers are asking approximately 500 children in primary and secondary schools in England, both with and without SEND, to complete the questionnaire.

**What will parents/carers be asked to do?**

We are asking for your permission for your child to complete our questionnaire. If you give us permission, we will also ask them if they want to take part.

**Why has my child been asked to take part?**

Your child has been asked to take part as the school they attend is participating in this research. All children in selected year groups within these schools will be taking part.

**What will your child be asked to do?**

Your child will be asked to complete a questionnaire looking at general wellbeing, bullying and perceived support from the school. This will take place at your child's school and will last no longer than an hour. Answers given in the questionnaire will not be seen by their friends, teachers or you, unless your child chooses an adult to help complete the questionnaire.

**What are the possible risks/disadvantages of taking part?**

There are no known risks/disadvantages to taking part in this questionnaire. If any risks or disadvantages become known during the research, you and your child/young person will be informed straight away.

**What are the possible benefits of taking part?**

One advantage is that your child will help shape a questionnaire assessing wellbeing in relation to bullying suitable for those with and without SEND. Most people find taking part in research rewarding, as they contribute to the development of knowledge that may benefit other people in the future. There is no guaranteed benefit in taking part.

**What will happen with the information that that your child gives us?**

All information collected will be kept confidential. We will liaise with the school so that we are able to know whether the child completing the questionnaire has a SEND status or not, so that we are able to distinguish between SEND and non-SEND questionnaires. Schools will not have access to the completed questionnaires. Once we have identified SEND and non-SEND questionnaires, we will anonymise all data so that no identifiable information can be retrieved. All paper documents will be kept in a locked filing cabinet at the Anna Freud Centre and only the researchers will have access to them.

- All information will be treated confidentially.
- All data will be collected and stored in accordance with the Data Protection Act 1998.

#### Who has reviewed the study?

All research is looked at by an independent group of people, called a Research Ethics Committee, to protect your interests. This research has been approved by University College London ethics committee (1530/005).

#### What if there is a problem?

If you wish to complain, or have any concerns about any aspect of the way you have been approached or treated by members of staff you may have experienced due to your participation in the research, UCL complaints mechanism is available to you. Please contact us if you would like more information on this. In the unlikely event that you are harmed by taking part in this study, compensation may be available to you. If you suspect that the harm is the result of the Sponsor's (University College London) negligence then you may be able to claim compensation. After discussing with a researcher, please make the claim in writing to Dr Miranda Wolpert who is the Chief Investigator for the research and is based The Anna Freud Centre. The Chief Investigator will then pass the claim to the Sponsor's Insurers, via the Sponsor's office. You may have to bear the costs of the legal action initially, and you should consult a lawyer about this.

#### Agreeing for your child to be part of this research

- We hope you will be prepared for your child to take part in this research.
- However, if you do not want your child to participate in this project, you need to contact the school by 21<sup>st</sup> March, 2014, to let them know.
- Choosing not to take part will not disadvantage you or your child in any way
- If you decide you would like your child to take part you are still free to withdraw your child at any time and without giving a reason; simply let your child's school know that you do not wish them to participate.
- It will be made clear to all children when they are given the questions in the class that they do not have to answer any questions they don't want to and do not have to take part at all if they don't want to.

---

You only need to complete this slip if you **do not** wish your child to complete the questionnaire.

**If you are happy for your child to take part you don't need to do anything.**

If you do not want your child to take part (please tick)

- I wish to **withdraw** my child from completing the questionnaire ☐

Child's name: .....

Parent or carer's name: .....

Signature: .....

Date: .....

Completed forms should be returned to your child's school by the 21st March, 2014.



Figure B.4: Years 4 and 6 CYP Questionnaire Consent Form.

Year 4 & 6

You do not have to take part - if you do not want to take part, then do not tick the box below. If you start to take part and then change your mind you can stop at any time and ask to have your answers removed.

Please make sure you have read and understood the above information. Ask your teacher if there is anything you do not understand. The information you give us will be kept confidential and will not be seen by anyone other than the research team. If you would like to take part please tick the box in order to proceed.

This study has been approved by the UCL Research Ethics Committee.

**Thank you for taking the time to read this information sheet.  
Your help makes our research possible!**

**Please tick ✓ the box if you want to take part:**

☐ **Yes**, I would like to participate in this study and would like to complete a questionnaire

**Also, please tick ✓ the boxes if you agree with the following:**

☐ I have read the Information Sheet.

☐ I understand that I do not have to take part in this study if I do not want to.

☐ I understand that I can stop taking part in the study at any time without giving a reason.

☐ I have had the opportunity to ask any questions I wish to ask.

☐ It has been explained to me that if I want to I can discuss this study with my parent/carer or a teacher at my school and I have had the chance to do so.

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

NCB Project 2 23/01/2014

Year 4 & 6

### Information for School Pupils

We are asking you to take part in our research project. Before you decide if you want to take part, it is important that you understand why we are doing this project, and what you will have to do if you decide to take part. You can talk to your parents or your teacher if there is anything you do not understand.

#### What is this project about?

We have written a new questionnaire asking questions about how children feel at school, bullying and support from school. Your school is one of lots of schools across the country taking part in this research. Many students will be asked to fill in the questionnaire. Some of those asked to answer the questions will have Special Educational Needs and Disabilities and some will not.

#### What will I be asked to do?

You will be asked to answer some questions asking about how you feel, if you have been bullied and how you think your school deals with bullying. The questions will take up to one hour to answer. It is not a test and there are no right or wrong answers. You will do this at school during one of your lessons.

#### Will anyone else see my answers?

No one you know will see your answers, unless you choose for an adult to help you fill in the questionnaire. Your answers will be stored in a secure place by the people who are collecting the questionnaires. They do not work at your school or know who you are. Your parents and teacher have been told that you are answering these questions but they will not see your answers.

#### Do I have to take part?

No! It is up to you whether or not you take part. If you decide now, or later, that you do not wish to take part you can stop at any time, without giving a reason. If you choose not to take part you will not get in trouble. Even if you start to take part and then change your mind that is also okay.

#### What happens now?

If you and your parent or guardian are happy for you to take part, your school will tell you when you can complete the questionnaire. This information will also be given to you just before you complete the questionnaire, and you will have to tick a box to say that you are happy to take part before answering the questions.

If you have any questions about our work or what you will be asked to do then ask your teacher.

Figure B.5: Years 8 and 10 CYP Questionnaire Consent Form.

Year 8 & 10

### Information for School Pupils

We are asking you to take part in our research project. Before you decide if you want to take part, it is important that you understand why we are doing this project, and what you will have to do if you decide to take part. You can talk to your parents or your teacher if there is anything you do not understand.

**What is this project about?**  
We have developed a new questionnaire asking questions about how students feel at school, bullying and support from school. Your school is one of several schools across the country taking part in the research. Many pupils will be asked to complete the questionnaire. Some of those asked to answer the questions will have Special Educational Needs and Disabilities (SEND) and some will not.

**What will I be asked to do?**  
You will be asked to answer some questions asking about how you feel, if you have been bullied and how you think your school deals with bullying. The questions will take up to one hour to answer. It is not a test and there are no right or wrong answers. You will do this at school during one of your lessons.

**Will anyone else see my answers?**  
No one you know will see your answers, unless you choose for an adult to help you fill in the questionnaire. Your answers will be stored in a secure place by the people who are collecting the questionnaires. They do not work at your school or know who you are. Your parents and your teacher have been told that you are answering these questions but they will not see your answers.

**Do I have to take part?**  
No! It is up to you whether or not you take part. If you decide now, or at a later date, that you do not wish to take part you are free to stop at any time, without giving a reason. If you choose not to take part you will not get in trouble. Even if you start to take part and then change your mind that is also okay.

**What happens now?**  
If you and your parent or guardian are happy for you to take part, your school will tell you when you can complete the questionnaire. This information will also be given to you just before you complete the questionnaire, and you will have to tick a box to say that you are happy to take part before answering the questions.

**Thank you for taking the time to read this information sheet.  
Your help makes our research possible!**

NCB Project 1 23/11/2013

Year 8 & 10

If you have any questions about our work or what you will be asked to do then ask your teacher.

You do not have to take part - if you do not want to take part, then do not tick the box below. If you start to take part and then change your mind you can stop at any time and ask to have your answers removed.

Please make sure you have read and understood the above information. Ask your teacher if there is anything you do not understand. The information you give us will be kept confidential and will not be seen by anyone other than the research team. If you would like to take part please tick the box in order to proceed.

This study has been approved by the UCL Research Ethics Committee.

---

**Please tick ✓ the box if you want to take part:**

☐ **Yes**, I would like to participate in this study and would like to complete a questionnaire

**Also, please tick ✓ the boxes if you agree with the following:**

- ☐ I have read the Information Sheet.
- ☐ I understand that I do not have to take part in this study if I do not want to.
- ☐ I understand that I can stop taking part in the study at any time without giving a reason.
- ☐ I have had the opportunity to ask any questions I wish to ask.
- ☐ It has been explained to me that if I want to I can discuss this study with my parent/carer or a teacher at my school and I have had the opportunity to do so.

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_