

# Individual, Family, and School Factors Relating to Sexting and Bullying - Final Report –

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May 2018

## **Acknowledgements:**

This project was funded by the Scottish Police Authority (Violence Reduction Unit).

We would like to give heartfelt thanks to all the staff and pupils who so generously gave up their time to support and take part in this research.

We would like to thank Stefania Pagani, Sofia Pimenta, Lindsey Munro (all University of Strathclyde), and Inmaculada Marín-López (University of Córdoba, Spain) for their invaluable help and support collecting and processing data for the project. Jun Sung Hong (Wayne State University, USA) also played an important role in the conception and design of this study, and we extend thanks to him too for this.

Finally, we would like to thank Abbey McNeil, Belle Manning, Ashley Anderson, Doriana De Gradi, Rachael Lytton, Hollie Philip, Kizzy Shepherd, Amy MacPherson, Andrew Robertson, and Ryan Barbour (all University of Strathclyde) for their help and support processing data for the project.

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## Executive summary

### Background

This project had two key aims: (i) to examine young people's active sexting behaviours and passive sexting experiences, and to see how these related to school, family, peer, and romantic factors; (ii) to examine how young people intend to intervene when they see their peers experiencing bullying behaviours. These issues were both situated within a broader comparison of responses by young people who have, or have not, experienced the Mentors in Violence Prevention (MVP) intervention programme.

### Method

Between September 2017 and April 2018 data were collected from 3322 young people aged 11-15 years old. Of these, 55% were from schools participating in the MVP intervention programme and 45% were from non-MVP schools.

Participants completed a number of self-report measures to assess involvement in sexting (actively and passively), involvement in bullying (as someone who uses bullying behaviours, someone who experiences these, or someone who has seen other being bullied), school connectedness, parental love and support, perceived susceptibility to peer pressure, and perceived susceptibility to romantic pressure. Participants were also asked to respond to hypothetical bullying vignettes by indicating their intention to intervene across different forms of peer-conflict.

### Results

- Comparing young people attending schools which had implemented the MVP intervention with those who had not revealed no differences on their experience of bullying behaviours, their use of bullying behaviour, or their reports of witnessing bullying behaviours.
- There were also no important differences between MVP and non-MVP schools on parental love and support, school connectedness, perceived susceptibility to peer pressure, and perceived susceptibility to romantic pressure.

### Sexting

- Active involvement in sexting (sending a sext or asking someone to send a sext) was very rare among young participants, with more than 98% of 11 and 12 year olds saying they had not actively sexted. There was more active sexting reported by older students, with 11% of 14 year olds reporting that they had engaged in active sexting over the preceding year.
- Passive sexting (receiving sexts or being asked to send a sext) was more common than active sexting. Almost a fifth (17%) of 11 year olds reported having received sexts during the preceding year, this number rising to almost half (45%) of all 14 year old students.
- Girls reported experiencing more passive sexting than boys (42% and 24% respectively). Girls also reported engaging in slightly more active sexting than boys (6% and 5% respectively).
- Perceived susceptibility to peer pressure was not associated with sexting.

- Higher levels of parental love and support and school connectedness were both associated with less sexting.
- More perceived susceptibility to romantic pressure was associated with higher reported involvement in sexting.
- Young people in MVP schools reported no more involvement in passive sexting than young people in non-MVP schools. However, those in MVP schools reported more involvement in active sexting (6.9% and 4.2% respectively).

#### Intervening

- Young people reported that they were more likely to try to intervene immediately or to report the bullying incident to adults than to later offer support to someone being bullied. Most students (more than 4 out of 5) indicated they were maybe or likely to intervene when they saw peers involved in aggressive incidents.
- Girls reported higher levels of intention to intervene.
- There were no other notable differences in intervention behaviour.

#### Conclusions

There were very few differences between the young people in schools which had implemented MVP and those that had not. The only difference reported by young people was a higher level of active sexting in MVP schools than in non-MVP schools. Our research design means we cannot confidently attribute either differences or the absence of differences to the intervention.

Sexting was more common among older than younger adolescents, and among girls than boys. One important message to emerge from the analyses was that helping young people to resist pressure put on them within romantic relationships may be a helpful factor in lowering sexting rates.

Finally, we found that young people were enthusiastic about helping peers who were experiencing aggression. They were particularly keen to directly intervene, either by stepping in themselves or by reporting incidents to adults. Additionally, girls were more likely than boys to endorse an intention to intervene.

## Background

This report presents evidence from a research project which took place between September 2017 and April 2018. The project was designed to investigate sexting behaviours and bystander-intervention behaviours in Secondary schools in Scotland. In addition, it was designed to provide evaluation of differences between young people who have taken part in the Mentors in Violence Prevention (MVP) programme and young people who have not. The report provides some background on these issues before reporting on the main results and drawing conclusions.

## Sexting

Sexting can be considered an important element of the sexual exploitation of young people (MVP, 2016). It has been defined as “sending sexually explicit and (partially) nude pictures of themselves in inter-personal conversations via the internet or smartphone” (Van Oosten & Vandenbosch, 2017). This may involve either receiving or sending such pictures. Research indicates that sexting is associated with numerous negative health behaviours including risky sexual behaviour and use of alcohol, nicotine, and illegal drugs (see Van Ouytsel, Walrave, Ponnet, & Heirman, 2015). Van Ouytsel et al. (2015) note that a range of other negative behaviours are associated with sexting among adolescents, including raised levels of delinquency, peer-victimisation (being bullied), and higher levels of partner violence and aggression. There is also evidence that attitudes toward sexting are not the most important predictors of intention to engage in sexting; rather, perceived social pressure and perceived pressure from romantic partners have the highest impact (Walrave, Heirman, & Hallam, 2014). However, to date, there is very little in the literature concerning family and school factors which are associated with sexting.

This project set out to investigate sexting, considering not only the possible impact of the MVP programme, but also school connectedness and parental love and support. At the level of the peer-group, young people’s reported susceptibility to peer pressure was also considered. Finally, at the interpersonal level, we evaluated the association between sexting and reported susceptibility to romantic partner pressure.

## Bullying

Bullying behaviours are most often considered to be behaviours which are intended to cause harm or distress, are repeated, and involve an imbalance of power (Hunter, Boyle, & Warden, 2007). Traditionally, the behaviours include verbal aggression (e.g., name-calling), physical harm (e.g., hitting), and indirect or relational harm (e.g., manipulating relationships). Cyberbullying behaviours are those mediated via phones or the internet and cut-across these traditional distinctions (e.g., name-calling can also take place online). There are different roles that young people can take on across different situations, such as the bully, the victim, or a bystander. It is important to note that involvement in these different roles is fluid and dynamic and a young person may take on different roles at different times (Swearer & Hymel, 2015).

Existing research has highlighted that the power imbalance between an aggressor and a victim is an important consideration when understanding the psychological wellbeing of those young people experiencing bullying behaviours (Hunter et al., 2007). However, nothing is currently known about how bystanders view the power dynamics of situations where they see aggression occurring. An interaction by two

others where there is a clear imbalance of power is likely to be one where intervention is morally more urgent than one where the parties involved equal in terms of power. Such an understanding is likely to be important for young people when they make a decision concerning whether, and how, to intervene. This project will therefore investigate the ways in which observed interactions differ in different power relationships (boy on girl, older on younger, group on individual) and how this impacts on intentions to intervene.

## Mentors in Violence Prevention

Mentors in Violence Prevention (MVP) Scotland is a partnership between the Scottish Government, the Scottish Violence Reduction Unit, and Education Scotland. MVP's vision is to create safe communities built on positive relationships. MVP brings together a diverse range of community partners (police, community learning and development, psychological services, health) to work together with staff in schools. By mid-2016, a total of 13 Local Authorities were involved in MVP, extending reach of the program to 91 schools, 16725 pupils, and 3438 adults (MVP, 2016). The program has a specific focus on reducing gender based violence.

Outcomes of MVP are focussed primarily upon: exploration of attitudes and behaviours concerning violence and aggression; growing positive attitudes toward diversity and inclusion; providing young people with strategies to safely challenge behaviours which are detrimental to health and wellbeing; increasing awareness of others' attitudes toward violence; and helping young people demonstrate leadership skills in these areas. To achieve these goals, senior pupils are trained to mentor younger pupils and lead sessions on issues such as sexting, coercive behaviour, and use of language. The MVP Annual Report (2016) supports the efficacy of impact based on staff feedback, attitude questionnaires, and focus groups. A qualitative review of the intervention in three Scottish High schools (Williams & Neville, 2017) found that school staff, mentors, and mentees all reported positive experiences and felt that they had benefitted in terms of changes to their own attitudes and behaviours regarding gender based violence.

## The present study

1. **Differences between MVP and non-MVP schools.** Young people attending schools that either have or have not implemented the MVP program will be compared on a number of relevant key outcomes including reports of perpetrating bullying behaviour, experiencing bullying behaviours, and seeing other students experiencing bullying behaviours.
2. **Experiences of passive and active sexting.** Very little is currently known about sexting and the influence of family and school level factors. We will examine these while also taking into account variables which research indicates are associated with sexting, i.e. peer- and romantic partner-pressure. We will also consider whether school and family factors can buffer any risk associated with peer and romantic partner influences.
3. **The effect of power dynamics on intention to intervene in peer conflicts.** The focus will be on bystanders' intentions to intervene in different ways when viewing an aggressive interaction between peers. Intervention strategies will include doing nothing, helping right away, offering support after the incident has

passed, or telling an adult. The project will also take into account the form which bullying behaviours take (direct, indirect, cyber) to see whether this also impacts upon intention to intervene.

## Methods

### Participants

Ethical approval for the study was obtained from the School of Psychological Sciences and Health Ethics Committee at the University of Strathclyde. Our intention was to collect data from 500 young people, with approximately 50% from schools where the MVP intervention had been implemented. In the event, LEAs, schools, and young people were hugely supportive of the study, and the final number of young people who took part was 3322. Of these, 55% were from schools participating in MVP and 45% were from non-MVP schools. Survey participants were attending S1, S2, and S3. The full breakdown of demographic information about participating young people is given in Table 1.

*Table 1. Participant characteristics, by MVP status of school.*

		MVP	Non-MVP
<b>Number of schools</b>		8	7
<b>Number of participating young people</b>		1,839	1,483
<b>Sex</b>	<i>Girls</i>	887 (48.2%)	744 (50.2%)
	<i>Boys</i>	909 (49.4%)	697 (47.0%)
	<i>Prefer not to say</i>	43 (2.3%)	42 (2.8%)
<b>Age</b>	<i>Mean (SD)</i>	12.88 (0.90)	12.79 (0.87)
<b>Ethnicity</b>	<i>White</i>	1723 (93.7%)	1398 (94.3%)
	<i>Asian, Asian Scottish, or Asian British</i>	63 (3.4%)	45 (3.0%)
	<i>Mixed or multiple ethnic group</i>	27 (1.5%)	23 (1.6%)
	<i>African</i>	7 (0.4%)	9 (0.6%)
	<i>Caribbean or Black</i>	5 (0.3%)	2 (0.1%)
	<i>Other ethnic group</i>	14 (0.8%)	6 (0.4%)

Across Scotland in 2017, 14.1% of Secondary school pupils were registered for free school meals (National Statistics, 2017). The schools participating in the present study had a range of 8.9% to 36.8% of pupils eligible for free school meals (M=17.6%, SD=7.02). In MVP-engaged schools the mean was 20.7% and for schools not engaged with MVP it was 14.1%.

### Survey

All participating young people were invited to complete a self-report survey which included the following measures:

**School connectedness:** The 4-item school-connectedness sub-scale of the Perceived School Experiences Scale (Anderson-Butcher, Amorose, Iachini, & Ball, 2012) was used. An example item is “I feel like I belong to my school” and

response options were 1 = “Strongly disagree”, 2 = “Disagree”, 3 = “Neither agree nor disagree”, 4 = “Agree”, and 5 = “Strongly agree”. A mean score is created from responses to these items. Higher scores indicate increased feelings of school connectedness. The scale had good reliability ( $\alpha = .79$ ).

**Parental love and support:** Assessed using a 6-item scale (Merrin, Hong, & Espelage, 2015). Example items are “My parents/guardians... know where I am when I go out” and “My parents/guardians...encourage me to do well”. Responses were recorded using a 4-point scale (0 = “Never”, 1 = “Sometimes”, 2 = “Often”, 3 = “Always”). A mean score is created from responses to these items. Higher scores reflected greater levels of perceived parental love and support. The scale had good reliability ( $\alpha = .76$ ).

**Involvement in sexting:** Assessed using Choi, Van Ouytsel and Temple’s (2016) 4-item scale. Each item is responded to using Yes/No responses. These were used to create two scores for each participant. The first score represented reports of Active sexting behaviour, that is, whether the young person responded positively to neither, one, or both active sexting items (“Have you asked someone to send naked pictures of them to you?”; “Have you sent naked pictures of yourself to another through text, email, or SnapChat?”). The second score assessed Passive sexting experiences and was scored in the same way (items were: “Have you been asked to send naked pictures of yourself through text, email, or things like SnapChat?”; “Has anyone sent you a naked picture without you asking?”).

**Perceived susceptibility to peer-pressure:** Measured using the 4-item scale published in Williams and Anthony (2015). An example item is “I tend to go along with the crowd” and the response options are “A lot like me”, “A little like me”, or “Not like me”. The same response options will be used, and they are scored in the following way: 2 = “A lot like me”, 1 = “A little like me”, or 0 = “Not like me”. A mean score was created from responses to these items. Higher scores reflect increased perceptions of peer pressure. This scale had acceptable reliability ( $\alpha = .64$ ).

**Perceived susceptibility to romantic pressure:** Measured using an adapted version of the preceding measure (Williams & Anthony, 2015). This was adapted to refer specifically to the romantic relationship context, e.g. “I tend to go along with the things my partner wants to do”. As before, same response options will be used, and they are scored in the following way: 2 = “A lot like me”, 1 = “A little like me”, or 0 = “Not like me”. A mean score was created from responses to these items. Higher scores indicated increased perceptions of romantic pressure. This scale had good reliability ( $\alpha = .75$ ). Students were instructed to leave this section blank if they had never had a boyfriend or girlfriend.

**Involvement in bullying** (perpetrator, victim, or bystander): Assessed using the Bonanno and Hymel (2013) 11-item measure which relates to experiences over the preceding year. Items are preceded by a short description of what constitutes bullying. Here, we focussed on the first three items which are “How often have you...” (i) “Been bullied?” (ii) “Taken part in bullying others?” (iii) “Seen other students being bullied?”. Responses are scaled 1-5 (“Never”, “Once or a few times”, “Every month”, “Every week”, and “Several times a week”) and were also



dichotomised so that we could compare those reporting no experience with those reporting experience (i.e. “Once or a few times” or more often).

**Intervention in bullying situations.** Vignettes (short descriptions of events where bullying behaviours are used) were created for this study to assess how the observed power dynamics in peer-conflict contexts are related to intention to intervene and to the type of intervention. Each participant responded to three vignettes, each of which depicted a different form of bullying incident (direct, indirect, or cyber). There were three forms of power imbalance: (i) a male student being aggressive toward a female student, (ii) an older student being aggressive to a younger student, and a group of students involved in being aggressive toward a single student. Vignettes were presented to all participants in the order direct, then indirect, then cyber aggression. However, power imbalance was counterbalanced across the three forms of aggression. In addition, the age and group-size power imbalance vignettes were sexed to match the participants (i.e., female participants got vignettes with female characters and male participants got vignettes with male characters). For the power imbalance where sex was relevant, only the male bully / female victim combination was presented as past empirical work suggests that female-on-male bullying is infrequent. In addition, an important focus of MVP work is the reduction of gender based violence and so intervention in male-on-female aggression was of particular interest.

Each set of vignettes was preceded by the instruction, “Below are descriptions of things that have happened to three different pupils. Imagine these are taking place in your school, and that you have seen them happen. Think about how you might respond.” Four intervention options were presented, each with response options “No”, “Probably not”, “Maybe”, “Probably”, and “Yes”. The 5-point scale was scored 0 to 4 for the active intervention items “Help right away by trying to stop what is happening”, “Do nothing right now, but offer support or comfort to [the peer] later”, and “Tell an adult about what is going on”. The item reflecting a lack of intervention “Do nothing” was reverse scored 4 to 0 so that all four intervention items were scored in a consistent way (i.e. higher score = more intention to intervene).

The survey is presented in full, along with copies of all vignettes, in Appendix A.

## **Procedure**

Approval was obtained from seven Local Education Authorities to contact schools to request their participation. Of those approached, 15 (32%) agreed to take part. This is consistent with previous research taking place in secondary schools in Scotland (see O’Connor, Rasmussen, Miles, & Hawton, 2009; Russell, Rasmussen, & Hunter, in press). Reasons for non-participation included timetable constraints and having recently contributed to other research projects. Schools were targeted based on their MVP status (engaged or not engaged with MVP). This information was gained from Education Scotland, and corroborated by Head teachers or their designates.

The aim of the study was explained to school gatekeepers. Parents were informed of the project by letter and asked to notify the school or research team if they did not want their child to participate. Young people, with parental assent, were invited to participate in the study. Pupils were provided with sufficient information to provide informed consent, and were made aware that they could withdraw their participation

at any time. Respondents completed anonymous self-report surveys independently within a classroom or assembly hall setting. Teachers and members of the research team were available at all times to answer any questions that the pupils had regarding the survey procedure or content. All adolescents were debriefed and provided with information as to where they could seek support if they were concerned about bullying or sexting.

## Results

The recruitment of 3322 young people means that even trivial group differences and/or associations between measures may be statistically significant. To address this, only differences which have at least a small effect size are reported. Across the analyses, these were set at Cohen's  $d \geq 0.2$ ,  $r \geq .1$ ,  $R^2 \geq .02$ , and  $\eta_p^2 \geq .01$ .

### Differences between MVP and non-MVP schools.

Young people attending schools that had or had not implemented the MVP program were compared on the key study variables.

#### *Involvement with bullying behaviours*

Young people who said they used bullying behaviours "Once or a few times" or more often in the past year were classified as having bullied others. The same operation was used to classify those experiencing bullying behaviours and witnessing them. There were no significant associations between MVP school status and whether young people had or had not been involved in any of the three forms of bullying activity (all  $ps > .079$ ) (see Table 2).

*Table 2. Prevalence of reported bullying behaviour involvement shown by MVP status of school.*

<b>Involvement</b>	<b>MVP<sup>1</sup></b>	<b>Non-MVP<sup>2</sup></b>
<i>Experienced bullying behaviours</i>	50.7%	48.9%
<i>Engaged in bullying behaviours</i>	17.2%	16.7%
<i>Witnessed bullying behaviours</i>	78.8%	76.2%

<sup>1</sup>N ranged from 1819 to 1822 depending on missing data. <sup>2</sup>N ranged from 1466 to 1469 depending on missing data.

#### *Other study variable*

Table 3 shows the descriptive statistics for School connectedness, Parental love and support, Perceived susceptibility to peer pressure, and Perceived susceptibility to romantic pressure.

*Table 3. Means (SDs) on key study variables shown by MVP status of school.*

<b>Variable</b>	<b>MVP</b>	<b>Non-MVP</b>
<i>School Connectedness<sup>1</sup></i>	3.56 (0.79)	3.51 (0.79)
<i>Parental Love and Support<sup>2</sup></i>	2.33 (0.55)	2.29 (0.57)
<i>Perceived Peer Pressure<sup>3</sup></i>	0.45 (0.39)	0.45 (0.43)
<i>Perceived Romantic Pressure<sup>4</sup></i>	0.32 (0.42)	0.33 (0.43)

<sup>1</sup>N = 1816 and 1465. <sup>2</sup>N = 1795 and 1442, <sup>3</sup>N = 1808 and 1424. <sup>4</sup>N = 1308 and 1001.

School connectedness was not skewed, but the other three variables were. Either independent  $t$ -tests or Mann-Whitney U tests were conducted to compare the two groups depending upon whether the data were skewed or not. The only significant

difference was for Parental love and support, with young people attending MVP schools reporting significantly higher perceptions of Parental love and support,  $t(3242) = 2.27, p = .023$ . However, this was a very small effect, Cohen's  $d = 0.08$ , indicating that the difference was trivial.

### Sexting.

These data were analysed using Mplus Version 7.31 (Muthen & Muthen, 1998-2015). Mplus allows missing data to be addressed using state-of-the-art procedures, namely Full Information Maximum Likelihood (FIML). Additionally, bootstrapped estimates were estimated in all analyses in order to take into account the non-normal nature of data.

The following analyses were based on a sub-sample of the data ( $n = 2,253$ ). Participant sex was treated as a binary variable with all respondents who chose "Prefer not to say" excluded due to the low frequency of such responses. Additionally, survey instructions required participants to leave the Perceived Susceptibility to Romantic Pressure items blank if they had never had a boyfriend or girlfriend, and over 900 participants who did so were also therefore excluded.

Active sexting and Passive sexting were significantly correlated ( $r = .33, p < .001$ ). Both forms of sexting were therefore included as outcome variables simultaneously. Active sexting and Passive sexting were regressed on MVP status, School connectedness, Parental love and support, Perceived susceptibility to peer-pressure, and Perceived susceptibility to romantic pressure. Covariates were Age, Sex, and Ethnicity (White, Not White). This model accounted for 18% of the variance in Passive sexting and 6% of the variance in Active sexting ( $R^2 = 0.177$  and  $0.061$  respectively). Results are shown in Table 4.

Table 4. Model results.

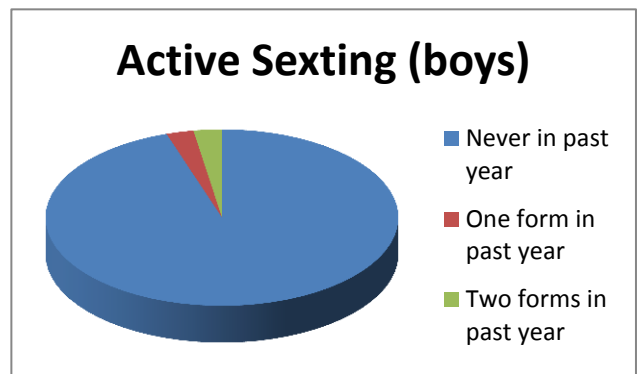
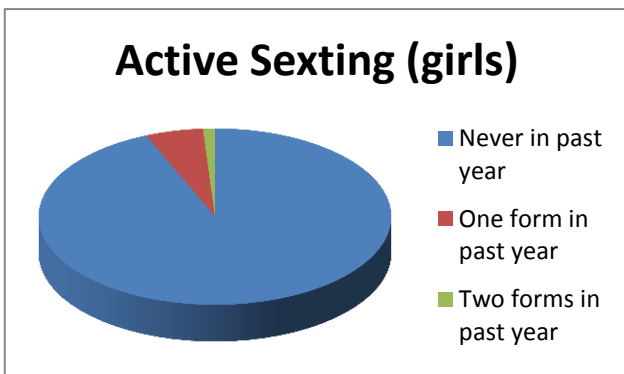
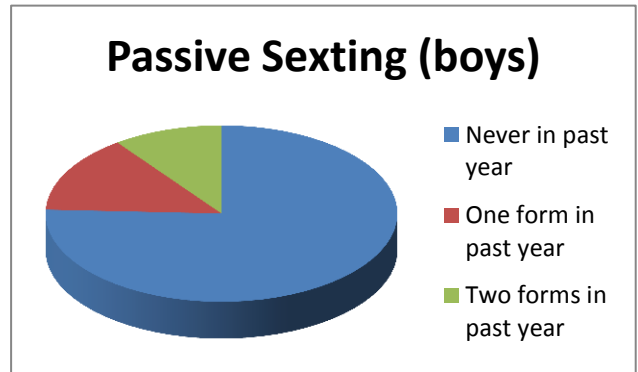
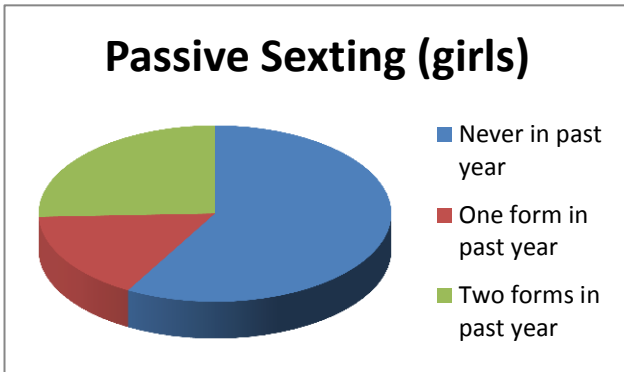
Predictor	Passive Sexting			Active Sexting		
	b (SE)	Sig.	$\beta^1$	b (SE)	Sig.	$\beta^1$
Age	0.18 (0.02)	< .001	.21	0.04 (0.01)	< .001	.11
Sex <sup>2</sup>	0.39 (0.04)	< .001	.27	0.05 (0.03)	.027	.09
Ethnicity <sup>3</sup>	-0.06 (0.07)	.363	-.02	-0.03 (0.02)	.267	-.02
MVP Status <sup>4</sup>	0.05 (0.03)	.106	.03	0.04 (0.01)	.006	.06
SC	-0.14 (0.02)	< .001	-.14	-0.02 (0.01)	.048	-.05
PLS	-0.14 (0.03)	< .001	-.10	-0.05 (0.02)	.002	-.09
PPP	0.07 (0.04)	.114	.04	0.03 (0.02)	.286	.03
PRP	0.34 (0.05)	< .001	.18	0.12 (0.03)	< .001	.15

NB. SC = School connectedness; PLS = Parental Love and Support; PPP = Perceived Susceptibility to Peer-Pressure; PRP = Perceived Susceptibility to Romantic Pressure.

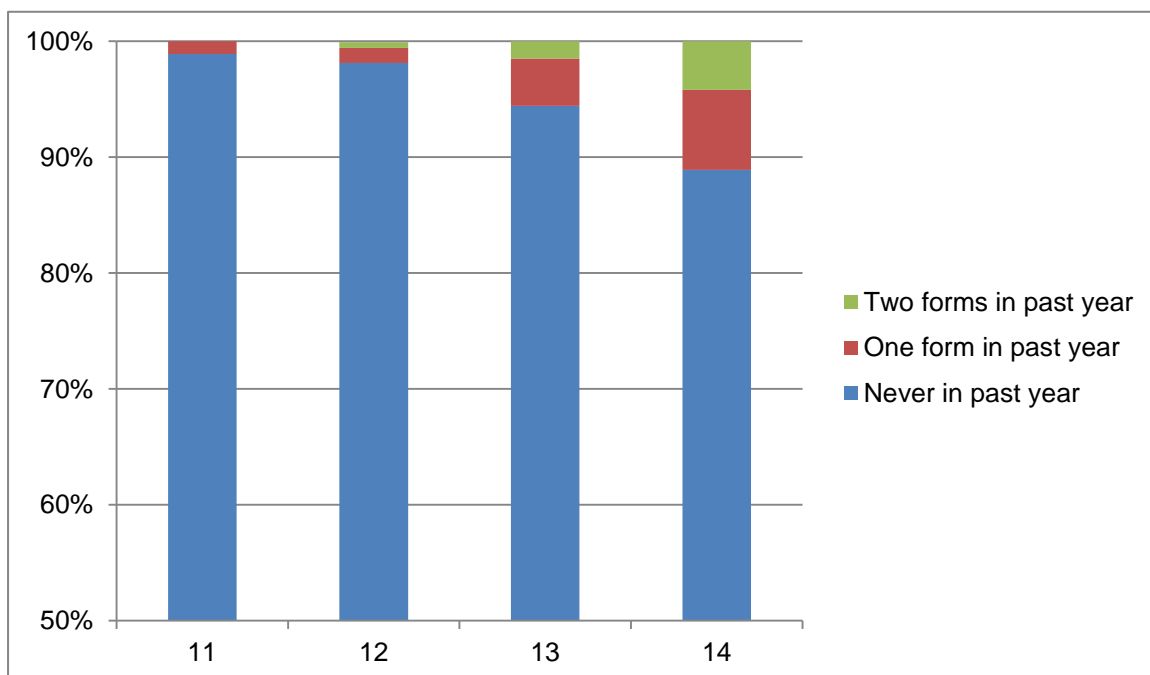
<sup>1</sup>STDY standardized results are reported as covariates included binary variables. <sup>2</sup>Sex coded 1 = Male, 2 = Female. <sup>3</sup>Ethnicity coded 1 = White, 2 = Not White. <sup>4</sup>MVP Status coded 0 = Non-MVP, 1 = MVP.

Recall that Active sexting behaviour included "Have you asked someone to send naked pictures of them to you?"; "Have you sent naked pictures of yourself to another through text, email, or SnapChat?". Passive sexting experiences were:

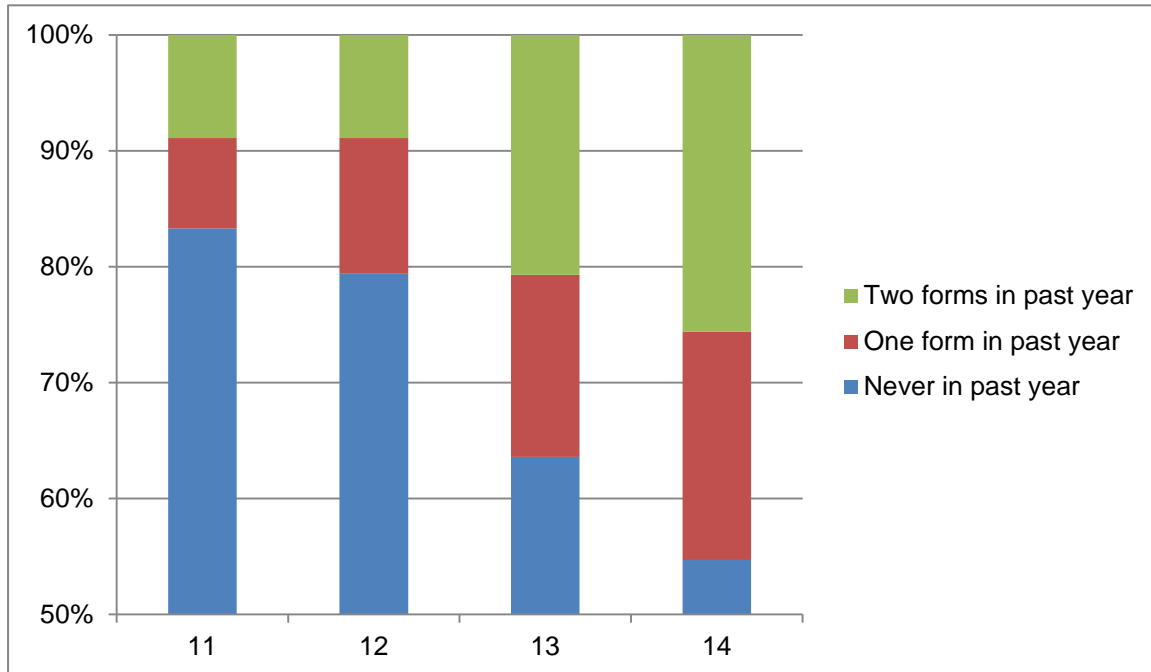
“Have you been asked to send naked pictures of yourself through text, email, or things like SnapChat?”; “Has anyone sent you a naked picture without you asking?”. Young people’s reported ethnic group was not associated with sexting. Girls reported more involvement with both Passive and Active sexting. Girls reported more involvement than boys with both Passive (42% vs 24%) and Active sexting (6% vs 5%).



Older participants reported more involvement than younger participants with Active sexting. As shown below, this was very rare among 11 and 12 year olds (>98%), and even among 14 year olds almost 90% said they had not engaged in any sexting behaviours in the preceding year:



In addition, older participants also reported more experience than younger participants with passive sexting. More than a four fifths (83%) of 11 year olds reported no passive sexting experience in the preceding year, but among the 14 year olds this prevalence rate reduced to slightly over half (55%) who had not experienced any passive sexting:



School connectedness and Parental love and support were each associated with Passive and with Active sexting, though again there were stronger relationships with Passive than Active sexting. Greater School connectedness and higher reported Parental love and support were each associated with lower reports of involvement in both forms of sexting.

Perceived susceptibility to peer-pressure was not associated with either form of sexting. However, Perceived susceptibility to romantic pressure had the strongest relationship (aside from Sex and Age) with both forms of sexting. Young people who felt that they were susceptible to romantic pressure reported higher levels of both Passive and Active sexting.

Whether young people were in MVP schools or not in MVP schools was associated with Active sexting but not with Passive sexting. Young people in MVP schools reported a *higher* prevalence of Active sexting than young people not in MVP schools. Specifically, across MVP schools, 4.7% of young people reported engaging in either one of the two forms of active sexting listed in the survey over the past year, and 2.2% reported engaging in both forms of active sexting; equivalent prevalence rates for non-MVP schools were 2.8% and 1.4%.

Finally, we evaluated the possibility that any risk of sexting associated with Perceived susceptibility to peer-pressure and Perceived susceptibility to romantic pressure could be off-set by beneficial effects of School connectedness and/or Parental love and support. To assess this, four separate analyses were carried out to assess these four possible interactions. Four separate analyses were planned in

order to pre-empt likely multicollinearity when multiple interaction terms based on shared variables are included in a single model. None of these interactions were significant (all  $p$ s > .150) indicating that the school- and parent-levels variables did not buffer against any negative effects of perceived peer- or romantic-pressure.

### Intervention in conflict.

IBM SPSS Statistics 24 for Windows (IBM Corp., Armonk, NY, USA) was used to conduct analyses relating to the intervention vignettes. Any student who did not give response to all the items pertaining to any whole vignette were omitted from analyses (N=170), as were those who said that they preferred to not report their sex (N=85). The final sample size for these analyses was therefore 3067. Of these, 2960 had complete data (96.5%). Sample sizes across analyses vary between these final two numbers depending on individual responses that individual participants choose to omit. Such an approach is considered appropriate with large samples where less than 5% of data are missing (Tabachnick & Fidell, 2007).

### Intervention and observed Power Imbalance

A three-way mixed-ANOVA was used in order to examine the effect of Power (Sex, Group, Age), Intervention (Help right away, Do nothing, Offer support later, Tell an adult) and Sex of Participant (Male, Female) on intention to intervene in bullying situations. Descriptive statistics are presented in Table 5.

Table 5. Reported intervention (Mean, SD), by Sex of Participant and Form of Power imbalance.

Form of Power Imbalance	Form of Intervention	Sex of Participant	
		Male	Female
Sex (Male on female)	(Not) Do nothing <sup>1</sup>	2.95 (1.17)	3.12 (1.05)
	Help right away	2.45 (1.19)	2.63 (1.08)
	Offer support later	2.00 (1.26)	2.27 (1.31)
	Tell an adult	2.25 (1.43)	2.63 (1.35)
Age (Older on younger)	(Not) Do nothing <sup>1</sup>	2.96 (1.17)	3.26 (1.00)
	Help right away	2.38 (1.29)	2.65 (1.18)
	Offer support later	1.98 (1.31)	2.26 (1.32)
	Tell an adult	2.35 (1.44)	2.77 (1.32)
Group (Group on individual)	(Not) Do nothing <sup>1</sup>	2.92 (1.17)	3.19 (1.04)
	Help right away	2.40 (1.24)	2.63 (1.12)
	Offer support later	2.01 (1.30)	2.28 (1.30)
	Tell an adult	2.34 (1.43)	2.71 (1.34)

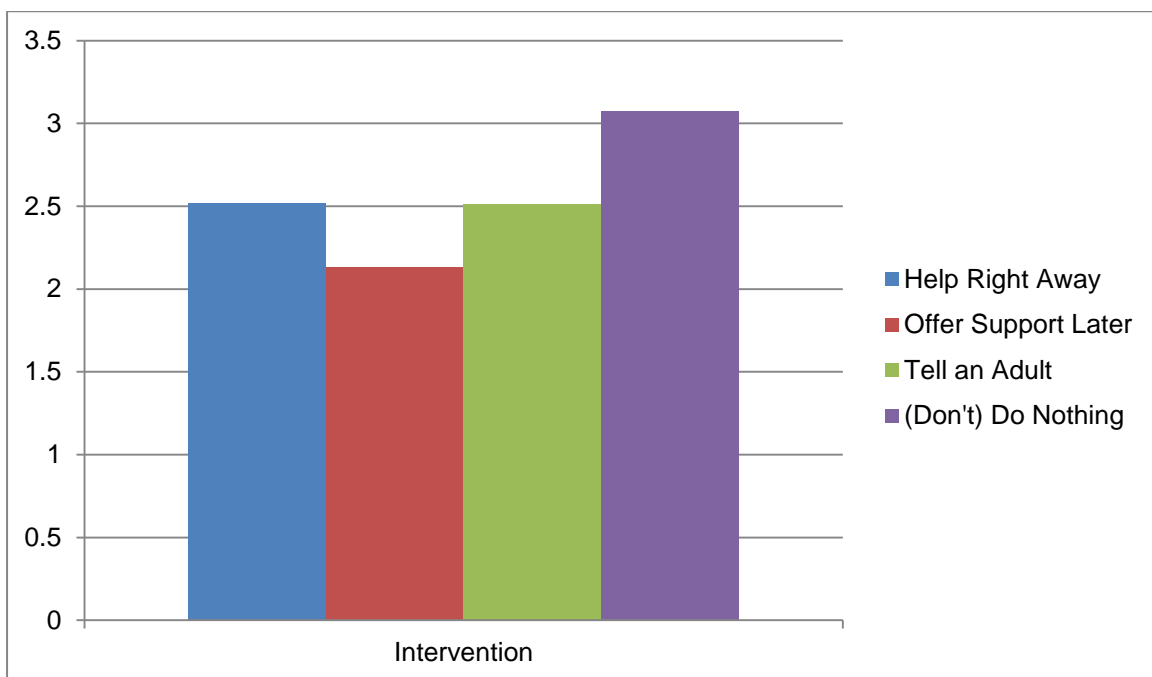
<sup>1</sup>'Do nothing' recoded so that higher scores = less likely to do nothing

The three-way mixed ANOVA revealed that, according to Mauchly's test, the assumption of sphericity had been violated for all effects of interest, therefore the Greenhouse-Geisser corrected degrees of freedom are reported throughout.

The main effect of Power was significant,  $F(1.97, 5825.12) = 4.77, p = .009$ , but was a very small effect size ( $\eta_p^2 = .002$ ), leading us to conclude that any difference in responses due to Power were trivial. There was also a significant interaction between Power and Sex of Participant,  $F(1.97, 5825.12) = 2.51, p = .016$ , but this was also a very small effect size ( $\eta_p^2 = .001$ ) and so was not considered further.

There was a significant main effect of Participant sex,  $F(1, 2958) = 116.23, p < .001, \eta_p^2 = .04$ ). This indicated that girls were more likely to report that they would help out in some way than were boys ( $\text{Mean}_{\text{girls}} = 2.70, \text{SE} = .02; \text{Mean}_{\text{boys}} = 2.42, \text{SE} = .02$ ).

The main effect of Intervention was significant,  $F(2.19, 6490.89) = 469.86, p < .001$ , with a large effect size ( $\eta_p^2 = .14$ ). Bonferroni corrected post-hoc comparisons indicated no significant difference between Tell an adult ( $\text{Mean} = 2.51, \text{SE} = 0.02$ ) and Help right away ( $\text{Mean} = 2.52, \text{SE} = 0.02$ ). However, there were significant differences (all  $p < .001$ ) between all other comparisons (Offer support later  $\text{Mean} = 2.13, \text{SE} = 0.02$ ; Do nothing  $\text{Mean} = 3.07, \text{SE} = 0.02$ ) (see Figure 1). One key message here may therefore be that young people are more likely to report that they would Help right away or Tell an adult than they are to report that they would Offer support later.



There was also a significant interaction between Intervention and Sex of Participant,  $F(2.19, 6490.89) = 3.78, p = .027$ , but this was a very small effect size ( $\eta_p^2 = .001$ ) and so was not considered further. Finally, the three-way interaction between Power imbalance, Intervention, and Sex of Participant was not significant,  $F(5.16, 15258.67) = 0.38, p = .496$ .

We repeated the preceding analysis, replacing Participant Sex with MVP status of participant's school. This revealed no significant main effects or interactions involving MVP status.

### *Intervention and Form of Bullying*

A three-way mixed-ANOVA was used in order to examine the effect of Form of bullying (Direct, Indirect, Cyber), Intervention (Help right away, Do nothing, Offer support later, Tell an adult) and Sex of Participant (Male, Female) on intention to intervene in bullying situations. Descriptive statistics are presented in Table 6. The three-way mixed ANOVA revealed that, according to Mauchly's test, the assumption

of sphericity had been violated for all effects of interest, therefore the Greenhouse-Geisser corrected degrees of freedom are reported throughout.

Table 6. Reported intervention (Mean, SD), by Sex of Participant and Form of Bullying.

Form Of Bullying	Form of Intervention	Sex of Participant	
		Male	Female
Direct	(Not) Do nothing <sup>1</sup>	3.03 (1.13)	3.19 (1.05)
	Help right away	2.58 (1.22)	2.67 (1.12)
	Offer support later	1.96 (1.32)	2.18 (1.33)
	Tell an adult	2.40 (1.44)	2.72 (1.30)
Indirect	(Not) Do nothing <sup>1</sup>	2.93 (1.17)	3.24 (1.01)
	Help right away	2.36 (1.23)	2.67 (1.14)
	Offer support later	2.02 (1.28)	2.26 (1.30)
	Tell an adult	2.30 (1.41)	2.80 (1.29)
Cyber	(Not) Do nothing <sup>1</sup>	2.86 (1.20)	3.10 (1.10)
	Help right away	2.28 (1.25)	2.45 (1.15)
	Offer support later	2.01 (1.26)	2.31 (1.31)
	Tell an adult	2.25 (1.45)	2.63 (1.37)

<sup>1</sup>'Do nothing' recoded so that higher scores = less likely to do nothing

The main effect of Form of bullying was significant with a small effect size,  $F(1.99, 4879.74) = 51.42, p < .001, \eta_p^2 = .02$ . Bonferroni corrected post-hoc comparisons indicated that young people were no more likely to report that they would intervene in Direct (Mean = 2.59, SE = 0.02) than in Indirect (Mean = 2.57, SE = 0.02) bullying incidents, but that they were significantly less likely to intervene in cyberbullying incidents (Mean = 2.49, SE = 0.02) than in either other type. The trivial differences between these means reinforce the fact that these were small effects.

As for the preceding section, there was a significant main effect of Participant sex,  $F(1, 2449) = 78.92, p < .001, \eta_p^2 = .03$ . As reported earlier, girls were more likely to report that they would help out in some way than were boys.

There was also a significant interaction between Form of bullying and Sex of Participant,  $F(1.99, 4879.74) = 20.22, p < .001$ , but this was a very small effect size ( $\eta_p^2 = .008$ ) and so was not considered further.

The main effect of Intervention was significant,  $F(2.21, 5423.28) = 372.64, p < .001$ , with a large effect size ( $\eta_p^2 = .13$ ). The same pattern of results as reported in the preceding ANOVA analysis was repeated here, i.e. no significant difference between Tell an adult (Mean = 2.52, SE = 0.03) and Help right away (Mean = 2.50, SE = 0.02), but significant differences (all  $p < .001$ ) between all other comparisons (Offer support later Mean = 2.13, SE = 0.02; Do nothing Mean = 3.06, SE = 0.02).

As per the first ANOVA, there was also a significant interaction between Intervention and Sex of Participant,  $F(2.21, 5423.28) = 20.23, p = .004$ , and this was a very small effect size ( $\eta_p^2 = .002$ ) so was not considered further. Finally, there was a significant three-way interaction between Form of bullying, Intervention, and Sex of Participant,  $F(5.24, 12835.76) = 3.21, p = .006$ , though with a very small effect size ( $\eta_p^2 = .001$ ) so was not considered further.



Again, we repeated the ANOVA replacing Participant Sex with MVP status of participant's school. This revealed no significant main effects or interactions involving MVP status.

## Discussion

This study sought to examine young people's sexting behaviour and their reported intentions to intervene in different ways when seeing peers engaging in aggression. These experiences and behaviours were situated within the context of participants either attending schools which were part of the Mentors for Violence Prevention (MVP) program or not. Over 3300 young people attending S1, S2, or S3 in Secondary schools in Scotland took part, of whom 55% attended MVP schools.

## MVP

When comparing young people attending schools which had implemented the MVP intervention with those who had not, there were very few differences. Young people attending MVP schools did not differ on their experience of bullying behaviours, their use of bullying behaviours, or their reports of witnessing others using bullying behaviours. There were also no differences based on MVP status of school on parental love and support, school connectedness, perceived susceptibility to peer pressure, or perceived susceptibility to romantic pressure.

The only difference observed between young people attending MVP schools and those not attending MVP schools was on experiences of sexting. Young people in MVP schools reported no more involvement in passive sexting (receiving unsolicited sexts, being asked to send a sext) than young people in non-MVP schools. However, for active sexting (sending sexts or asking others to send sexts) those in MVP schools reported more involvement (6.9%) than young people in non-MVP schools (4.2%). The design of the current study precludes any inference that the MVP program may be leading to increases in active sexting because such differences may exist between MVP schools and non-MVP schools prior to their involvement in the program. Indeed, the presence of such issues may have *led* to schools getting involved with the MVP program at the outset since it is not compulsory for schools to take part. These methodological weaknesses apply to the non-significant differences also reported above. The most rigorous way to assess the impact of the intervention is to use pre- and post-assessments, control schools, and to randomly allocate all schools to control or treatment conditions, but this was outside the scope and remit of the current study.

## Sexting

Young people's involvement in sexting, and what was associated with that involvement, differed according to the form of sexting. We assessed active sexting and passive sexting, and participants were asked to report their involvement over the preceding year. It is important to say that active involvement in sexting (sending sexts, asking others to send sexts) was very rare among younger participants, with more than 98% of 11 and 12 year olds saying they had not actively sexted. There was more active sexting reported by older students, with 11% of 14 year olds reporting that they had engaged in active sexting over the preceding year. Girls

reported engaging in slightly more active sexting than boys (6% and 5% respectively).

Passive sexting was more common than active sexting. Almost a fifth (17%) of 11 year olds reported having received or been asked to send sexts during the preceding year, this number rising to almost half of all 14 year old students (45%). Girls reported experiencing more passive sexting than boys (42% and 24% respectively).

These prevalence rates are not dissimilar to those reported in the most recent and authoritative review of published sexting research (Madigan, Ly, Rash, Van Ouytsel, & Temple, 2018). In that review, the authors estimate that approximately 15% of young people have sent sexts and that 27% have received a sext. Madigan et al. further note that sexting is more common among older than younger adolescents (age range 12 to 17 years old), and that it is becoming more prevalent over time.

Perceived susceptibility to peer pressure was not associated with sexting. It is worth noting that perceived susceptibility to peer pressure was associated with sexting when only these two variables were considered ( $r = .11, p < .001$ ), but that this effect became non-significant when considered within the larger statistical model. Our final model also included perceived susceptibility to *romantic* pressure and this form of perceived pressure was associated with higher reported involvement in sexting even in the presence of the other model variables. This suggests that studies reporting that peer-pressure can lead to sexting (e.g., Lee, Moak, & Walker, 2016) may be finding significant effects because they have not also included perceived susceptibility to romantic pressure (i.e. pressure from a boyfriend or girlfriend). Our finding also suggests that intervention strategies may usefully focus more on helping young people to resist pressure from a partner rather than more general peer pressure.

We also found that higher levels of parental love support and higher levels of school connectedness were both associated with less of both forms of sexting. The relationship between school connectedness and active sexting was, however, very small. These results reinforce the importance of efforts to create inclusive schools that young people feel proud to attend and where they feel they have teachers they can communicate with. The findings also lend support to the importance of parents/guardians in the lives of young people – the survey items used here reflected a clear effort on the part of parents/guardians to be involved in the lives of their children, e.g. setting rules, talking about their future, and encouraging them to do well.

### Intervening

This study developed an innovative approach to the assessment of young people's reports of whether they would intervene when seeing conflict taking place amongst their peers. Specifically, short vignettes were developed in order to consider whether young people are any more or less likely to intervene when the form of witnessed aggression differs (whether it is direct, indirect, or cyber in nature). These vignettes were also systematically varied in order to evaluate whether young people reported being any more or less likely to intervene when the witnessed aggression involved actors of differential power. The power differentials we investigated were gender based (a boy aggressing against a girl), group based (a group against an individual),

and age based (an older student being aggressive toward a younger student). Across these situations, we asked students to report the degree to which they think they would intervene by (i) offering support to the peer after the incident ended, (ii) intervening to stop the incident immediately, (iii) telling an adult about the situation, or (iv) not intervening.

Young people reported that they were more likely to try to intervene immediately or to report the bullying incident to adults than they were to offer support after an incident after it had ended. This is not to suggest that students were not keen to offer support later, but rather that the intention to intervene directly (either themselves or by enlisting the help of adults) was more strongly endorsed. In fact, across all three intervention responses, no fewer than 83% of young people reported “Maybe”, “Probably” or “Yes”. These levels of willingness are encouraging as they suggest that young people are keen to help when they see their peers engaged in aggressive interactions. Harnessing those positive motivations and translating them into direct helping behaviour is a key task for school professionals and adults working with young people.

We also found that girls reported a higher willingness to intervene (overall) than did boys. The characters in the vignettes were matched to the sex of respondents (e.g., girls read vignettes with girls being aggressive toward other girls). However, one of the three vignettes that every young person responded to also reflected gender based violence (a boy aggressing against a girl) – therefore the sex difference we have documented are unlikely to be an artefact of girls being more willing to help girls than boys are to help boys. It may be that girls are more empathetic than boys to the plight of peers experiencing aggression, and that this compassionate response drives a desire to intervene. Such a proposal is supported by research suggesting that empathy can drive defending behaviour (e.g., Schacter, Greenberg, & Juvonen, 2016; Song & Oh, 2017; Van der Ploeg, Kretschmer, Salmivalli, & Veenstra, 2017) and that girls have higher levels of empathy than boys (Eisenberg & Lennon, 1983; Van der Graaf et al., 2014).

Aside from the differences between the methods of intervention, there were no other associations between intervention and either form of bullying, form of power imbalance, or participant sex. Thus, young people seem equally keen to intervene regardless of the form (direct, indirect, cyber) that aggression may take.

### **Strengths and Limitations**

A key strength of this study was the independence of the research team from those involved in the implementation of the MVP intervention. This distinction helps to reduce any bias association in evaluation of a program by those with a stake in its success. However, it is important to note the limitations of the research design used here. Comparing the responses of young people who had experienced the MVP intervention programme to the responses of young people who had not done so is not equivalent to evaluating the effect of this intervention. Where differences between the groups exist there is no way of telling whether these existed prior to the intervention; equally, where no differences exist it is impossible to tell whether the groups did or did not differ prior to the intervention. For example, young people in MVP schools might have felt *less* empowered to intervene in peer conflicts than comparison schools prior to taking part the MVP program, and if MVP led to

increases in the confidence to intervene our design would make this look like ‘no effect of MVP’. To most appropriately evaluate the intervention, a randomised control trial (RCT) design should therefore be employed. This point was also raised in an earlier evaluation of MVP in Scottish schools (Williams & Neville, 2013).

The measure of intervention intention we used was a vignette-based one. The advantages of such an approach include the ability to systematically vary what is held constant and what is changed across vignettes. However, such an approach may not translate into real-world actions because of the complexity and nuance present in young people’s lived experience. Assessing intervention behaviour in situations that young people actually encounter in real life remains an important challenge for research.

The study had a cross-sectional design. This means that it is not possible to unpick which variables might be causing changes in which other variables. For example, we reported an association between perceived romantic pressure and active sexting but it is not possible to say whether engaging in active sexting makes young people feel like they are more susceptible to romantic pressure or whether they get involved in more sexting because of a susceptibility to romantic pressure. In future, longitudinal research designs are required to begin to better understand how the effects reported here might unfold over time.

All responses were recorded using self-report. Shared-method variance (e.g., where individual participants respond in similar ways across different measures for reasons unrelated to the measure content) may lead to inflated associations between constructs measured here. To avoid this in future, it would be advantageous to collect independent observations of the behaviours and attitudes we examined (e.g., self-reports of attitudes and peer-reports of bystander intervention).

## Conclusions

This project was designed to examine young people’s active sexting behaviours and passive sexting experiences, and to see how these related to school, family, peer, and romantic factors. It was also intended to examine how young people might intervene if they see their peers experiencing bullying behaviours. These issues were both situated within a broader comparison of responses by young people who have, or have not, experienced the Mentors in Violence Prevention (MVP) intervention programme. There were very few differences between the young people in schools which had implemented MVP and those that had not, though our research design means we cannot confidently attribute this to any lack of intervention efficacy. The only difference reported by young people was a higher level of active sexting in MVP schools than in non-MVP schools.

Sexting was more common among older than younger adolescents, and among girls than boys. One important message to emerge from the analyses was that helping young people to resist pressure put on them within romantic relationships may be a helpful factor in lowering sexting rates.

Finally, we found that young people were enthusiastic about helping peers who were experiencing aggression. They were particularly keen to directly intervene, either by

stepping in themselves or by reporting incidents to adults. Additionally, girls were more likely than boys to endorse an intention to intervene.

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## Appendix A: Survey.

### My Life Survey

Age (in years, e.g. "12"):

Are you ... a boy  a girl  prefer not to say

What is your ethnic group (please tick one)?

White

Asian, Asian Scottish, or Asian British

Mixed or multiple ethnic group

African

Caribbean or Black

Other ethnic group

### ABOUT YOUR SCHOOL

	Strongly disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly agree 5
I am proud to be a student at my school					
I feel like I belong to my school					
I enjoy coming to my school					
I have meaningful relationships with teachers at my school					

## ABOUT YOUR PARENTS/GUARDIANS

My parents/guardians...	Never	Sometimes	Often	Always
Know where I am when I go out				
Set clear rules about what I can and cannot do				
Have talked with me about my future plans				
Have consequences if I break rules				
Encourage me to do well				
Monitor my school progress				

## BULLYING AT YOUR SCHOOL

**The next few questions ask about bullying at your school.** There are lots of different ways to bully someone. A bully might tease or make fun of other students, spread rumours about them, punch or hit them, or use the internet or texting to do this. Bullying is not an accident – a bully wants to hurt the other person, and does so repeatedly and unfairly (bullies have some advantage over the person they hurt). Sometimes a group of students will bully another student.

Think about this school year when you answer the following questions about bullying (please tick one).

How often have you...	Never	Once or a few times	Every month	Every week	Several times a week
Been bullied?					
Taken part in bullying others?					
Seen other students being bullied?					



Think about this school year, how often have you been...	Never	Once or a few times	Every month	Every week	Several times a week
<b>Physically bullied, when someone:</b> - hit, kicked, punched, pushed you - physically hurt you - damaged or stole your property					
<b>Verbally bullied, when someone:</b> - said mean things to you - teased you or called you names - threatened you or tried to hurt your feelings					
<b>Socially bullied, when someone:</b> - said bad things behind your back - gossiped or spread rumours about you - got other students not to like you - ignored you or refused to hang out with you					
<b>Cyber-bullied, when someone:</b> - used the computer, websites, emails, text messages or pictures online to threaten you, hurt you, make you look bad, or spread rumours about you					

How often have you seen <i>other students</i> being...	Never	Once or a few times	Every month	Every week	Several times a week
<b>Physically bullied?</b>					
<b>Verbally bullied?</b>					
<b>Socially bullied?</b>					
<b>Cyber bullied?</b>					

*Sexting is when someone sends sexually explicit and nude or partially nude pictures of themselves using the internet or a smartphone. The next two sections both relate to these activities.*

## ATTITUDES TOWARD SEXTING

For the next section, please indicate your agreement with each possible attitude by ticking one box in each row. For example, if we asked about attitudes toward football, and you didn't like football very much, you might tick the following:

**Example: Football is...**

Rubbish		✓								Great
---------	--	---	--	--	--	--	--	--	--	-------

What do you think about sexting? Sexting is...

Not funny										Funny
Stupid										Not stupid
Not amusing										Amusing
Harmful										Not harmful
Not normal										Normal

## ENGAGING IN SEXTING

Think about this school year when you answer the following questions about sexting.

Have you been asked to send naked pictures of yourself through text, email, or things like SnapChat?

Yes  No

Have you asked someone to send naked pictures of them to you?

Yes  No

Have you sent naked pictures of yourself to someone else through text, email, or things like SnapChat?

Yes  No

Has anyone sent you a naked picture without you asking?

Yes  No

## YOUR FRIENDS

How well does each of the following statements describe you...	Not like me	A little like me	A lot like me
I do things just to be popular with my friends			
I let my friends talk me into doing things I don't really want to do			
I try hard to impress my friends			
I tend to go along with the crowd			

## YOUR BOYFRIEND/GIRLFRIEND

Think about your relationship with your current or most recent boyfriend/girlfriend. *If you have never had a boyfriend/girlfriend, then please leave this blank.*

How well does each of the following statements describe you...	Not like me	A little like me	A lot like me
I do things just to be popular with my partner			
I let my partner talk me into doing things I don't really want to do			
I try hard to impress my partner			
I tend to go along with the things my partner wants to do			

## WHAT I WOULD DO

### VIGNETTES

*At this point, young people were presented with three separate vignettes. Boys and girls were given the same vignettes (in terms of key descriptions and content), but for two of the three vignettes, the names were changed to be sex-matched (e.g., girls would be presented with girls bullying other girls while boys would be presented with boys bullying other boys).*

*Each young person read three vignettes which varied according to the form of power imbalance depicted. Three forms were described:*

*sex: a boy being aggressive to a girl;*

*group: a group being aggressive to an individual;*

*age: an older student being aggressive toward a younger student.*

*All students were presented with vignettes in the order described above (sex, then group, then age).*

*The three vignettes also varied according to the type of aggression shown in them. Three forms were described:*

*direct aggression: tripping someone up;*

*indirect aggression: ridiculing someone;*

*cyber aggression: sharing an embarrassing photo online.*

*These three forms of aggression were counterbalanced across students, so that 1/3 of students were presented with direct, then indirect, then cyber, 1/3 were presented with cyber, then direct, then indirect, and 1/3 were presented with indirect, then cyber, then direct.*

*There were therefore six possible versions, all of which are all shown below.*

Male vignette 1.

## WHAT I WOULD DO

Below are descriptions of things that have happened to three different pupils. Imagine these are taking place in your school, and that you have seen them happen. Think about how you might respond.

1. Daniel and Maria are in the same class, but Daniel doesn't like Maria. In fact, Daniel sometimes calls Maria names and you know that he has tripped up Maria in a busy corridor before. Today, you see Daniel pushing Maria down a small set of stairs. Daniel laughs at her as Maria falls.

How much power do you think Daniel has in this situation? Here, by 'power', we mean how much Daniel seems to be in control of what is happening

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Maria later					
Tell an adult about what is going on					

2. Derek and Steven are on the same swim team. Steven feels uncomfortable in his bathing suit and whenever he dives into the pool, he always belly flops. Derek draws a picture of a whale and puts Steven's face on it. Derek prints the picture and gives it to all the boys on the swim team but he doesn't give it to Steven. Today, you hear Derek telling the boys on the swim team that "Steven did a huge belly flop into the pool... he looked like a whale." The rest of the swim team laughs when Derek says this about Steven.

How much power do you think Derek has in this situation? Here, by 'power', we mean how much Derek seems to be in control of what is happening

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Steven later					
Tell an adult about what is going on					

3. Matt is one year older than Gary though he is at the same school. Today, when Matt gets to school, he finds out that Gary has posted a really embarrassing photo on Instagram. Matt has no idea how Gary got the photo but he is horrified to see it online. In all likelihood, soon everyone at school will see it.

**How much power do you think Gary has in this situation? Here, by 'power', we mean how much Gary seems to be in control of what is happening**

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Matt later					
Tell an adult about what is going on					

**THANK YOU  
FOR TAKING PART IN THIS SURVEY**

## Male vignette 2.

### WHAT I WOULD DO

Below are descriptions of things that have happened to three different pupils. Imagine these are taking place in your school, and that you have seen them happen. Think about how you might respond.

1. Gary and Katie share most of the same classes at school. Today, when Katie gets to school, she finds out that Gary has posted a really embarrassing photo on Instagram. Katie has no idea how Gary got the photo but she is horrified to see it online. In all likelihood, soon everyone at school will see it.

How much power do you think Gary has in this situation? Here, by 'power', we mean how much Gary seems to be in control of what is happening

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Katie later					
Tell an adult about what is going on					

2. Daniel and Mario are in the same class, but Daniel doesn't like Mario. In fact, Daniel sometimes calls Mario names and you know that he has tripped up Mario in a busy corridor before. Today, you see Daniel pushing Mario down a small set of stairs. Daniel is with three of his friends when he does this and they all laugh as Mario falls.

How much power do you think Daniel has in this situation? Here, by 'power', we mean how much Daniel seems to be in control of what is happening

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Mario later					
Tell an adult about what is going on					

3. Derek and Steven are on the same swim team. Derek is a year older than Steven though he is at the same school. Steven feels uncomfortable in his bathing suit and whenever he dives into the pool, he always belly flops. Derek draws a picture of a whale and puts Steven's face on it. Derek prints the picture and gives it to all the boys on the swim team but he doesn't give it to Steven. Today, you hear Derek telling the boys on the swim team that "Steven did a huge belly flop into the pool... he looked like a whale."

**How much power do you think Derek has in this situation? Here, by 'power', we mean how much Derek seems to be in control of what is happening**

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Steven later					
Tell an adult about what is going on					

**THANK YOU  
FOR TAKING PART IN THIS SURVEY**



## Male vignette 3.

### WHAT I WOULD DO

Below are descriptions of things that have happened to three different pupils. Imagine these are taking place in your school, and that you have seen them happen. Think about how you might respond.

1. Derek and Jennifer are on the same swim team. Jennifer feels uncomfortable in her bathing suit and whenever she dives into the pool, she always belly flops. Derek draws a picture of a whale and puts Jennifer's face on it. Derek prints the picture and gives it to all the members of the swim team but he doesn't give it to Jennifer. Today, you hear Derek telling the rest of the swim team that "Jennifer did a huge belly flop into the pool... she looked like a whale."

How much power do you think Derek has in this situation? Here, by 'power', we mean how much Derek seems to be in control of what is happening

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Jennifer later					
Tell an adult about what is going on					

2. Daniel and Mario share most of the same classes at school. Today, when Mario gets to school, he finds out that Daniel has posted a really embarrassing photo on Instagram. Mario has no idea how Daniel got the photo but he is horrified to see it online. A few of Mario's classmates have already seen the picture and 'liked' it. Some of Daniel's friends have also now shared the photo, and soon everyone will see it.

How much power do you think Daniel has in this situation? Here, by 'power', we mean how much Daniel seems to be in control of what is happening

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Mario later					
Tell an adult about what is going on					

3. Though he is at the same school, Derek is a year older than Steven. Derek doesn't like Steven. In fact, Derek sometimes calls Steven names and you know that he has tripped up Steven in a busy corridor before. Today, you see Derek pushing Steven down a small set of stairs. Derek laughs at him as Steven falls.

**How much power do you think Derek has in this situation? Here, by 'power', we mean how much Derek seems to be in control of what is happening**

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Steven later					
Tell an adult about what is going on					

**THANK YOU  
FOR TAKING PART IN THIS SURVEY**

## Female vignette 1.

### WHAT I WOULD DO

Below are descriptions of things that have happened to three different pupils. Imagine these are taking place in your school, and that you have seen them happen. Think about how you might respond.

1. Daniel and Maria are in the same class, but Daniel doesn't like Maria. In fact, Daniel sometimes calls Maria names and you know that he has tripped up Maria in a busy corridor before. Today, you see Daniel pushing Maria down a small set of stairs. Daniel laughs at her as Maria falls.

How much power do you think Daniel has in this situation? Here, by 'power', we mean how much Daniel seems to be in control of what is happening

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Maria later					
Tell an adult about what is going on					

2. Cara and Neve are on the same swim team. Neve feels uncomfortable in her bathing suit and whenever she dives into the pool, she always belly flops. Cara draws a picture of a whale and puts Neve's face on it. Cara prints the picture and gives it to all the girls on the swim team but she doesn't give it to Neve. Today, you hear Cara telling the girls on the swim team that "Neve did a huge belly flop into the pool... she looked like a whale." The rest of the swim team laughs when Cara says this about Neve.

How much power do you think Cara has in this situation? Here, by 'power', we mean how much Cara seems to be in control of what is happening

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Neve later					
Tell an adult about what is going on					

3. Jenna is one year older than Bella though she is at the same school. Today, when Bella gets to school, she finds out that Jenna has posted a really embarrassing photo on Instagram. Bella has no idea how Jenna got the photo but she is horrified to see it online. In all likelihood, soon everyone at school will see it.

**How much power do you think Jenna has in this situation? Here, by 'power', we mean how much Jenna seems to be in control of what is happening**

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Bella later					
Tell an adult about what is going on					

**THANK YOU  
FOR TAKING PART IN THIS SURVEY**

## WHAT I WOULD DO

Below are descriptions of things that have happened to three different pupils. Imagine these are taking place in your school, and that you have seen them happen. Think about how you might respond.

1. Gary and Katie share most of the same classes at school. Today, when Katie gets to school, she finds out that Gary has posted a really embarrassing photo on Instagram. Katie has no idea how Gary got the photo but she is horrified to see it online. In all likelihood, soon everyone at school will see it.

How much power do you think Gary has in this situation? Here, by 'power', we mean how much Gary seems to be in control of what is happening

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Katie later					
Tell an adult about what is going on					

2. Cara and Neve are in the same class, but Cara doesn't like Neve. In fact, Cara sometimes calls Neve names and you know that she has tripped up Neve in a busy corridor before. Today, you see Cara pushing Neve down a small set of stairs. Cara is with three of her friends when she does this and they all laugh as Neve falls.

How much power do you think Cara has in this situation? Here, by 'power', we mean how much Cara seems to be in control of what is happening

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Neve later					
Tell an adult about what is going on					

3. Jenna and Bella are on the same swim team. Jenna is a year older than Bella though she is at the same school. Bella feels uncomfortable in her bathing suit and whenever she dives into the pool, she always belly flops. Jenna draws a picture of a whale and puts Bella's face on it. Jenna prints the picture and gives it to all the girls on the swim team but she doesn't give it to Bella. Today, you hear Jenna telling the girls on the swim team that "Bella did a huge belly flop into the pool... she looked like a whale."

**How much power do you think Jenna has in this situation? Here, by 'power', we mean how much Jenna seems to be in control of what is happening**

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Bella later					
Tell an adult about what is going on					

**THANK YOU  
FOR TAKING PART IN THIS SURVEY**

## Female vignette 3.

### WHAT I WOULD DO

Below are descriptions of things that have happened to three different pupils. Imagine these are taking place in your school, and that you have seen them happen. Think about how you might respond.

1. Derek and Jennifer are on the same swim team. Jennifer feels uncomfortable in her bathing suit and whenever she dives into the pool, she always belly flops. Derek draws a picture of a whale and puts Jennifer's face on it. Derek prints the picture and gives it to all the members of the swim team but he doesn't give it to Jennifer. Today, you hear Derek telling the rest of the swim team that "Jennifer did a huge belly flop into the pool... she looked like a whale."

How much power do you think Derek has in this situation? Here, by 'power', we mean how much Derek seems to be in control of what is happening

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Jennifer later					
Tell an adult about what is going on					

2. Cara and Bella share most of the same classes at school. Today, when Bella gets to school, she finds out that Cara has posted a really embarrassing photo on Instagram. Bella has no idea how Cara got the photo but she is horrified to see it online. A few of Bella's classmates have already seen the picture and 'liked' it. Some of Cara's friends have also now shared the photo, and soon everyone will see it.

How much power do you think Cara has in this situation? Here, by 'power', we mean how much Cara seems to be in control of what is happening

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Bella later					
Tell an adult about what is going on					

3. Though she is at the same school, Neve is a year older than Jenna. Neve doesn't like Jenna. In fact, Neve sometimes calls Jenna names and you know that she has tripped up Jenna in a busy corridor before. Today, you see Neve pushing Jenna down a small set of stairs. Neve laughs at her as Jenna falls.

**How much power do you think Neve has in this situation? Here, by 'power', we mean how much Neve seems to be in control of what is happening**

None  Very little  Some  Quite a lot  Lots

Would you...	No	Probably not	Maybe	Probably	Yes
Help right away by trying to stop what is happening					
Do nothing					
Do nothing right now, but offer support or comfort to Jenna later					
Tell an adult about what is going on					

**THANK YOU  
FOR TAKING PART IN THIS SURVEY**