

# Bullies and Victims at School:

## How Many are Involved, What are the Health Effects, and What are the Issues for Schools?

Conor Mc Guckin<sup>1</sup>  
Pauline K. Cummins<sup>2</sup>  
Christopher Alan Lewis<sup>2</sup>

<sup>1</sup>Anti-Bullying Centre, School of Education, Trinity College Dublin

<sup>2</sup>Division of Psychology, Glyndwr University, Wales

# Emergency Exits



**Remember to locate  
the Emergency Exit  
in this room.**

# Mobile Phones



**Remember to turn off your mobile phone, unless required for emergency reasons, and put it away safely so as not to create a distraction.**

# Aims of the Anti-Bullying Centre

- To conduct research and create awareness in relation to the multi-level and multi-factorial nature of bullying behavior.
- To promote ways and means by which bullying behavior may be prevented or reduced.
- To provide advice, guidance, counseling, and resource materials for researchers, parents, schools, and organizations seeking to counter bullying behavior.
- Research consultancy.
- Internships and supervised research.
- To apply scientific methods to understand and combat bully/victim problems.

# What is Bullying?

# What is Bullying?

Bullying is the proverbial 'white elephant' – hard to describe but infinitely recognisable *(Stephenson & Smith, 1994)*

Three main criteria:

1. It is aggressive behavior or intentional 'harm doing'.
2. Which is carried out 'repeatedly and over time'. \*
3. In an interpersonal relationship characterized by an 'imbalance of power'.

\*in some circumstances, just *one* serious occurrence of a negative action could be regarded as bullying.

# Olweus Bully / Victim Scale

How often have you been bullied at school in the past couple of months?

- A I haven't been bullied at school in the past couple of months
- B It has only happened once or twice
- C Two or three times a month
- D About once a week
- E Several times a week

How often have you taken part in bullying another student(s) at school in the past couple of months?

- A I haven't bullied another student(s) at school in the past couple of months
- B It has only happened once or twice
- C Two or three times a month
- D About once a week
- E Several times a week

# 'New' Types of Bullying ?

- Prejudicial Bullying: *difference and diversity*.
- Racial Bullying.
- Religious / Sectarian Bullying.
- Homophobic Bullying.
- **Special Educational Needs (SEN) / Disabilities.**
  - **SCoTENS Research Project 2010 (*Purdy & Mc Guckin*).**
- **SST: Sexist, Sexual, and Transphobic Bullying.**
- **Cyber-Bullying.**





# Correlates of Bullying

# Correlates of Bullying

- Physical & psychological well-being:
  - *(e.g., S-E, anxiety, depression, psychosomatic illness).*
- Truancy & 'gateway' behaviours:
  - *(e.g., sex, drugs, alcohol, smoking).*
- Future relationship problems.
- Link to social exclusion.

**EOTAS → Status 0 → Delinquency → Incarceration → Social Exclusion**

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# **Prevalence of Bully / Victim Problems**

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# Prevalence of Bully / Victim Problems

- International:
    - Possible to explore the nature, prevalence, and correlates of bully/ victim problems from a cross-national perspective (see Smith et al., 1999 for a review).
  
  - Northern Ireland:
    - Mc Guckin and Lewis (2003) note that whilst Northern Ireland may be geographically 'close' to countries with reported national data (i.e., Ireland, England, Wales, Scotland), it is also the case that Northern Ireland is culturally 'distant' from these countries.
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# Previous Research in NI

- Collins et al. (2002, 2004):
  - Utilised Olweus' (1989) Bully / Victim Questionnaire (BVQ).
  
- N = representative sample of 3,000 pupils from 120 schools (60 primary; 60 post-primary):
  - 40.1% of primary pupils were victims (5% for several years).
  - 30.2% of post-primary pupils were victims (2% for several years).
  
  - 24.9% of primary pupils reported being a bully.
  - 29% of post-primary pupils reported being a bully.

# Previous Research in NI

- Livesey et al. (2007):
  - Also utilised Olweus' (1989) Bully / Victim Questionnaire (BVQ).
  - Results were similar to those from the initial research conducted by Collins et al. (2002, 2004).
  
- N = representative sample of 2,312 Year Six and Year Nine pupils:
  - 16.5% of primary pupils were victims 'sometimes or more often'.
  - 7.6% of post-primary pupils were victims 'sometimes or more often'.
  
  - 5% of primary pupils reported being a bully 'sometimes or more often'.
  - 2.8% of post-primary pupils reported being a bully 'sometimes or more often'.

**ARK**

# ARK

## ■ **ARK:**

- ❑ The Northern Ireland Social and Political Archive.
- ❑ A joint project by the two Northern Ireland universities,
  - University of Ulster.
  - Queen's University of Belfast.

## ■ **NILT (Northern Ireland Life and Times Survey):**

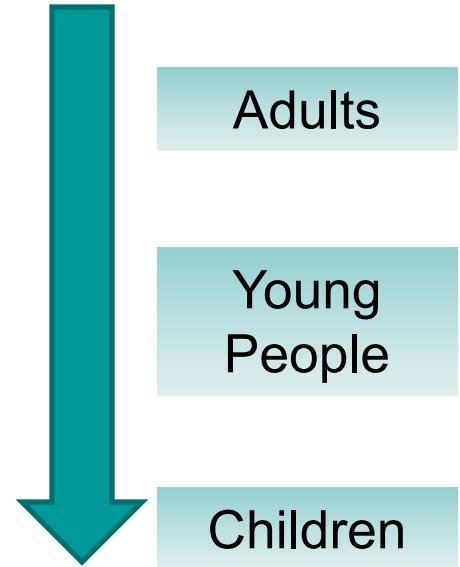
- ❑ Puts on record the attitudes, values, and beliefs of adults in
- ❑ Northern Ireland to a wide range of social policy issues.

## ■ **YLT (Young Life and Times Survey):**

- ❑ Records the attitudes and experiences of 16-year olds.

## ■ **KLT (Kids Life and Times Survey):**

- ❑ Records the attitudes and experiences of 11-year olds.







About Surveys Policy Research Conflict/Politics Outreach Events Publications Help



- Introduction
- KLT - Kids' Life and Times Survey
- NILT - N. Ireland Life and Times Survey
- YLT - Young Life and Times Survey
- SOL - Surveys OnLine
- NIHPS - N.Ireland Household Panel Survey

March 9, 2010

Word Search  GO

al and political material on Northern Ireland that on and raises the profile of social science research.

## Latest News

» Go **Research Associate posts currently advertised on new CAIN project ...**

ARK is currently seeking to recruit three research associates to work on the new AHRC funded CAIN 'Visualising the Conflict' project. The posts are technical - GIS, Programming and Content Creation, and Scripting. Full details accessible from CAIN home page. ...<sup>(33)</sup>

» Go **Latest ARK Research Update - Vacant Seats and Empty Pews ...**

The latest ARK Research Update by Bernadette C Hayes and Lizanne Dowds issued this week looks at Religious Change in Northern Ireland from late 1960's to 2008 using data from a range of surveys including the Northern Ireland Life and Times survey. ...<sup>(32)</sup>

» Go **Kids' Life and Times Survey 2010 is up and running ...**

The Kids' Life and Times survey gives P7 children across Northern Ireland a voice in the issues that affect them. 2000 children have completed the online survey this year so far and we hope many more will also have their say ...<sup>(31)</sup>

» Go **ARK and NICVA Research Training 2010 ...**

ARK has again joined with NICVA to provide introductory research training for those working in the voluntary and community sector. First session is on 4 February ...<sup>(30)</sup>

» Go **Figuring it Out: Looking behind the Social Statistics in Northern Ireland ...**

ARK's latest policy publication by Ann Marie Gray and Goretti Horgan was launched on 3 November 2009 by Professor Ian Diamond ...<sup>(18)</sup>

# Kids Life & Times Survey

*"I had time to think about me for once."*

*"Surveys like this let kids voice their opinion."*

*'It was a good way to help children speak in a way that it is not out loud but it is to other people. It is also a good way to improve schools and how bullying can be solved.'*

# **Sample: 2008 and 2009**

# Sample

- 2008:
  - 918 schools identified for participation (N = 24,726 pupils).
  - Almost one-quarter (23.6%, n = 217) participated in the survey.
  - A total of 3,440 pupils participated, representing approximately 14% of pupils overall.
  
- 2009:
  - 906 schools identified for participation (N = 24,030 pupils).
  - Almost one-third (30%, n = 268) participated in the survey.
  - A total of 3,699 pupils participated, representing approximately 15% of pupils overall.

(Due to the anonymity of the surveys, exact figures regarding the number of children being taught at home or within special units were not available for both iterations of the survey. Thus, response rates are approximations).

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# **Questions: 2008 and 2009**

# KLT Questions: 2008 & 2009

Victimization in the school?



Do you think that pupils at your school get bullied by other pupils?



Direct Bullying



In the last 2 months, how often did you get physically bullied at school, for example getting pushed around or threatened or having your belongings stolen?

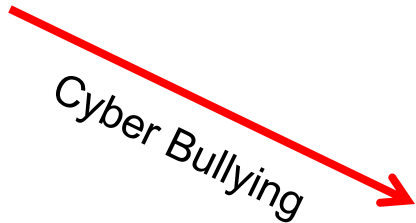
Been a victim ??

Indirect Bullying



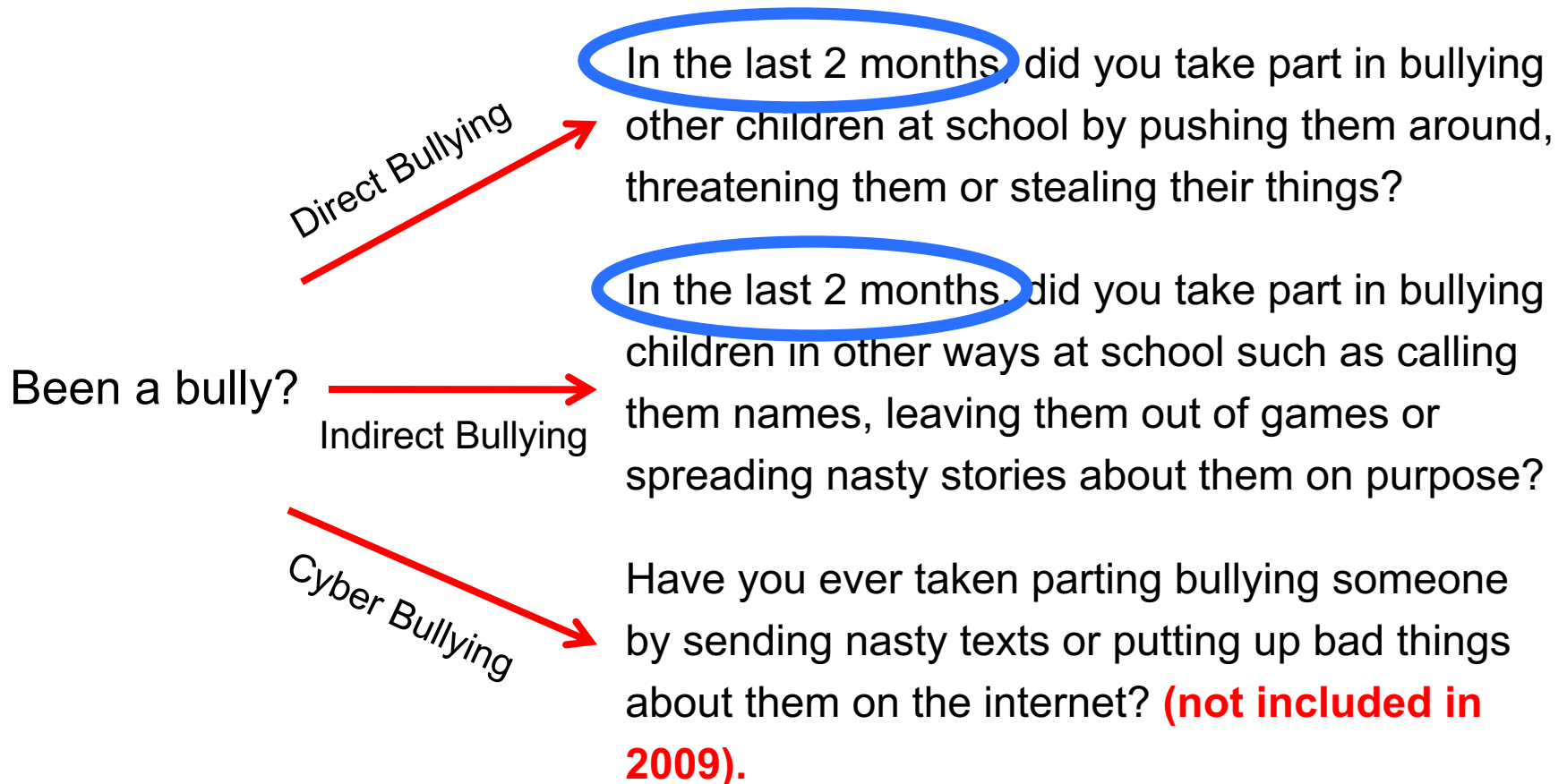
In the last 2 months, how often did you get bullied in other ways at school such as getting called names, getting left out of games, or having nasty stories spread about you on purpose?

Cyber Bullying

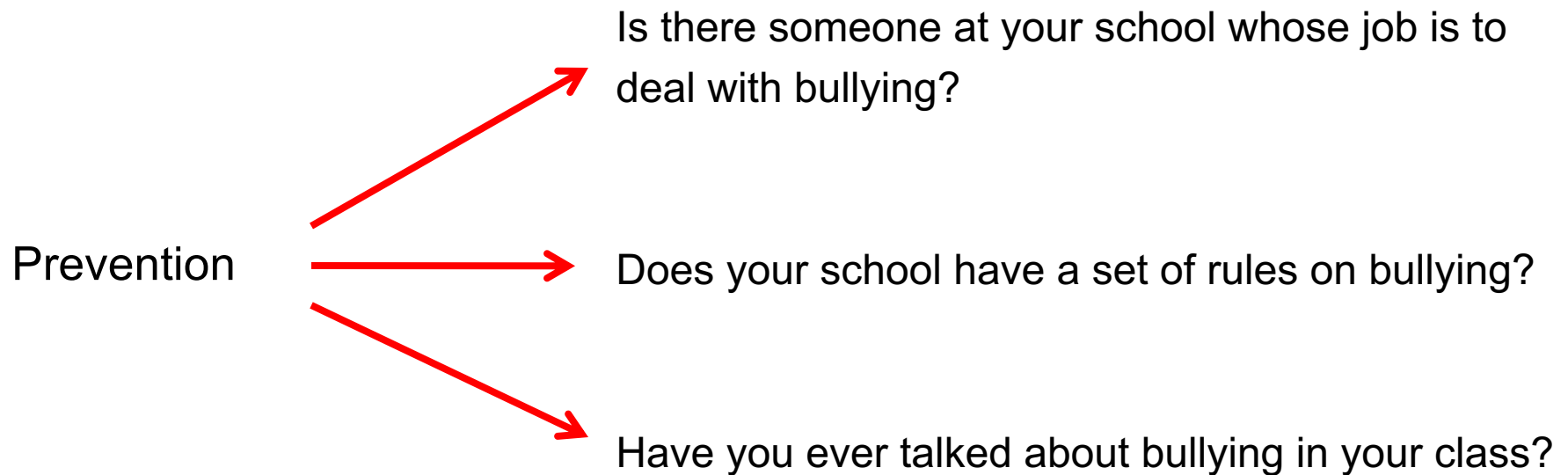


Have you ever been bullied by someone sending nasty texts or putting up bad things about you on the Internet?

# KLT Questions: 2008 & 2009



# KLT Questions: 2008 & 2009





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**How Many Are Involved?**

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# Bullying in Your School ?

Question	Response Options	2008 %	2008 N	2009 %	2009 N
Do you think that pupils at your school get bullied by other pupils?	A lot	5.4%	183	5.7%	206
	A little	45.8%	1,566	41.7%	1,514
	Not at all	23.8%	815	25.2%	917
	I don't know	25%	854	27.4%	996

50.2%

47.4%

# Been a Victim ?

Question	Response Options	2008 %	2008 N	2009 %	2009 N
In the last 2 months, how often did you get physically bullied at school, for example getting pushed around or threatened or having your belongings stolen?	A lot	3.7%	125	3.9%	143
	A little	18.3%	625	17.9%	650
	Not at all	72.4%	2,510	73.7%	2,678
	I don't know	4.7%	161	4.5%	165
In the last 2 months, how often did you get bullied in other ways at school such as getting called names, getting left out of games, or having nasty stories spread about you on purpose?	A lot	8%	275	7.5%	272
	A little	30.8%	1,053	28.7%	1,039
	Not at all	55.6%	1,901	57.8%	2,095
	I don't know	5.6%	192	6.1%	220
Have you ever been bullied by someone sending nasty texts or putting up bad things about you on the Internet?	Yes	10.3%	353	12.9%	470
	No	81.2%	2,782	80.5%	2,922
	I don't know	8.5%	291	6.8%	248

# Been a Bully ?

Question	Response Options	2008 %	2008 N	2009 %	2009 N
In the last 2 months, did you take part in bullying other children at school by pushing them around, threatening them or stealing their things?	A lot A little Not at all I don't know	0.9% 6.9% 87.7% 4.5%	30 235 2,999 154	0.8% 7.7% 87.1% 4.4%	28 279 3,166 161
In the last 2 months, did you take part in bullying children in other ways at school such as calling them names, leaving them out of games or spreading nasty stories about them on purpose?	A lot A little Not at all I don't know	0.8% 12% 81.0% 5.3%	27 410 2,798 180	0.9% 12.2% 82% 4.8%	33 443 2,980 176
Have you ever taken part in bullying someone by sending nasty texts or putting up bad things about them on the internet?	Yes No I don't know	3.4% 95.6% 2.8%	115 3,204 96	Not presented in 2009	Not presented in 2009

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# Managing Bully/Victim Problems

# Management of Bully/Victim Problems

Question	Response Options	2008 %	2008 N	2009 %	2009 N
Is there someone at your school whose job is to deal with bullying?	Yes	69.6%	2,379	70.5%	2,562
	No	12.3%	419	13%	472
	I don't know	18.2%	621	16.5%	600
Does your school have a set of rules on bullying?	Yes	86.7%	2,961	88.7%	3,221
	No	5.9%	133	5.8%	137
	I don't know	9.4%	322	7.6%	275
Have you ever talked about bullying in your class?	Yes	88%	3,011	87.4%	3,184
	No	7.2%	248	7.8%	288
	I don't know	4.7%	162	4.6%	169

# **A Bit of a Summary Then ...**

# In General ... in 2008 and 2009

## ■ **Victimisation:**

- ❑ 50% think that pupils in their school get bullied.
- ❑ 22% get physically bullied.
- ❑ 36% get relationally bullied.
- ❑ 11% get cyber-bullied.



## ■ **Bullies:**

- ❑ 8% bully others 'physically'.
- ❑ 13% bully others 'relationally'.
- ❑ 3% bully others via cyber-bullying.



## ■ **School management of bully / victim problems:**

- ❑ 70% identified someone at school who deals with bullying.
- ❑ 87% said that schools have a set of rules on bullying.
- ❑ 88% had talked about bullying in class.





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**What are the Health Effects?**

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# Health Effects of Involvement

**The KIDSCREEN** (Ravens-Sieberer et al., 2005; The KIDSCREEN Group Europe, 2006):

Explores perception of quality of life across five dimensions:

- **Physical well-being:**
  - Thinking about the last week, have you felt full of energy?
- **Psychological well-being:**
  - Thinking about the last week, have you felt sad?
- **Autonomy and parents:**
  - Thinking about the last week, have you been able to talk to your parent(s) when you wanted to?
- **Peers and social support:**
  - Thinking about the last week, have you and your friends helped each other?
- **School environment:**
  - Thinking about the last week, have you been happy at school?

# Health Effects of Being Involved in Bully / Victim Problems

- As with previous research in the area, involvement in bully / victim problems was associated with impaired health and well-being:
  - More so for physical and relational bullying than cyber-bullying.
- For example, in relation to happiness (2009):
  - The children who said that they were 'mostly unhappy' at school were 7 times more likely than the happier children to say that they had been either physically or relationally bullied in the last two months.
- Issues with assessing the relationship between bully / victim problems and health and well-being:
  - Dose effect ?
  - Chicken and egg?

# Correlations

	2008						2009				
Items	Victim1	Victim2	Victim3	Bully1	Bully2	Bully3	Victim1	Victim2	Victim3	Bully1	Bully2
K1	-0.070**	-0.102**						-0.064**			
K2	-0.203**	-0.288**	-0.034*	-0.040*	-0.054**	-0.051**	-0.209**	-0.238**	-0.067**		-0.084**
K3	-0.146**	-0.217**		-0.043*	-0.057**		-0.142**	-0.162**			-0.078**
K4	-0.127**	-0.174**					-0.105**	-0.144**			-0.058**
K5	-0.158**	-0.190**		-0.065**	-0.066**		-0.124**	-0.146**		-0.051**	-0.115**
Happy	-0.153**	-0.197**		-0.41*	-0.055**		-0.119**	-0.136**			
Number of friends		-0.068**			0.038**		-0.054**	-0.059**	-0.41*		
Long-term illness		0.042**	0.041**		0.062*						

K1 = Kidscreen Physical Well-being subtotal total,  
 K3 = Kidscreen Autonomy and Parent subscale total,  
 K5 = Kidscreen School Environment subscale total,  
 Victim2 = Last 2 months ever bullied other ways,  
 Bully1 = Last 2 months ever bullied other pupil,  
 Bully3 = Ever bully others using sms,  
 Long-term illness = have a long-term illness  
 \*\* = Correlation is significant at 0.01 level  
 \* = Correlation is significant at 0.05 level

K2 = Kidscreen Psychological Well-being subscale total,  
 K4 = Kidscreen Peers and Social Support subscale total,  
 Victim1 = Last 2 months ever physically bullied at school,  
 Victim3 = Ever experience sms bullying,  
 Bully2 = Last 2 months ever bullied other pupil other ways,  
 Happy = Happy in primary school,

# Health Effects of Being a Victim: 2008

## (Physical, Relational, Cyber)

- Statistically significant relationships between:

- **Physical well-being:**

- Physical:  $r = -0.07$ ,  $p < 0.01$ , 2-tailed.
    - Relational:  $r = -0.102$ ,  $p < 0.01$ , 2-tailed.

- **Psychological well-being:**

- Physical:  $r = -0.203$ ,  $p < 0.01$ , 2-tailed.
    - Relational:  $r = -0.208$ ,  $p < 0.01$ , 2-tailed.
    - Cyber:  $r = -0.034$ ,  $p < 0.05$ , 2-tailed.

- **Autonomy and parents:**

- Physical:  $r = -0.146$ ,  $p < 0.01$ , 2-tailed.
    - Relational:  $r = -0.217$ ,  $p < 0.01$ , 2-tailed.

- **Peer and social support:**

- Physical:  $r = -0.127$ ,  $p < 0.01$ , 2-tailed.
    - Relational:  $r = -0.174$ ,  $p < 0.01$ , 2-tailed.

# Health Effects of Being a Victim: 2008

## (Physical, Relational, Cyber)

### ■ **School environment:**

- ❑ Physical:  $r = -0.158$ ,  $p < 0.01$ , 2-tailed.
- ❑ Other:  $r = -0.190$ ,  $p < 0.01$ , 2-tailed.

### ■ **Happy:**

- ❑ Physical:  $r = -0.153$ ,  $p < 0.01$ , 2-tailed.
- ❑ Relational:  $r = -0.197$ ,  $p < 0.01$ , 2-tailed.

### ■ **Number of friends:**

- ❑ Relational:  $r = -0.068$ ,  $p < 0.01$ , 2-tailed.

### ■ **Long-term illness:**

- ❑ Physical:  $r = 0.091$ ,  $p < 0.01$ , 2-tailed.
- ❑ Relational:  $r = 0.108$ ,  $p < 0.01$ , 2-tailed.

# Health Effects of Being a Victim: 2009

## (Physical, Relational, Cyber)

- Statistically significant relationships between:
  - **Physical well-being:**
    - Relational:  $r = -0.064$ ,  $p < 0.01$ , 2-tailed.
  - **Psychological well-being:**
    - Physical:  $r = -0.209$ ,  $p < 0.01$ , 2-tailed.
    - Relational:  $r = -0.238$ ,  $p < 0.01$ , 2-tailed.
    - Cyber:  $r = -0.067$ ,  $p < 0.01$ , 2-tailed.
  - **Autonomy and parents:**
    - Physical:  $r = -0.142$ ,  $p < 0.01$ , 2-tailed.
    - Relational:  $r = -0.162$ ,  $p < 0.01$ , 2-tailed.

# Health Effects of Being a Victim: 2009

## (Physical, Relational, Cyber)

### ■ **Peer and social support:**

- ❑ Physical:  $r = -0.105$ ,  $p < 0.01$ , 2-tailed.
- ❑ Relational:  $r = -0.144$ ,  $p < 0.01$ , 2-tailed.

### ■ **School environment:**

- ❑ Physical:  $r = -0.124$ ,  $p < 0.01$ , 2-tailed.
- ❑ Relational:  $r = -0.146$ ,  $p < 0.01$ , 2-tailed)

### ■ **Happy:**

- ❑ Physical:  $r = -0.119$ ,  $p < 0.01$ , 2-tailed.
- ❑ Relational:  $r = -0.136$ ,  $p < 0.01$ , 2-tailed.

### ■ **Number of friends:**

- ❑ Physical:  $r = -0.054$ ,  $p < 0.01$ , 2-tailed.
- ❑ Relational:  $r = -0.059$ ,  $p < 0.01$ , 2-tailed.
- ❑ Cyber:  $r = -0.41$ ,  $p < 0.05$ , 2-tailed.



# Health Effects of Being a Bully: 2008

## (Physical, Relational, Cyber)

- Statistically significant relationships between:

- **Psychological well-being:**

- Physical:  $r = -0.40$ ,  $p < 0.05$ , 2-tailed.
- Relational:  $r = -0.054$ ,  $p < 0.01$ , 2-tailed.
- Cyber:  $r = -0.051$ ,  $p < 0.01$ , 2-tailed.

- **Autonomy and parents:**

- Physical:  $r = -0.043$ ,  $p < 0.05$ , 2-tailed.
- Other:  $r = -0.057$ ,  $p < 0.01$ , 2-tailed.

- **School environment:**

- Physical:  $r = -0.065$ ,  $p < 0.01$ , 2-tailed.
- Other:  $r = -0.066$ ,  $p < 0.01$ , 2-tailed.

# Health Effects of Being a Bully: 2008

## (Physical, Relational, Cyber)

- **Happy:**
  - Physical:  $r = -0.41$ ,  $p < 0.05$ , 2-tailed.
  - Relational:  $r = -0.055$ ,  $p < 0.01$ , 2-tailed.
- **Number of friends:**
  - Relational:  $r = 0.038$ ,  $p < 0.01$ , 2-tailed.
- **Long-term illness:**
  - Relational:  $r = 0.051$ ,  $p < 0.05$ , 2-tailed.

# Health Effects of Being a Bully: 2009

## (Physical, Relational, Cyber)

- Statistically significant relationships between:
  - **Psychological well-being:**
    - Relational:  $r = -0.084$ ,  $p < 0.01$ , 2-tailed.
  - **Autonomy and parents:**
    - Relational:  $r = -0.078$ ,  $p < 0.01$ , 2-tailed.
  - **Peer and social support:**
    - Relational:  $r = -0.058$ ,  $p < 0.01$ , 2-tailed.
  - **School environment:**
    - Physical:  $r = -0.051$ ,  $p < 0.01$ , 2-tailed.
    - Relational:  $r = -0.115$ ,  $p < 0.01$ , 2-tailed.

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# **What are the Issues for Schools?**

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# Issues for Schools

Traditional (f2f) bullying ***continues*** to be ***very persistent*** ... but ...

- Use of technology at home and at school is increasing.
- The '**always on**' generation (*Belsey, 2008*).
- **Digital natives**: Netizenship (*Yinternet.org*).
- 94% of girls and 90% of boys had their own mobile phone.
- 93% of kids could get on the Internet at home.
- 28% of kids had internet access in their own bedrooms.



# The Cyber-World ☹️



Source: Chris Kasurak



# Issues for Schools

- 48% said that they used sites like Bebo, Facebook, or Myspace.
- These sites indicate that children in P7 are too young to use these sites.
- 29% said they used these sites 'a lot'.
- 41% of boys and 31% of girls said they would include among their friends people they chatted to online, but did not meet face to face.
- From other research, we know that:
  - ❑ **Supervision of children's access to the internet is very poor.**
  - ❑ **You can't teach what you don't know – parents need to up-skill.**

# Issues for Schools

- Cyber-bullying is an emerging topic of concern:
  - “... the by-product of the union of adolescent aggression and electronic communication.” (Hinduja & Patchin, 2008, p. 131).
  - Unlike traditional (f2f) bullying, there is no escape for the victim:
    - Electronic communication.
    - 24 / 7 availability.
    - Repeated trauma.



# Issues for Schools

- Of great importance was that children in both surveys were able to identify a strong management culture within their school regarding policies and identified adults with responsibility in the area.
- School policies should be cognisant of cyber-bullying (and other 'new' forms of bullying -> e.g., SST).
- 87% said that a parent or teacher had talked to them about internet safety.
- The health and well-being effects of involvement in traditional (f2f) bully/victim problems are insidious.
- The wider health and well-being effects from cyber-bullying are not fully understood as yet:
  - Legal issues.

# The British and Irish Anti-Bullying Forum

- Aims:
  - To share information regularly and effectively across jurisdictions on anti-bullying work generally, and on emergent issues and priorities.
  - To jointly consider policies and approaches that are used in one jurisdiction, to assess if there is wider learning or transfer that can be applied.
  - To share information specifically on the planning of Anti-Bullying Week activities, and to look for areas of assistance or collaboration.
  - To explore how active collaboration between BIABF members can be increased, through joint initiatives and through links to members' respective websites.
- Representatives include the lead government and non-government agencies concerned with the issue of bullying of children and young people, across the five jurisdictions of England, Wales, Scotland, and Ireland North and South.

# 5 Jurisdictions of BIABF

## ■ Northern Ireland:



## ■ Republic of Ireland:

A.B.C.



# 5 Jurisdictions of BIABF

- **England:**



- **Scotland:**



- **Wales:**



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

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# **Cyber-Training** **(Leonardo da Vinci Programme)**

Cyber-Training:  
Taking Action Against Cyber-Bullying.  
A Research-Based Training Manual on  
Cyber-Bullying.

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Taking action  
against cyberbullying



Leonardo da Vinci

Project N°  
142237-LLP-1-200  
DE-LEONARDO-LM

This project has been founded with support from the European Commission. This communication reflects the views on the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



- > [Cyberbullying in Europe](#)
- > [Training Manual](#)
- > [Further outcomes](#)

## Taking action against cyberbullying

The CyberTraining project aims to provide a well-grounded, research-based training manual on cyberbullying for trainers. The training manual includes background information on cyberbullying, its nature and extent in Europe, current projects, initiatives and approaches tackling the cyberbullying problem, best practice Europe-wide as well as practical guidance and resources for trainers working with the target groups of pupils, parents, teachers and schools.

[N](#) News Blog

[F](#) Experts' Forum

[F](#) Trainers' Forum

[W](#) Cyberbullying-Wiki



How to guide and guard your child in a digital world

Home

Topics for discussion

Reviews

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Blog

About

Internet  
Mobile phone  
Gaming  
TV and Movies



Internet advice, faq, discussion topics, parent's stories, resources links. [View all internet related articles](#)



### Pupils to get download lessons

Industry watchdog PhonepayPlus aims to educate pupils about mobile download costs.

[more](#)

Search Game Reviews

Search Film Reviews

Keywords



show all  
only recommended

And/or criteria:

Console

Game Type

Age Group

Go



### Netiquette

All Internet users should know



### 10 rules for Internet use

If children are to use the



**COST:**

**European Cooperation in the Field of  
Scientific & Technical Research.**

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**It is possible not to be responsible  
for a problem yet still to be  
responsible for it's solutions.**

**Thank-You ☺**

# Contact Details

Dr Conor Mc Guckin  
Anti-Bullying Centre  
Trinity College Dublin

[conor.mcguickin@tcd.ie](mailto:conor.mcguickin@tcd.ie)  
[www.abc.tcd.ie](http://www.abc.tcd.ie)



Dr Katrina Lloyd  
Research Director, ARK  
Queen's University Belfast

[k.lloyd@qub.ac.uk](mailto:k.lloyd@qub.ac.uk)  
[www.ark.ac.uk](http://www.ark.ac.uk)

