



**Section Two: Reasons for choosing this project**

Reasons for choosing the project (e.g., links to other subjects you are studying, personal interest, future plans, knowledge/skills you want to improve, why the topic is important):

The project will be a benefit to me as it has a link to other subjects like PSHE and P.G. and will help to increase my knowledge. In P.G. and PSHE we have lessons based on the topic of bullying and we also have the nurse visiting at times giving us a further insight of various things like bullying and shows us ways we might find help if we are in any sort of trouble. Having seen an incident on bullying recently in the newspaper I felt compelled to do further research and look at this topic in more depth. When I was introduced to the project, I did not have to spend too long thinking about my topic because I already knew what I was planning to do. Also, my future career plan is related to my topic bullying as I hope to become a social worker. In my opinion, I think this project based on the topic bullying is very important to protect the society as it raises a lot of awareness making sure that the people who have a job of stopping bullying from taking place are doing their job properly. Furthermore, one of my project objectives is to show ways in which you could provide support to individuals who have been bullied or are currently being bullied. researching this topic and informing other people of the issues is essential as it could protect young people from killing themselves at a young age.

By writing a report including my project objectives, I hope to achieve and develop many new skills. I feel this would help me to improve my writing and research skills as well as increasing my level of confidence and understanding of this issue. At the end of my report I hope to have achieved all of my project objectives which will answer all of my research questions enabling me to increase my knowledge and share my findings with other people.

A01  
specific  
spec  
reasons  
given  
for  
choice  
of  
project

(mb2)

**Section Three: Activities and timescales**

Activities to be carried out during the project (e.g., research, analysis, writing, preparing for the presentation, etc):

How long this will take:

Research from 12<sup>th</sup> January 2009 - 23<sup>rd</sup> February 2009

Approximately  
6 weeks

Preparing questions for interview from 2<sup>nd</sup> March 2009 - 16<sup>th</sup> March 2009

Approximately  
3 weeks

Analysing data from 23<sup>rd</sup> March 2009 - 20<sup>th</sup> April 2009

Approximately  
3 weeks

Writing report from 27<sup>th</sup> April 2009 - 4<sup>th</sup> May 2009

Approximately  
2 weeks

A01  
key  
activities  
are  
appropriate  
ordered.

(mb2)

L.O1.

Milestone one: Project Proposal completed.

Target date (set by tutor-assessor): 12/1/09.

Milestone two: Review of survey/Interview questions

Target date (set by tutor-assessor): 6/3/09.

**Section Four: Resources**

What resources will you need for your research, write up and presentation (e.g., libraries, books, journals, equipment):

- Internet
- Books
- School and public library
- newspapers

A01

Some resources identified but not started use.

(mb 1)

What your areas of research will cover?

- What is bullying
- Effects of bullying
- Different types of bullying
- Support to prevent bullying

A.01

areas of research identified

(mb 4)

J

**Comments and agreement from tutor-assessor**

Is the learner taking this project as part of the Diploma?

No

If yes, which Diploma are they taking? \_\_\_\_\_

Comments (optional):

L.O.1.

**Comments and agreement from tutor-assessor**

Is the learner taking this project as part of the Diploma?

Yes/No  No

If yes, which Diploma are they taking? \_\_\_\_\_

Comments (optional):

Is project derived from work which has been/will be submitted for another qualification?

Yes/No  No

Which qualification (title and unit)? \_\_\_\_\_

Comments (optional):

I confirm that the project is not work which has been or will be submitted for another qualification and is appropriate.

Agreed: \_\_\_\_\_ (name)

(date) 12/1/09

**Comments and agreement from project proposal checker**

Comments (optional):

I confirm that the project is appropriate.

Agreed: \_\_\_\_\_ (name)

(date) 12<sup>th</sup> January 2009

# PROJECT ACTIVITY LOG

Learner Name \_\_\_\_\_

Learner number \_\_\_\_\_

Centre Name \_\_\_\_\_

Centre Number \_\_\_\_\_

Unit Name Higher Project L2

Unit number ZRJ20/P201

Teacher Assessor \_\_\_\_\_

Proposed project title What are the potential effects of bullying on individuals?

This form should be used to record the process of your project and be submitted as evidence with the final piece of work.

You may want to discuss:

- what you have done (e.g., from one week to the next)
- if you are working in a group, what discussions you have had
- any changes that you have or will need to make to your plans
- what resources you have found or hope to find
- what problems you are encountering and how you are solving them
- what you are going to do next

Date	Comments
12 <sup>th</sup> January 2009 To 23 <sup>rd</sup> February 2009	I knew what I was going to base my topic on beforehand so straight away I went on to researching and gathering my information. For these 5 weeks I have gathered all of my information by using different resources such as going on the internet, using books from various libraries such as the school one, central library, Joseph Chamberlain Library. I was hoping to find a range of books which would help me in writing rather than using the internet to do my research. However, I have managed to find one book which has proved to be useful and goes straight to the point as it contains suitable information which makes sense when I began to write my report. Whilst doing my research on the internet, I had to make sure that I was using reliable sources that were from trusted sites as this would enable to get reliable and valid data.
2 <sup>nd</sup> March 2009 To 16 <sup>th</sup> March 2009	For 3 weeks I have spent time on planning who I am going to ask the questions to and whether I was going to do a survey or an interview. At the start I have decided to create a survey and distribute it to the pupils within school but due to the lack of time of gathering the final results and statistics to gather I have decided to go the simple way and interview the school nurse instead as she is a qualified who has more knowledge and experience. On the 6 <sup>th</sup> of march I met with my teacher to review my interview questions.
23 <sup>rd</sup> March 2009 To 20 <sup>th</sup> April 2009	On the Wednesdays, Thursdays and Fridays of each week the nurse has a drop in session <u>were</u> she comes into school. I visited her on Wednesday and interviewed her face to face as I thought this was the best option. I asked her <u>suitable</u> questions based on my topic bullying.
27 <sup>th</sup> April 2009 To 8 <sup>th</sup> May 2009	I have gathered all the information needed in order to start writing the report. I have highlighted the important information that <u>meet</u> my objectives. I have started to write my report but have forgot to write the <u>websites</u> of where I have got my sources from when I make a reference. On the 2 <sup>nd</sup> of May I have a meeting with my teacher to review my draft. I have completed writing my report.
Edexcel Project Qualifications - Activity Log <span style="float: right;">Issue 1 - September 2008</span>	

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A.O.1

(mb2)

L.O.1

# Edexcel Higher Project

## Interim Feedback Form

Unit number: P201

Unit title: Higher Project

Learner name:

Date: 6/3/09

Milestone: Review of survey/interview questions.

Progress: Saima came to the meeting with 7 interview questions. She has decided to carry out a face to face interview with the school nurse. We discussed her reasons for choosing this method & I advised her to include the reasons in her report. She has to use the "drop in sessions" so time may be short to do the interview. We discussed the requirements for A.O.S. N.O.2 + 3.

Tutor support required: /N

Saima is familiar with the school system for accessing the nurse.

Signed (Teacher/Assessor):

Date: 6/3/09

Signed (Learner)

Date: 6/3/09

## Edexcel Higher Project

### Interim Feedback Form

Unit number: P201

Unit title: Higher Project

Learner name:

Date: 12/1/09.

Milestone: Completion of Project Proposal Form and activity log A.01  
L01.

**Progress:** Discussed project title and reasons for choice as indicated on project form. Saima's form is completed and brought to the meeting as final. No help has been given. We discussed sources of research. Saima has identified relevant sites. She is unsure about surveys or interviews. We will review this at next meeting on 6/3/09.

**Tutor support required:**  Y  N

Saima is confident in what she has planned for her research sources.

Signed (Teacher/Assessor):

Date: 12/1/09.

Signed (Learner):

Date: 12/1/09.

Name:

Candidate Number:

Centre number:

## Introduction

What are the potential effects of bullying?

In this project I will be talking about the effects bullying has on individuals. I will begin with looking at what bullying is and then I will move on and look at it in depth by concentrating on the types of bullying and how and individual can be supported.

The reason to why I have chosen this project is because it will benefit me in many ways and will also help to widen my knowledge. Having seen an incident on bullying recently in the newspaper I felt compelled to do further research and look at this topic in more depth. When I was introduced to the project, I did not have to spend too long thinking about my topic because I already knew what I was planning to do. Also, my future career plan is related to my topic bullying as I hope to become a social worker. In my opinion, I think this project based on the topic bullying is very important to protect the society as it raises a lot of awareness making sure that the people who have a job of stopping bullying from taking place are doing their job properly.

Furthermore, one of my project objectives is to show ways in which you could provide support to individuals who have been bullied or are currently being bullied. Researching this topic and informing other people of the issues is essential as it could protect young people from killing themselves at a young age.

By writing a report including my project objectives, I hope to achieve and develop many new skills. I feel this would help me to improve my writing and research skills as well as increasing my level of confidence and understanding of this issue. At the end of my report I hope to have achieved all of my project objectives which will answer all of my research questions enabling me to increase my knowledge and share my findings with other people.

✓  
L.O.T.



Name:

Candidate Number:

Centre number:

What is bullying?

Before I begin my project the main keyword we need to be aware of is 'bullying.' You will need to know the definition of bullying in order to understand the rest of the project.

A-0.2.  
Secondary  
Research

Bullying can be done in many forms and ways. A lot of different people define the word bullying in a different approach as it is based on what you think. For example, my description of the word bullying would be harming or hurting someone verbally or physically to overpower you're self. Here a few definitions of the word bullying from a variety of sources.

The fact sheet from the American academy of adolescent and child psychiatry defines bullying as "an ongoing physical or verbal harassment between two people that have an imbalance of power. Those who bully use physical, verbal and emotional or psychological methods to humiliate embarrass or overpower someone."  
[www.aacap.org/web/aacap/publications/factsfam/80.htm](http://www.aacap.org/web/aacap/publications/factsfam/80.htm) - Fact sheet from the American Academy of Adolescent & Child Psychiatry

L-0.2.

The teen growth website defines bullying as "It may involve one person bullying another, a group of youths against a single youth or groups against other groups (gangs). It is similar to other forms of victimisation and abuse." -  
[http://www.teengrowth.com/index.cfm?action=info\\_article&ID\\_article=1362](http://www.teengrowth.com/index.cfm?action=info_article&ID_article=1362)

L-0.2.

The book 'Don't pick on me -How to handle bullying' written by Rosemary Stones defines bullying as "bullying is a way of being cruel to another person. It can involve: calling someone names, making fun of someone in a nasty way, stealing or breaking someone's things, pushing someone or hitting them, frightening someone into doing things they don't want to do."

L-0.2.

The oxford dictionary defines bullying as "use strength or power to hurt or frighten a weaker person."

Whereas Collins gems dictionary defines the word bullying as "person who hurts, persecutes, or intimidates a weaker person."

As you could see above there are so many ways that you could literally define the word bullying. All the definitions above are very similar to each other but it's the way you word the term and what you think of its contents. The sources are reliable, for example, if you take the American academy of adolescents and child psychiatry, you would need to be a qualified psychiatrist in order to gain access to it by logging on. Also, the Collins gems and the oxford dictionary are very reliable sources as people refer to them on a daily basis.

L-0.2.

Who is responsible for bullying?

no  
explanation  
of the  
research  
data.  
- purpose.

Interpreting the results from the below graph I am able to see that the bully was the main person who was responsible for bullying followed by the head with 20% and then the teachers with 17%. The next group were the bully's parents followed with the

(mb2)

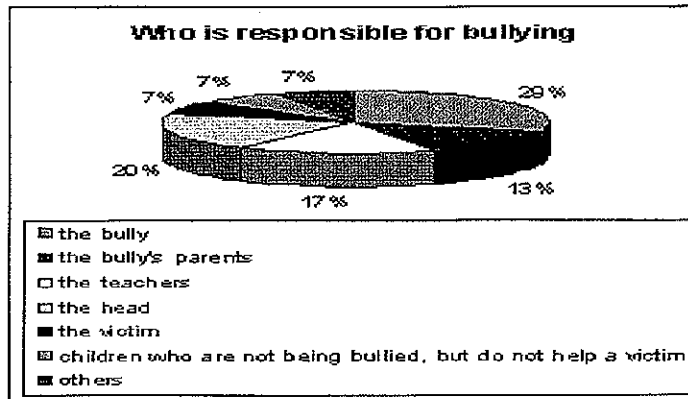
A.0.3.  
Develop and  
Realise

Name:

Candidate Number:

Centre number:

other sections, children who are not being bullied, the victim and others all consisting of the same percentage, 7%.



A.O.2.  
Secondary  
Research.

[http://www.youngcarers.co.uk/a\\_report\\_on\\_bullying.html](http://www.youngcarers.co.uk/a_report_on_bullying.html)

Why do some people get bullied?

People around the world get bullied for many different reasons. Research from various websites have all concluded that bullying takes place mainly because the bully has a lack of communication skills and so cannot make friends or communicate with people easily. Also, bullies think that constantly harassing someone will let others around them see how powerful and strong they are.

The increase in bullying is simply because the child has poor relationships with parents at home and so they take out their anger by picking on certain children in school who they do not like or they know they cannot stick up for themselves and will not say anything back.

Also, living in a single parent family can sometimes show an increased chance of the child becoming a bully as they may not receive support from both parents and may feel a sense of peer pressure. This is because the bully may be lacking the full required support from both parents and may feel that the family is not receiving enough financially support.

L.O.2.

An article published by M.B. Aria quotes that "according to bullying statistics the incidence of bullying has reached more than 29% among the youth. This means that over 5.7 million children all over the country are currently involved in the bullying process – either as the one who is being bullied or as the bully."

Bullies mostly prefer to pick on people who lack confidence, who are smaller or younger than them, new pupils who change schools and also are bullied because of their appearance. They intimidate people and make themselves feel superior in front of others.

In addition to this, recently an article by the 'Guardian' newspaper was published where an 11-year-old boy in New York, Massachusetts committed suicide on the 9<sup>th</sup>

(mb2)

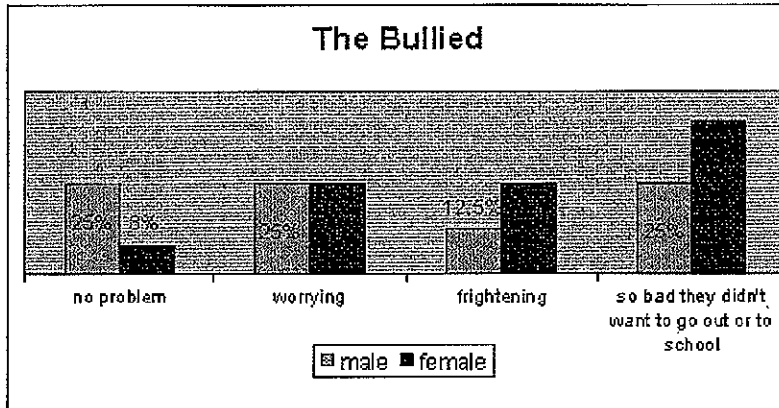
A.O.3.

of April 2009 because he was being bullied because of his sexual orientation. Statistics from this have shown "nearly nine out of 10 lesbian, gay, bisexual or transgender students reported being harassed because of their sexual orientation, verbally...that kind of relentless pressure has a damaging effect on adolescents. Even those victims who do not commit suicide have deep psychological wounds. Many also encounter serious physical harm." It also stated that "the total number of people reporting being the victims of violence because of their sexual identity in 2007 was 2,430 (though it is likely that the actual number is higher according to the national condition of anti-violence programs."

Below is a graph which shows the number of people being bullied in the past years.

Graph 1: the effects bullying has had.

A.O.2.  
Secondary  
research.



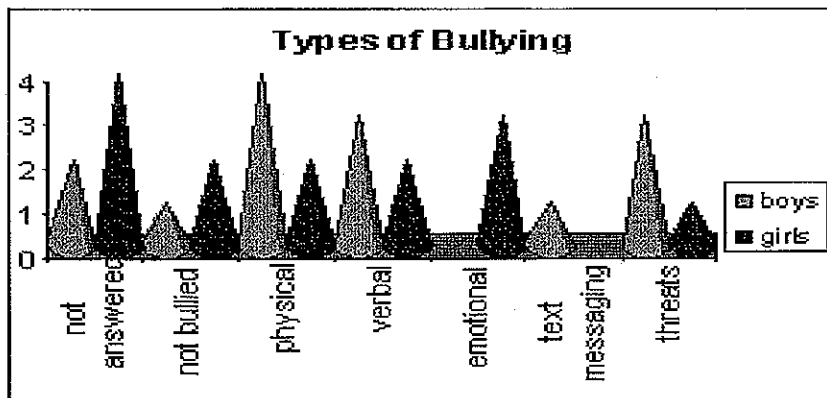
L.O.2.

[http://www.youngcarers.co.uk/a\\_report\\_on\\_bullying.html](http://www.youngcarers.co.uk/a_report_on_bullying.html)

From this graph you can interpret the results and see that the majority of people who were bullied and later on had emotional effects were females rather than males. From the 'so bad they didn't want to go out or to school' section, 25% of the boys felt that compared to nearly a doubled increase to 42% of girls left feeling in that way.

A.O.4

Graph 2: types of bullying.



A.O.2.  
Secondary  
research.

[http://www.youngcarers.co.uk/a\\_report\\_on\\_bullying.html](http://www.youngcarers.co.uk/a_report_on_bullying.html)

(mb2)

A.O.3.

Name:

Candidate Number:

Centre number:

L.O.4.  
Looking at this graph, we are able to see that some people are still probably scared or trying to get over the fact that they are or have recently been through bullying. This is shown by the 'not answered' peak and again is mostly said by the girls. Moreover, looking at the others the most common form of bullying with boys is physical whereas within girls it is emotional and text messaging.

Statistics from the NSPCC website have shown that:

- For 5,806 (60%) the bullying was categorised as name calling/teasing
- For 5,157 (55%) the bullying was categorised as physical bullying

A02  
Secondary  
research.

Types of bullying

In bullying you will find that there are many different types and not just the obvious which most people think are bullying like teasing and physically harming a person. The main types are listed below.

**Verbal bullying** – this is when the bully says things to you like calling you or a member of your family names. He could also make threatening comments that will leave you with an uncomfortable feeling for a couple of days.

L.O.2.

**Physical bullying** – this is using body language like kicking, punching or pushing someone and hurting them. This is an offence and so shouldn't take place.

incorrect  
term.

**Indirect bullying** – this is when you ignore certain people, make them feel sad and left out by not letting them join in with you and take part in your games and talks etc. the bully could talk behind your back and spread false rumours that will make others go against you as well.

**Technological bullying** – this is bullying over the internet or through mobile phones. Nowadays technology has developed rapidly and there are various new websites and chat rooms available like MSN, Bebo, face book and many more. With the inappropriate use of these people could make harsh comments about others and send them threatening messages that would be classified as unknown. With the use of phones people could continuously make calls to others that are silent and abusive. Another major incident is when you video someone or take a picture of them and put it on the internet with a nasty comment or remark about them so it is viewable for other people to see. This could be very distressing for the victim to deal with. The internet is considered to be the most likely place where bullying takes place as people think it's an anonymous place where the person's true identity will remain unknown.

A statistic from NSPCC shows that research with 11 to 19 year olds found that 1 in 5 young people (20%) had experienced bullying or threats via e-mail, internet chatroom or text message.

A02.

(mb2)

A.O.3.

Name:

Candidate Number:

Centre number:

### Potential effects of bullying

Looking at bullying in depth, you will find many aspects within it. For example, you will find the physical effects, emotional, social and intellectual effects.

Bullies may make remarks about your weight, looks, physical disability, colour, religion, school work or if you have any other illness. In the period of adolescents, this may have a great effect on the victim and they may even find it hard to fit in and adjust to their daily lives in school. The victims who are targeted will feel a sense of loneliness, depression and may even go to the extremes of thinking or actually committing suicide.

Some victims may experience long-term effects as well as short-term effects.

The long term effects of bullying do not have to be through physical harm but could be emotional and may damage their self-esteem making them lose their individual characteristics. Continuous bullying can lead you to feel that you are unable to do anything. Due to this you may begin to believe in the bullies words and sayings. The most common long-term effects victims of bullying may experience are loneliness, feelings of sadness, want to take revenge, fear of people, and lack of trust. Some people develop low self-esteem. This is known as self fulfilling prophecy. The most extreme level where bullying can take a victim to is committing suicide or attempting to suicide. This is one of the reasons why bullying should be tackled at an earlier stage of the cycle. An example of this written by Rosemary Stones written in her book is "one sixteen year-old girl, Katherine Bamber, killed herself as a result of being bullied at school. In her suicide note, she told her parents that she could no longer bear her classmates' mockery and taunts. Sadly, she is not the only young person to have committed suicide because of the bullying. Other recent cases include twelve-year-old, Stephen Woodhall who hanged himself after being picked on by fourteen and fifteen-year-old boys who stole his lunch money and called his dad names."

*Incorrect explanation of self-fulfilling prophecy*

L.O.2.  
95

On the other hand, the effects of short-term bullying, the victim may feel anger developing inside of them and a feeling of depression. They may feel scared and frightened walking past the places where bullying occasionally occurs and avoid going to school because of the constant everyday bullying and threats received continuously day after day. This can result to young people achieving low marks and not doing so well or good in school.

A statistic from the NSPCC website has shown that a quarter of children bullied by peers reported that they suffered long term harmful effects lasting into adulthood. The most common bit of information is a person who has been bullied in their lives is most likely to become a bully themselves. As a result of this, they may steal and commit other crimes.

A02

To widen my research, I decided to carry out an interview with the nurse based at school. I decided to do an interview as it was a face to face procedure and the questions were also answered clearly. If I did not understand them then I would break down the questions enabling her to answer them specifically. The questions I asked are listed below:

A02  
primary research

(mb 2)

A.O.3.

Name:

Candidate Number:

Centre number:

1. What are your roles and responsibilities as a nurse?
  - Deal with medical conditions
  - Liaise with parents
  - Deal with emotional issues
  - Delivering PHSE and being involved with it
  - Liaising with GPs, hospitals, teachers, medical, issues, care plans
  - Responsibility is to provide people with help and support by answering any questions and offering advice on health and issues.
  
2. Do you see many students who have been bullied? Approximately how many?  
Yes. Involved with one within school which was quite intense and others were brief about 2 or 3 were related with bullying.
  
3. Do you keep a record of them?  
Yes, you have to be strict with these sort of issues as they might be taking place for medical reasons.
  
4. What types of bullying are you told about?  
In school its usually name calling, the person being left out and not included with friends or groups of friends. There are not many cyber bullying or text bullrings in school as no mobile phones are allowed anyway and the internet is kept secure with individuals having their own usernames and passwords to access their work .
  
5. What do you do when someone comes to you?  
I talk to them sensitively, if the case is serious then I have to speak with the child's head of key stage. It is there responsibility then to follow the school policies and speak to the person involved.
  
6. What do you do when they ask you to keep it a secret?  
It all depends on the confidentiality. If the opposing person is causing any body harm then we would need to share the problem with someone. Not everything can be kept as a secret, it needs to be dealt with as one of the main problems in bullying is keeping quiet.
  
7. At the end are the bullying cases solved?  
The cases are ongoing, sometimes they are solved and sometimes they aren't. We all try our best to find a solution to the situation.

A02.  
continued  
(primary)

A.03  
develop +  
realise .

(mb2)

Name:

Candidate Number:

Centre number:

Methods to support individuals who have or are being bullied

Bullying can be very frightening and upsetting and could leave a person feeling anxious and depressed over a really long period of time. However, to stop all this serious actions need to be taken. So, how can bullying be stopped?

In schools you could have lessons based on relationships and society and teach pupils about the negative effects violence can have. Also, elder students should act as role models and help deal with younger pupil's cases of bullying i.e. having mediators to help solve problems. An article from the BBC website shows ways of how schools tackle bullying.

"scheme tackling the problem of school bullies in County Durham has been awarded 'Investing in Children' status.

The county's Anti-Bullying Service has set-up mediation and peer support in secondary schools for bullied children to confide in specially-trained older pupils.

The initiative aims to improve services for young people by letting them take control of anti-bullying measures in their schools.

Val McFarlane co-ordinator of the Anti-Bullying Service for County Durham, said the team had worked hard to meet the investor status by working closely with children about bullying."

If the bullying continues then this should be reported. You should speak to teachers, members of your family or close friends to help you solve the problem as they will provide support.

Having an anti-bullying school policy in schools could really raise awareness and help boost confidence within certain people. Everyone in the school should be told about the effects of bullying and that it is strictly forbidden. Older pupils should look after the younger ones or the new students to help get used to the place and be aware of the surroundings. Teachers could plan lessons by showing the class some videos and simply having classroom discussions that will teach the pupils of how to deal with cases of bullying. This will enable pupils to treat each other with kindness and respect making it feel like a caring community or society. This is known as a whole school approach and means that if the whole school work together to stop bullying then they will manage to be end it leaving the bully's with no option but to stop their unacceptable actions. Organisations that can support young people who are being bullied are [www.beatbullying.org](http://www.beatbullying.org), the NSPCC website – [www.nspcc.org.uk](http://www.nspcc.org.uk).

(mb1)

Minimum  
evidence  
for final objective  
of evaluating  
methods of  
supporting individuals.  
- explanation given.

L02

L02.

L03.

A03.

Name:

Candidate Number:

Centre number:

### Conclusion

After completing this project, I have learnt many new skills as well as increasing my knowledge which I believe I was lacking a little at the start. I have managed to develop them because throughout my project I have needed to do a lot of research to collect together data from different sources to help me write my final piece which I did independently. From this, I had to scan through the long piece of text and select the part which was most necessary. This as a whole has enabled to improve my I.T skills which I will be needing everyday in my life. As well as all this, arranging an interview with the school nurse and meeting my deadlines of when I need to do the research by and then start writing my project up has kept me well organised as well as boosting my confidence and communication skills which I was lacking at the start of the project. From the start to the end of the project, rather than providing the general information in my report for others to read, I have also come across many aspects whilst doing my research which I did not know in detail or quite understand so by the completion of the this project it has enabled me to answer my questions as well.

LO4

Overall, I feel that I have met the criteria and achieved all of my objectives which I was intending to base my research on at the start.

### What I will do better in my future projects

In the future I will need to make sure that I work a bit faster and produce my report quicker so it is marked at a quicker date and therefore is available for me to make any improvements which I need to do.

Also, I think rather than interviewing the school nurse I should interview some of the school children alongside the nurse to widen my research and get specific results/statistics. Furthermore, I will increase the number of questions that I ask the person and ask them specifically in order to get valid and reliable results.

LO4

### Resources used

The resources which I used were alright but they didn't go to the point. In the future I will need to make sure that I refine my search. Moreover, I will need to use a wider variety of books to get a deeper insight to my topic. Writing my sources down next to the references made would also be a good idea as it saves a lot of time rather than looking through my research and finding them at the end.

I trusted the sources which I used to create my project because they were reliable and valid to use. They were from well known and trusted sites which are accessed by many for a number of reasons such as professional people like psychiatrists and various newspaper articles which may not be reliable.

A04  
(mb 1)

Evidence of LO3 throughout.



Name:

Candidate Number:

Centre number:

## Bibliography

### Websites

[http://www.youngcarers.co.uk/a\\_report\\_on\\_bullying.html](http://www.youngcarers.co.uk/a_report_on_bullying.html) - 11/05/09

[http://www.nspcc.org.uk/inform/resourcesforprofessionals/statistics/keycpstats/10\\_wd\\_a48744.html](http://www.nspcc.org.uk/inform/resourcesforprofessionals/statistics/keycpstats/10_wd_a48744.html) - 11/05/09

[http://www.teengrowth.com/index.cfm?action=info\\_article&ID\\_article=1362](http://www.teengrowth.com/index.cfm?action=info_article&ID_article=1362) - 23/02/09

<http://www.parenting.com/bullying/The-Effect-Of-Bullying-In-School-On-Children-And-Adolescents.html> - 20/04/09

[http://www.bbc.co.uk/parenting/your\\_kids/teen\\_bully.shtml](http://www.bbc.co.uk/parenting/your_kids/teen_bully.shtml) - 20/04/09

<http://www.ext.vt.edu/pubs/family/350-852/350-852.html> - 23/02/09

<http://www.kidsdevelopment.co.uk/effects-bullying-tweens-teens.html> - 20/04/09

[http://www.bullying.co.uk/young\\_people/](http://www.bullying.co.uk/young_people/) - 20/04/09

[http://www.mentalhelp.net/poc/view\\_doc.php?type=doc&id=13057](http://www.mentalhelp.net/poc/view_doc.php?type=doc&id=13057) - 20/04/09

[http://www.bullybusters.org.uk/kids/types\\_of\\_bullying/](http://www.bullybusters.org.uk/kids/types_of_bullying/) - 20/04/09

[www.aacap.org/web/aacap/publications/factsfam/80.htm](http://www.aacap.org/web/aacap/publications/factsfam/80.htm) Fact sheet from the American Academy of Adolescent & Child Psychiatry

### Books

'Don't pick on me -How to handle bullying' by Rosemary Stones

(mb2)