

Towards More Caring and Restorative School Climates: The Safe School Safe Student Project Final Report



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Executive Summary

This report provides an examination of two data collection time points consisting of Spring of 2013 (Wave I) and Spring 2015 (Wave II) utilizing the Safe School Safe Student Survey. The survey assessed student experiences related to bullying at school and examined student behaviours and perceptions of the school climate following restorative action programming in schools. Since 2013, reported incidents of being bullied at school declined from 2013 to 2015. While recent incidents of bullying occurred at about the same rate for males and females, the sole ethnic group in which a majority of students reported being bullied included, in descending order, Aboriginal, Latin American, Black and Caucasian students. The most prominent form of bullying was verbal, which increased among male and female students in Wave II. Verbal bullying increased at a greater rate for female students, while males experienced greater increases in social and cyber forms of bullying. In Wave II, bullying tended to intensify as students progressed through the grades. Physical and social forms were most dominant in Grade 6 and verbal and cyber forms of bullying were most dominant in Grade 8. This stands in contrast to 2013 findings when verbal bullying was the most prominent in Grade 6, physical and social bullying was the most prominent in Grade 7, and cyber bullying was the most prominent in Grade 8.

While slightly more than one-fifth of middle school students said they had participated in bullying others since the beginning of the school year in Wave I, Wave II saw a decline of 15% in bullying others. With slightly more males than females participating in bullying others in Wave II, the highest participation rates were among the Grade 8 students. As expected, the most dominant form of bullying others occurred through verbal bullying, followed by social, physical, and cyber forms. Males were more likely to participate in face-to-face forms of aggression involving physical and verbal bullying and females were more likely to participate in exclusionary or non-direct bullying of others using social and cyber forms of bullying.

In terms of seeing or hearing bullying at school, fewer students experienced this in Wave II than in Wave I. While slightly more females than males observed bullying take place, students' level of awareness of bullying grew in accordance with their grade level. Verbal aggression was the most commonly observed form of bullying behaviour while the most noted location for students to notice bullying remained consistent for either time period. In descending order, the locations in which bullying was observed most by students included school ground areas, hallways, eating areas, washrooms or change rooms, and classrooms.

Student actions following incidents of bullying only resulted in minor improvements with respect to the appropriateness of students' actions in Wave II. Slightly more students were willing to tell someone or get help since Wave I, with females indicating responses of a more pro-active nature. Disappointingly, in Wave II, Grade 8 students were still more likely to do nothing than students from the earlier grades. When asked why students chose to do nothing in response to seeing or hearing about someone being bullied, about half of the students from each grade and each Wave indicated

that they did not know what to do or who to talk to. This was especially the case among female students in Wave II. To a somewhat lesser extent, yet still of concern, students from both genders and across the grades reported being fearful of being bullied themselves or being viewed as a 'snitch' if they were to do something in response.

Regarding how students responded to the last time they were bullied at school, almost half stood up to their tormentor, followed by doing nothing. Students were also slightly more willing to tell an adult at home or school in Wave II; however, their least favoured response was using an on-line reporting system. While a greater proportion of males stood up to their bully and/or got back at their tormentor at a later date, a greater proportion of female students did nothing, told another student, parent and/or adult at school and/or did not go back to school for one or more days. More generally, the higher the grade, the less likely a student was to tell a parent or adult at school about being bullied. This suggested that students engaged in a complex risk assessment before 'telling' an adult, in large part, because they did not know what to do or who to talk to, were afraid the bullying would get worse, fear of being perceived as a 'snitch', and believing that the individual deserved to be bullied.

While fewer students in Wave II reported that they had both participated in bullying behaviour and experienced being bullied, there was an exception among female students who reported a rise in being both a bully and a victim of bullying. In addition, while just over a quarter of Grade 6 students (in Wave I) reported that they were the victim of bullying, the proportion of Grade 8 students in Wave II rose to nearly one-third of students. While there were significant reductions among Arab/West Asian, Black, and Latin American students who reported being both a perpetrator and victim of bullying in Wave I, there was an increase of South East Asian students who reported the same.

Students were asked to identify various things that schools could do to prevent bullying from happening and their responses focused on four key areas: (1) providing a more caring school environment; (2) increasing adult awareness and presence regarding student behaviours; (3) taking action to intervene more effectively with bullying; and (4) providing more education for students and staff. Regarding students' sense of safety and their relationships with others at school, students who were not bullied felt much safer at school than students who had been bullied. Similarly, the extent to which students perceived that adults were interested in how students were doing, cared about them, or treated them with the same respect as others differed according to whether they had experienced bullying at school.

Various recommendations to develop more responsive, restorative and safe learning environments are provided in this report to support Abbotsford Middle schools as they continue to work toward preventing bullying and conflict at school.

Introduction

As part of a multi-year initiative that began in 2012 funded by the Vancouver Foundation, the Abbotsford Restorative Justice and Advocacy Association (ARJAA) formed a partnership with the University of the Fraser Valley's Centre for Safe Schools and Communities (CSSC) and the Abbotsford School District to advance restorative action and bullying prevention in middle schools. In order to assess program effectiveness and guide ARJAA's program development in schools, the Safe Schools Safe Students Survey was designed and administered to middle school students to establish baseline data and to assess program effectiveness following a series of restorative action interventions in schools. ARJAA interventions are intended to enhance the creation of restorative and respectful school climates and increase prosocial behaviour among middle school students. The Safe Schools Safe Students survey is a 38-item self-report questionnaire measuring student demographics, perceptions and experiences of bullying, personal and school safety, school involvement, involvement in school-based restorative justice programming, and school climate.¹

Methodology

All middle schools in the Abbotsford School District were invited to participate in the administration of the Safe Students, Safe Schools Survey following information about the overall intent of the research and the survey's voluntary, confidential, and anonymous nature. Of the eight middle schools in the district, seven schools chose to participate in the survey in 2013 based on the willingness of school administration and classroom teachers to administer the survey. Teachers who agreed to participate in the survey research sent information to parents ahead of time informing them of the survey, its intent, and the option to decline their child's participation using a passive consent process. Classroom teachers were also provided with instructions about how to administer the survey, including the importance of informing students about the voluntary, anonymous, and confidential nature of the survey. Following completion of the survey by students in early June 2013, data entry was completed by an external data management agency that used a double-punch data entry method to ensure accuracy of the database. The completed dataset was sent to the Abbotsford Restorative Justice Agency who provided a copy to the University of the Fraser Valley for analysis using SPSS (Statistical Program for the Social Sciences). This process was repeated during the last two weeks of May 2015 with the inclusion of one additional middle school. Of note, this report will not identify those schools that participated in this study, nor will this report analyze and discuss any difference between the participating schools. In other words, the data will remain aggregated with respect to school.

¹ See Appendix A for the survey.

Research Findings

In 2013 (Wave I), 1,077 students from seven middle schools in the Abbotsford School District completed the survey. Student participation in this project increased in 2015 (Wave II) to 1,785 participants from the same seven schools. For comparison reasons, the participation of an eighth school in Wave II has been removed for the purpose of this analysis. Of note, overall, while a slight majority of students (54 per cent) were female in Wave I, the sample was split evenly between males and females in Wave II. There was also a fairly even representation from each of the sampled school grades in both Waves. Specifically, the proportion of respondents from Grade 6 was 40% in Wave I and 38% in Wave II, for Grade 7, the distribution was 33% in Wave I and 31% in Wave II, and for Grade 8 it was 27% in Wave I and 21% in Wave II.

Given this distribution, it was not surprising that the mean age of the sample in Wave II was the same as in Wave I at 12½ years old. While there was no difference in the average age of students by gender, again, similar to the Wave I data, there were only minor variations when considering gender by grade (See Table 1). As mentioned above, there was a reduction in the proportion of the sample that was female in each of the three grades in Wave II when compared to the Wave I data, but, generally speaking, the pattern was similar in both Waves of data collection.

TABLE 1: GENDER OF SAMPLE BY GRADE

	Wave I - % Female	Wave II - % Female
Grade 6	49%	47%
Grade 7	59%	53%
Grade 8	56%	50%

In terms of ethnicity, students were asked to indicate which cultural, racial, or ethnic identities best described them. As indicated by Table 2, a slightly smaller, but still a majority of students (55 per cent) self-identified as white or Caucasian in Wave II compared to Wave I, but there was a substantial increase in the proportion of students who self-identified as South Asian in Wave II (33 per cent) compared to Wave I (21 per cent).² Considering the rest of the data, for the most part, the ethnicity of the sample was very similar in Wave II to the distribution in Wave I.

² As students could select more than one option, the percentage exceeds 100%.

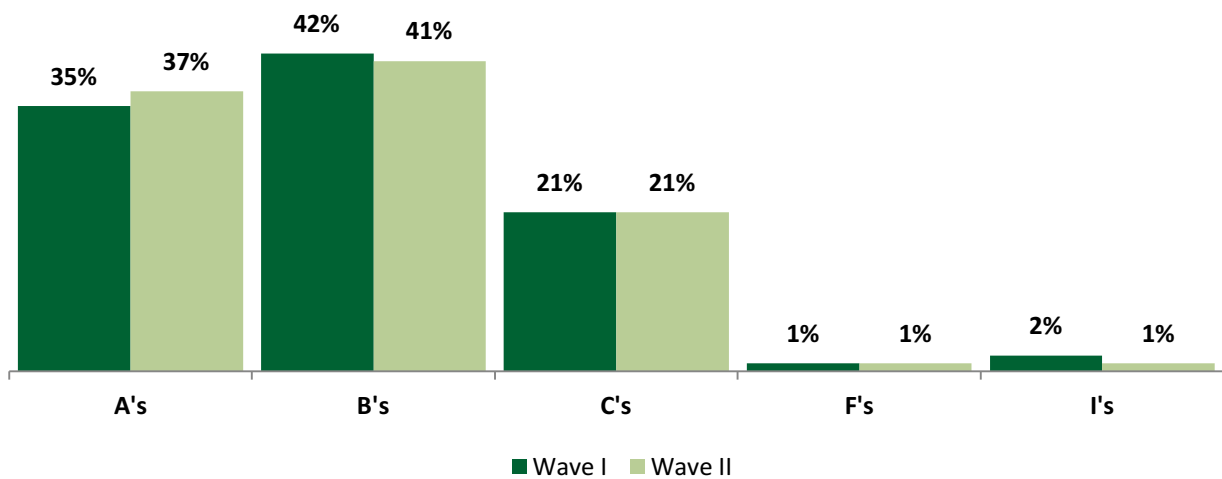
TABLE 2: ETHNICITY OF SAMPLE

	Wave I	Wave II
White/Caucasian	58%	55%
South Asian	21%	33%
Native, First Nations, Inuit, or Metis	8%	8%
Asian	9%	7%
Latin American	5%	5%
Black	3%	3%
South East Asian	2%	3%
Arab/West Asian	2%	2%
Other	14%	1%

Given the ethnic distribution of the sample in both Waves, it was not surprising that more than four-fifths of the sample (88 per cent) in both Waves reported that their parents spoke English at home or that only 12% indicated that they received English Language Learning (ELL) support at school. Although it may appear that these last two findings match well with 12% of students having parents who do not speak English at home and 12% receiving ELL at school, this is not the case. In fact, of those students who reported that their parents did not speak English at home, less than one-third (30 per cent) reported receiving ELL support at school.

In terms of academic achievement, as demonstrated in Figure 1, three-quarters of students from both Waves reported usually receiving A's or B's in school. Very few students from either Wave reported receiving F's or I's.

FIGURE 1: ACADEMIC ACHIEVEMENT OF SAMPLE



It should be noted that the gender, age, and grade variable distributions of the survey sample group was very similar to the Abbotsford School District Enrollment data for the seven participating schools

in both Waves. For this reason, while the Abbotsford School District did not provide ethnic or academic achievement data, it would appear that those who completed the survey were a representative sample of the participating schools.

Experiences with Being the Victim of Bullying

After reading the provided definitions of physical, verbal, social, and cyber bullying, nearly half of the student sample in Wave I (49 per cent) and more than one-third of the student sample in Wave II (39 per cent) indicated that someone at school had bullied them at least once since the beginning of the academic year. Given this, there was a substantial reduction in the number of students who reported being the victim of bullying in Wave II compared to Wave I. While in Wave I there was a statistically significant difference by gender as 43% of males and 54% of females reported being bullied, this was not the case in Wave II. Here, nearly equal proportions of males (37 per cent) and females (40 per cent) reported being bullied at school. While there was no significant difference associated directly to age and being bullied in either Wave, there was some variation by grade. As demonstrated in Table 3, similar to the findings in Wave I, the largest proportion of students experiencing being the victim of bullying occurred in Grade 7. This is consistent with studies indicating that, in Canada, as many as one in three students report being the victim of bullying (Beaudoin and Roberge, 2014). Furthermore, bullying tends to be at its highest point during the junior and intermediate grades between Grades 4 to 10. Much of the variation in grade is attributed to the way in which students adjust to new peers during school transition periods (Napolitano, Espelage, Vaillancourt, & Hymel, 2010). This suggests that schools can be proactive in easing transition periods for students by welcoming them into a nurturing school climate that includes providing and reinforcing clear behavioural boundaries and opportunities for students to participate in supervised activities to increase bonding with peers and between peers and adults.

TABLE 3: PROPORTION OF STUDENTS WHO REPORTED BEING BULLIED BY SCHOOL GRADE

	Wave I	Wave II
Grade 6	46%	37%
Grade 7	52%	41%
Grade 8	50%	38%

Though the number of students representing certain ethnicities was small in some cases, as represented by the number in parentheses in Table 4, it is important to note that the only ethnic group in which a majority of students reported being bullied in Wave II were Native, First Nations, Inuit, or Metis. While this finding suggests that more still needs to be done to reduce the proportion of Aboriginal students experiencing bullying behaviour, it is important to note that this proportion is a substantial decrease from the findings in Wave I. Again, the overall proportion of students who reported being bullied at school was lower in Wave II than in Wave I; however, it is still important to

recognize that, although the data presented in Table 4 does not speak to causation, but just a relationship between a self-identified ethnicity and being bullied at school, Native, First Nations, Inuit, or Metis, Latin American, Black, and White/Caucasian students were overrepresented as victims of bullying.

TABLE 4: BEING BULLIED BY ETHNICITY OF SAMPLE

	Wave I	Wave II
Native, First Nations, Inuit, or Metis	65% (65)	52% (135)
Latin American	54% (52)	48% (80)
Black	57% (35)	48% (46)
White/Caucasian	54% (584)	44% (902)
South East Asian	50% (20)	37% (51)
Other	49% (140)	36% (11)
Arab/West Asian	47% (15)	35% (26)
Asian	44% (90)	31% (122)
South Asian	50% (214)	30% (549)

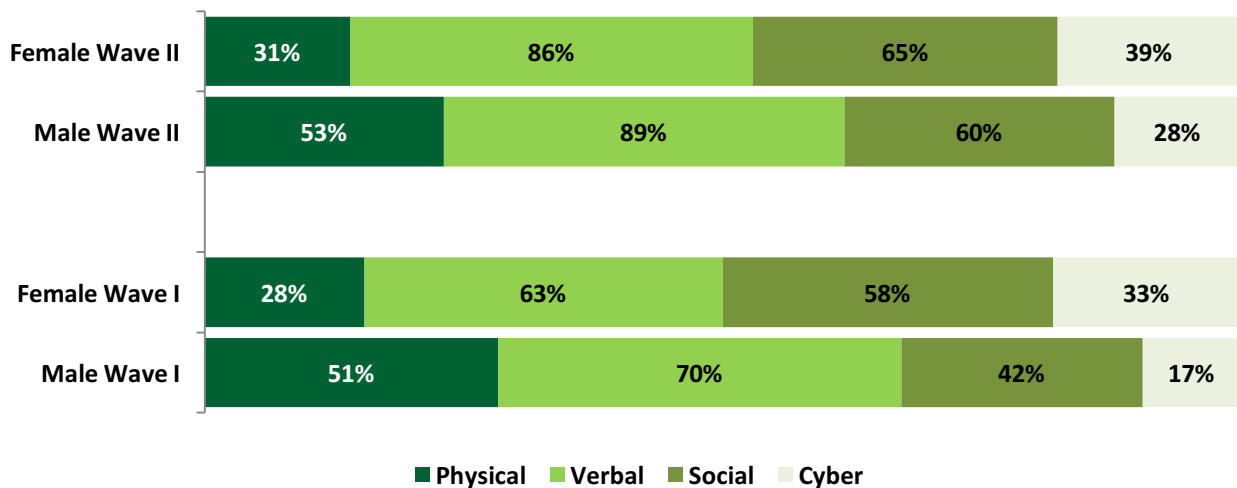
As demonstrated by Table 5, among students who reported being bullied in Wave II, the most common form was verbal bullying (87 per cent) followed by social bullying (63 per cent). Physical bullying was experienced by 41% and one-third of students reported being the victim of cyber bullying. According to Hymel and Swearer (2015), among the various forms of bullying found in other Canadian and American research, verbal and social bullying tended to be the most frequently reported forms experienced by students, followed by physical and cyber bullying. However, when comparing the two Waves of data, it was somewhat surprising that there was such a large increase in verbal bullying and a moderate increase in social bullying from Wave I to Wave II. One possible explanation for the substantial increase in verbal and social bullying may be due to these forms being more covert and thus easier to get away with. In addition, there may be a perception among students and adults that verbal or social bullying is less severe than physical and cyber bullying. This perception may stem from several recent high profile events in Canada and the United States and the lack of attention that students may receive from adults when verbal or social bullying occurs, in comparison to physical or cyber bullying. If the response by adults toward students who verbally or socially bully others is taken lightly or over-looked, students can begin to normalize such behavior, viewing it as acceptable in the school environment. In order to reduce this interpersonal aggression, it is recommended that schools help students and adults understand the negative effect that all forms of relational abuse have on the well-being of students and on the learning environment, and to implement effective strategies to modify behaviour, especially since verbal and social bullying are often more difficult to detect.

TABLE 5: DISTRIBUTION OF THE DIFFERENT FORMS OF BULLYING

	Wave I	Wave II
Verbal	66%	87%
Social	52%	63%
Physical	38%	41%
Cyber	27%	33%

There were some interesting gender variations in the form of bullying experienced by students. In Wave II, a slight majority of males (53 per cent) compared to nearly one-third of females (31 per cent) reported being the victim of physical bullying (see Figure 2). The proportions were somewhat similar between males and females with respect to verbal bullying in Wave II; however, a much larger proportion of females compared to males reported being the victims of social and cyber bullying. These findings suggest that males are more likely to be the victims of bullying forms that require face-to-face contact, while females are more likely to face forms of bullying that involve exclusion or non-direct contact, such as through a computer or cell phone. It is also interesting to note that when comparing genders, while both males and females in Wave II experienced a substantial increase in verbal bullying, this increase was larger for females, while males experienced a larger increase in being the victim of social and cyber bullying.

FIGURE 2: NATURE OF BULLYING VICTIMIZATION BY GENDER



Reoccurrences of relational aggression through bullying was not an isolated event.³ As demonstrated in Table 6, the results from the two Waves of data collection were very consistent. For example, in both Waves, those who were verbally bullied were, on average, bullied eight times since the beginning of the school year. Similarly, victims of cyber bullying were, on average, bullied seven times in Wave I and five times in Wave II. Those who suffered physical forms of bullying were bullied, on average, four times in both waves, and social forms of bullying occurred, on average, five times in Wave I and six times in Wave II. The repeated instances of bullying events suggests that school responses to this behaviour among students could be more effective and done earlier to help students reduce instances of conflict in their lives.

TABLE 6: AVERAGE NUMBER OF BULLYING INCIDENTS BY FORM OF BULLYING AT SCHOOL IN LAST YEAR

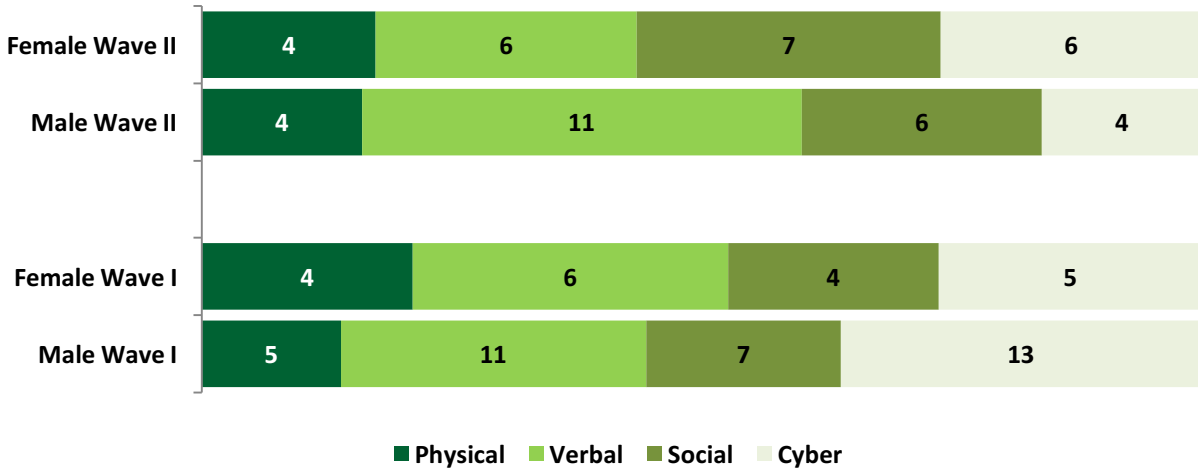
	Wave I	Wave II
Verbal	8 times	8 times
Social	5 times	6 times
Cyber	7 times	5 times
Physical	4 times	4 times

There were some important gender differences regarding the average number of incidents for various forms of bullying, although the average number of times males and females were physically bullied were generally similar in both Waves. In other words, males were more likely to be physically bullied than females, even though the number of incidents of physical bullying among males and females who were bullied was similar. However, males who experienced verbal bullying reported being bullied nearly twice as often as their female counterparts in both Waves (see Figure 3). In terms of differences between the two Waves of data collection, there were interesting changes with respect to social and cyber bullying. For example, in Wave I, females who reported being socially bullied, on average, were victimized four times during the school year. This increased to, on average, seven times in Wave II. Of note, there was a substantial decrease in the average number of times that males experienced cyber bullying from Wave I (13 times) to Wave II (4 times). One explanation for this drop in cyber victimization among males may be due, in part, to a new school district policy that resulted in blocking out a popular social networking site called Yik Yak. Launched in 2013, Yik Yak is a popular site among young adults for obtaining news and gossip, allowing users to remain anonymous while viewing and contributing to “yaks” within a 10-mile radius (TechCrunch, 2015). The school district is encouraged to continue monitoring the type of social networking sites that are popular among students in a rapidly evolving cyber landscape and to respond accordingly using similar technical interventions. In addition to blocking sites while students are on school grounds, it is recommended that developmentally appropriate training occur among students and staff to

³ For each type of bullying, a few outlier results were removed from the database when calculating averages as some students, for example, reported being bullied 1,000 or more times in the past school year.

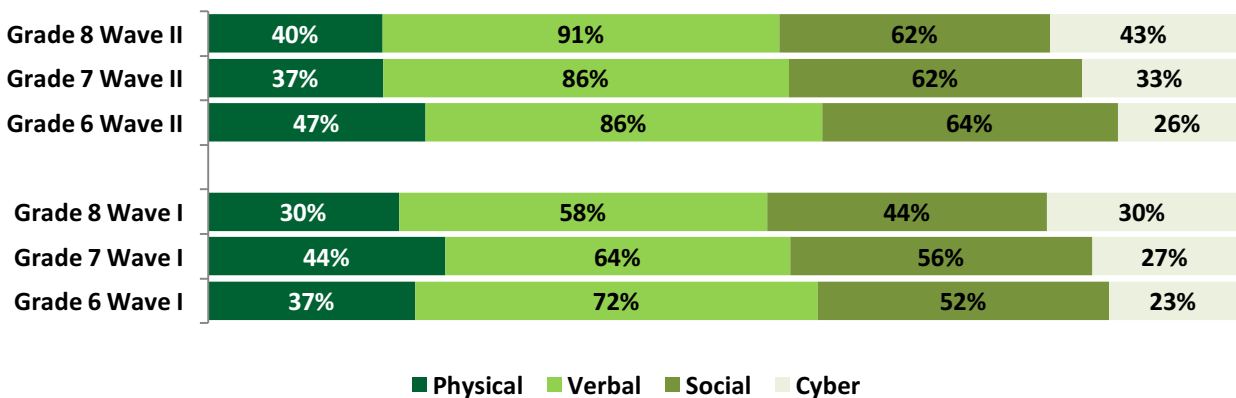
address the underlying reasons for students' anti-social behaviour and how to use social media in a socially responsible manner.

FIGURE 3: GENDER DIFFERENCES IN THE NATURE OF VICTIMIZATION BY FORM OF BULLYING



In terms of variations in the form of bullying by grade, the proportion of students who were verbally bullied decreased substantially from Grade 6 to Grade 8 in Wave I. Yet, the proportion of those who were verbally bullied was extremely high and remained high for all grades in Wave II (see Figure 4). Moreover, in Wave I, Grade 7 students had the highest rate of physical and social bullying, and in Wave II, Grade 6 students had the highest proportion of these forms of bullying.

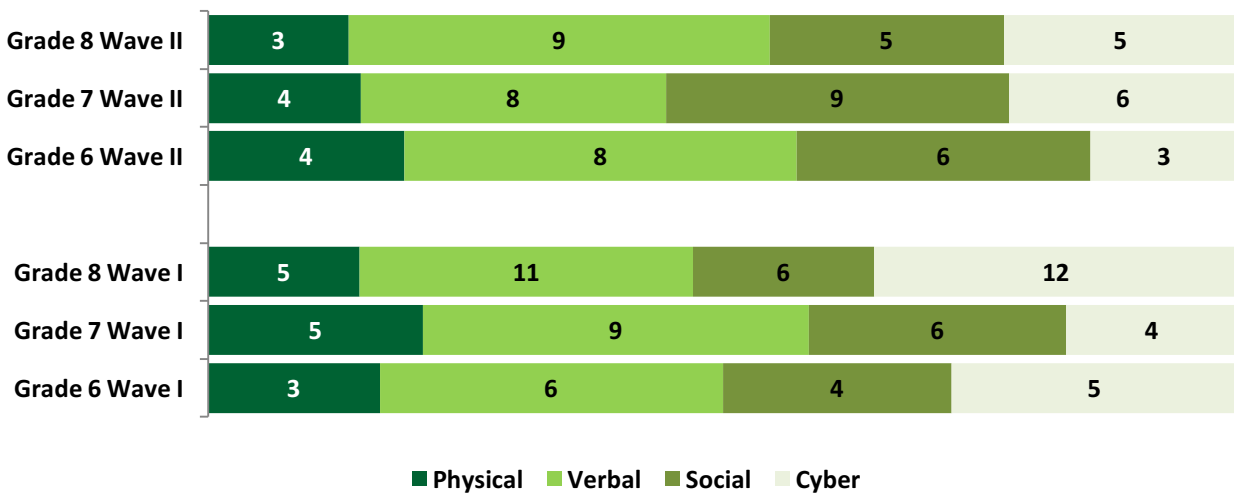
FIGURE 4: NATURE OF BULLYING VICTIMIZATION BY GRADE



In terms of the frequency of bullying events, in Wave I, with the exception of cyber bullying, the general pattern appeared to be that the number of times one was bullied increased from Grade 6 to

7 and either remained similar in Grade 8 or increased (see Figure 5). In other words, while the proportion of those who were bullied varied by the nature of the bullying in each grade, there tended to be a rather consistent pattern suggesting that the repeated nature of bullying increased among students who reported victimization as they got older. However, this pattern did not repeat for Wave II. Here, for physical and verbal forms of bullying, the number of occurrences held fairly steady from Grades 6 to 8. For social and cyber bullying, the pattern was one of an increased number of occurrences in Grade 7 from Grade 6, but a decrease in occurrences in Grade 8 from Grade 7. Without certainty as to the cause for this change, schools may wish to pro-actively direct a proportion of their 2015/16 program resources toward the incoming Grade 8 cohort to ensure that victimization rates do not escalate as Wave II Grade 7 students set the tone in the school as the most senior student group in the 2015/16 school year. It will be important to consult the literature for developmental approaches specific to older adolescents given the drop off in program effects after Grade 7 (see Yeager, Fong, Lee, & Espelage, 2015). For instance, older adolescents are more receptive to learning skills when they are perceived to be non-remedial and non-stigmatizing and the use of language should include “autonomy supportive persuasive tactics” (Yeager et al., 2015: 38).

FIGURE 5: GRADE DIFFERENCES IN THE FREQUENCY OF BULLYING BY THE FORM OF BULLYING



Participation in Bullying

Students were asked whether they had participated in the bullying of others at school at least once since the beginning of the academic year. Slightly more than one-fifth of students (23 per cent) reported that they had taken part in bullying someone at school in Wave I; however, this proportion dropped to 15% in Wave II. Of note, there was a slight, but statistically significant, difference by gender in Wave II as 18% of males and 11% of females indicated they had participated in bullying. In Wave I, the difference was much smaller as 24% of males and 21% of females reported engaging in

bullying other students at school. Moreover, as demonstrated in Table 7, in Wave II, there was not a lot of variation in bullying participation by grade. Still, the proportion of students who reported bullying others increased from Grade 6 to Grade 8. The pattern was somewhat different in Wave I reflecting an larger proportional increase between Grade 6 and Grade 8, and the Grade 7 students had the largest proportion of students who reported bullying others.

TABLE 7: PARTICIPATING IN BULLYING BY SCHOOL GRADE

	Wave I	Wave II
Grade 6	17%	13%
Grade 7	28%	14%
Grade 8	25%	17%

Though the number of students representing certain ethnicities was small in many cases, it is important to note that there were some ethnic differences in the proportion of students who participated in bullying (see Table 8). Importantly, the information presented in Table 8 does not provide an explanation, but a relationship between a self-identified ethnicity and participating in bullying at school. For example, Caucasian, Aboriginal, Black, and South-East Asian students were slightly overrepresented in terms of perpetuating bullying behaviour, while South Asian students were slightly underrepresented in this type of behaviour given their relative proportions within the Wave II sample.

TABLE 8: PARTICIPATING IN BULLYING BY ETHNICITY OF SAMPLE

	Wave I	Wave II
White/Caucasian	58%	58%
South Asian	20%	29%
Native, First Nations, Inuit, or Metis	10%	14%
Asian	11%	7%
Black	7%	6%
Latin American	7%	5%
South East Asian	2%	5%
Arab/West Asian	3%	2%
Other	14%	1%

In terms of the form of bullying that students participated in, the most common in Wave II was verbal bullying (78 per cent) followed by social bullying (46 per cent) (see Table 9). Similar to what other researchers have found, while cyber bullying was much lower in comparison to the other forms of bullying considered in this study, the data suggests that the proportion of those who participated in cyber bullying was still noteworthy given the potential for aggression to escalate, intensify, and potentially manifest in other contexts or harmful behaviours. It is also important to note that, while

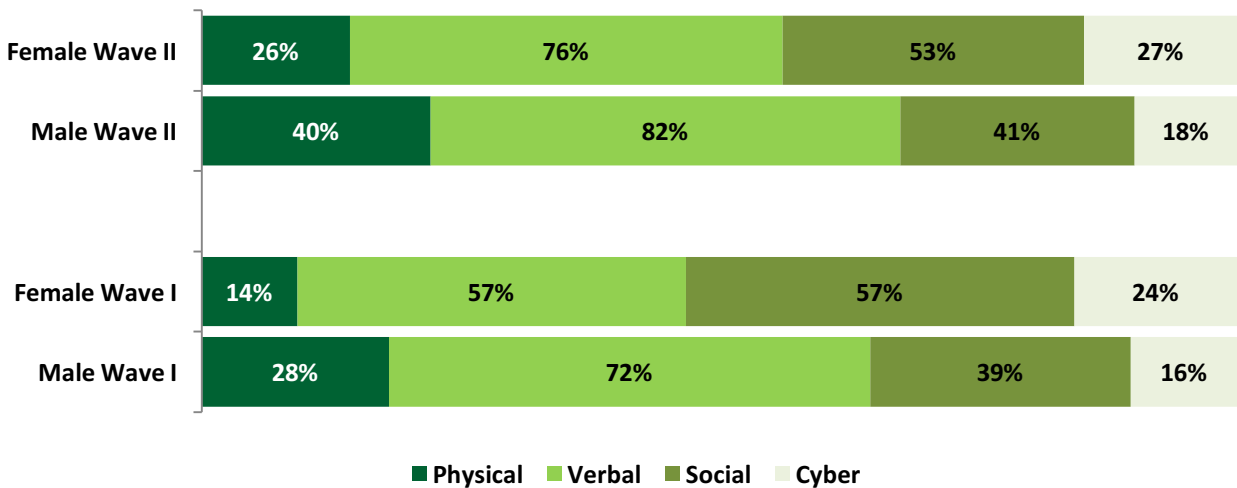
the rankings remained the same from Wave I to Wave II, there was an increase in the proportion of students who reported engaging in verbal and physical forms of bullying in Wave II.

TABLE 9: NATURE OF BULLYING THAT STUDENTS ARE PARTICIPATING IN

	Wave I	Wave II
Verbal	64%	78%
Social	49%	46%
Physical	22%	35%
Cyber	21%	22%

Much like the results for being the recipient of bullying, there were some interesting variations in participating in bullying by gender. Specifically, in both Waves, a greater proportion of males than females participated in physically bullying someone (see Figure 6). Moreover, a larger proportion of males also engaged in verbal bullying compared to female students and a greater proportion of female students participated in social and cyber bullying of others in school. As mentioned above, these findings might suggest that males are more likely to engage in forms of bullying that require face to face contact, while females are more likely to engage in forms of bullying that involve exclusion or non-direct contact, such as through a computer or cell phone.

FIGURE 6: PARTICIPATION IN BULLYING FORMS AT SCHOOL BY GENDER



Consistent with the repetitive nature of bullying, student participation in bullying behavior was not an isolated event in either Wave I or Wave II. As demonstrated in Table 10, those who engaged in physical, verbal, or social bullying did so, on average, three times during the last school year. Similarly, those who participated in cyber bullying did so, on average, two times. Of note, with the

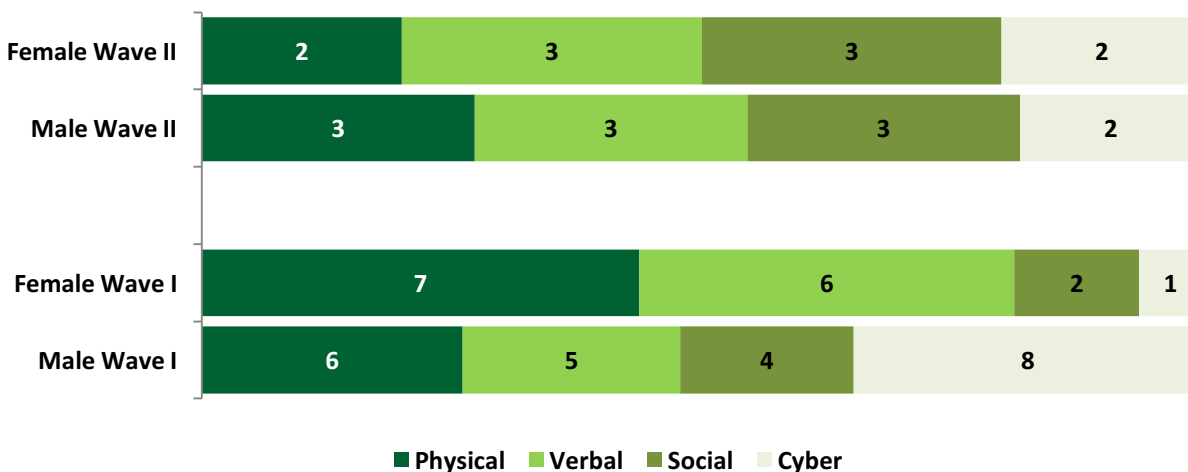
exception of social bullying, the rate of participation in bullying behaviour at school, much like overall participation, was lower in Wave II than in Wave I.

TABLE 10: AVERAGE NUMBER OF TIMES STUDENTS PARTICIPATED IN BULLYING BY THE FORM OF BULLYING

	Wave I	Wave II
Verbal	6 times	3 times
Social	3 times	3 times
Cyber	5 times	2 times
Physical	6 times	3 times

There were virtually no gender differences in the number of times that youth participated in bullying by the form of bullying that took place between males and females in Wave II (see Figure 7). Moreover, for the most part, there was a reduction in the number of times students participated in bullying others at school in Wave II compared to Wave I. It should be noted that there was a substantial reduction in the number of times that males engaged in cyber bullying when comparing Wave II to Wave I. This corroborates with fewer male students reporting instances of being the victim of cyber bullying in Wave II, and may be due, in part, to the district blocking social networking sites or students’ fear of losing access to technological privileges while at school.

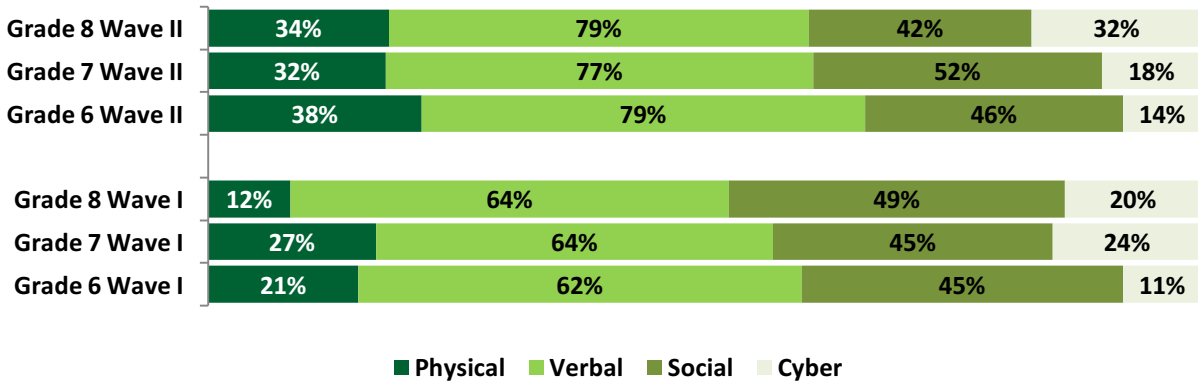
FIGURE 7: GENDER DIFFERENCES IN NUMBER OF TIMES STUDENTS PARTICIPATED IN BULLYING BY THE FORM OF BULLYING



In terms of variations by grade, there was little difference with respect to students’ participation in physical and verbal bullying in Wave II (see Figure 8). Of note, while participating in physical bullying in Wave II decreased somewhat in Grade 8 from Grade 6, but was slightly higher among those in Grade 7, engaging in social bullying was at its lowest in Grade 8. Moreover, in Wave II, with the

exception of cyber bullying, the largest proportion of student participation in bullying was in Grade 7. When comparing the two Waves of data, it is interesting to note that there were substantial increases in the proportion of Grade 8 students who engaged in physical, verbal, and cyber bullying in Wave II from the students in Grade 6 in Wave I. This is an interesting finding because, to some degree, given the methodology of this study, much of this data will be from many of the same students since a large proportion of the Wave II Grade 8 students would have been the Wave I Grade 6 students.⁴

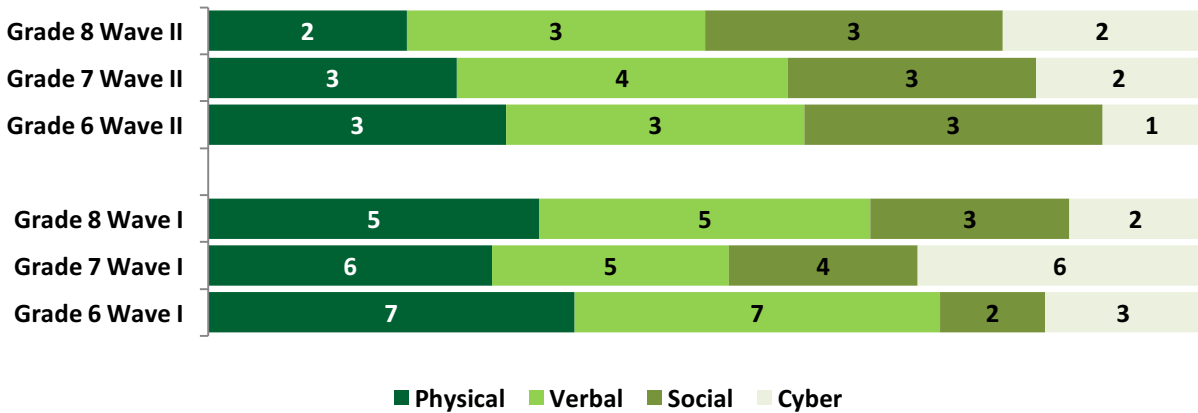
FIGURE 8: PARTICIPATION IN BULLYING FORMS AT SCHOOL BY GRADE



In terms of the number of incidents that characterize students' participation in bullying, no discernible pattern existed when examining the data by grade level in Wave II. The number of incidents of participation in all four forms of bullying remained consistent from grade to grade (see Figure 9). Still, it is important to note that, for the most part, there was a decrease in the number of bullying incidents that students participated in Wave II data as compared to Wave I data.

⁴ Due to the anonymity guarantees of this study, the researchers did not track or collect the unique identities of participants.

FIGURE 9: GRADE DIFFERENCES IN THE FREQUENCY OF BULLYING PARTICIPATION BY THE FORM OF BULLYING



Witnessing or Hearing about Bullying

Students were asked whether they had seen or heard of another student being bullied at school at least once since the beginning of their current academic year. While three-quarters of the sample in Wave I reported seeing or hearing of someone being bullied, this decreased to approximately two-thirds of students (65 per cent) in Wave II. Interestingly, while a statistically significant larger proportion of females (56 per cent) compared to males (44 per cent) indicated that they saw or heard of another student being bullied at school in Wave I, somewhat similar proportions of males and females (males = 62 per cent, females = 67 per cent) reported witnessing or hearing about bullying in Wave II. There was also a statistically significant difference in this awareness by grade (see Table 11). Of note, the proportion of students who heard of or witnessed bullying decreased in each Grade across both Waves I and II, and, as expected, given the above findings, it also decreased in each grade for Wave II compared to Wave I. However, the proportion of students who heard of or witnessed bullying increased in each subsequent grade in both Waves I and II. According to the research literature, having an increased awareness about bullying by grade is consistent with this Wave II trend since bullying is also more common during the middle years (Beaudoin and Roberge, 2014; Hymel and Swearer, 2015). Accordingly, this may be a function of students lived experiences in that the longer students are in school to witness, experience, or learn about bullying, the more they become aware of it as they move through the grades.

TABLE 11: SEEING OR HEARING BULLYING BY GRADE

	Wave I	Wave II
Grade 6	71%	59%
Grade 7	74%	68%
Grade 8	82%	69%

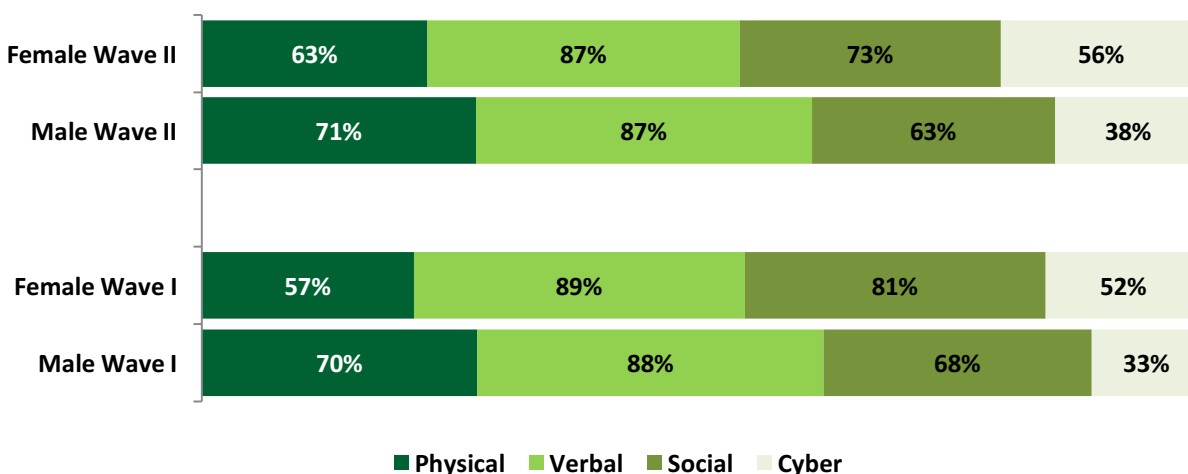
As demonstrated by Table 12, in terms of the form of bullying witnessed, the most common type of bullying in both Wave I and II was verbal bullying. This corresponded with students' reporting being the victim of specific types of bullying.

TABLE 12: FORMS OF BULLYING STUDENTS SEE OR HEAR

	Wave I	Wave II
Verbal	70%	87%
Social	61%	69%
Physical	55%	67%
Cyber	36%	47%

Consistent with the results for being victimized or participating in bullying, there were some interesting gender variations associated with seeing or hearing of bullying. Specifically, as demonstrated by Figure 10, a greater proportion of males (71 per cent) compared to females (63 per cent) witnessed physical bullying in Wave II, but a greater proportion of females witnessed social bullying (73 per cent) and cyber bullying (56 per cent) compared to their male counterparts (63 per cent and 38 per cent, respectively). This general pattern was similar to that found for Wave I of the study.

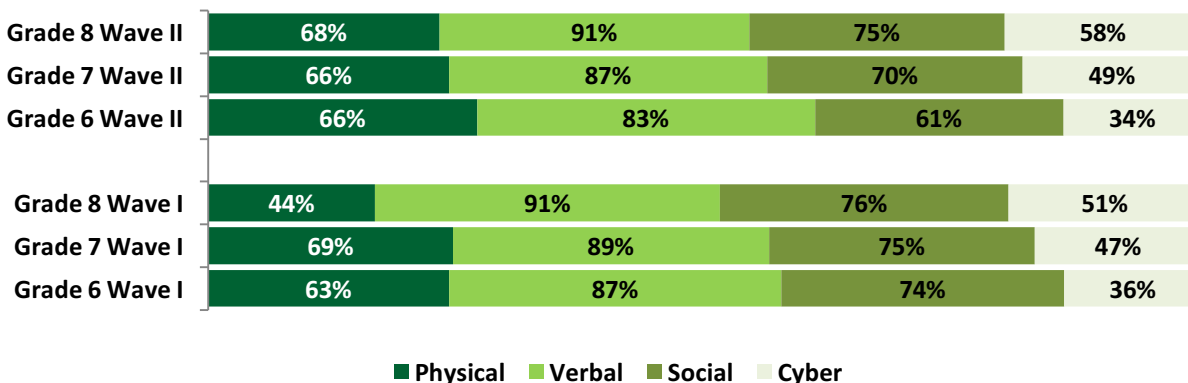
FIGURE 10: WITNESSING BULLYING AT SCHOOL BY GENDER



In terms of variations by grade, there were some interesting patterns as well (see Figure 11). Again, a large majority of students in both Waves reported seeing or hearing of verbal bullying, while approximately two-thirds of students in each grade for Wave II reported seeing or hearing of physical bullying. In addition, large proportions of students in Wave II reported seeing or hearing of social

bullying, while, with the exception of a majority of students in Grade 8, a minority of students heard of or saw cyber bullying in Wave II. While the proportions are somewhat different between the two Waves, this general pattern was similar for Wave I of this project. The large proportion of students who reported being aware of bullying taking place at school can be viewed as an opportunity to leverage this knowledge among students regarding bullying occurrences and to engage them in co-creating safer and more caring school policies and practices.

FIGURE 11: SEEING OR HEARING DIFFERENT KINDS OF BULLYING BY SCHOOL GRADE



Students were asked to indicate all the places where they noticed bullying at school. Of those who provided a response, the most common locations were the school ground area followed by the hallway and eating area, and the washroom or change room (see Table 13).⁵ There was consistency in both Waves of data suggesting that little change has occurred with respect to the typical locations where students notice bullying most frequently. With the exception of to and from school or on the bus, the proportion of students who noticed bullying in all of the other locations was lower in Wave II when compared to Wave I.

TABLE 13: LOCATIONS WHERE STUDENTS NOTICE BULLYING

	Wave I	Wave II
School Ground Area	70%	63%
Hallway or Eating Area	58%	50%
Washroom or Change Room	38%	36%
Classroom	37%	34%
Gym	30%	25%
To and From School or On the Bus	17%	20%
Library or Computer Room	8%	7%

⁵ As participants could give more than one answer, the total exceeds 100%.

It is interesting to note that there was a lot of consistency in the general trends with respect to where students noticed bullying by gender between the two Waves of data (see Table 14). In both Waves I and II, a greater proportion of females noticed bullying in the hallway or eating area, the classroom, and to and from school or on the bus. Males were more likely to notice bullying in the washroom or change room, in the gym, and in the library or computer room. This has implications for hallway and lunch monitors, teachers, bus drivers, sports instructors/coaches, librarians, and computer technicians.

TABLE 14: LOCATIONS WHERE STUDENTS NOTICE BULLYING BY GENDER

	Wave I		Wave II	
	Male	Female	Male	Female
School Ground Area	68%	71%	63%	62%
Hallway or Eating Area	53%	62%	44%	54%
Washroom or Change Room	38%	37%	38%	33%
Classroom	31%	40%	33%	36%
Gym	30%	29%	27%	23%
To and From School or On the Bus	12%	20%	19%	22%
Library or Computer Room	8%	6%	8%	6%

Similarly, there were only some minor variations by grade with respect to the locations that students noticed bullying occurring in school. Of note, bullying appears to be noticed more by those in Grade 8 in all the listed locations, with the exceptions of the school ground area in Wave I and the library or computer room in Wave II (see Table 15).

TABLE 15: LOCATIONS WHERE STUDENTS NOTICE BULLYING BY GRADE

	Wave I			Wave II		
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
School Ground Area	68%	73%	68%	60%	64%	65%
Hallway or Eating Area	51%	61%	66%	41%	51%	59%
Washroom or Change Room	35%	39%	42%	32%	35%	42%
Classroom	35%	34%	43%	28%	37%	39%
Gym	29%	27%	35%	23%	26%	28%
To and From School or On the Bus	13%	18%	20%	19%	21%	21%
Library or Computer Room	7%	7%	10%	6%	8%	7%

When students were asked what they did the last time they saw or heard another student being bullied at school, in Wave I, 16% indicated that they had never seen or heard of another student being bullied at school. In line with the overall findings of being a victim of bullying or participating in bullying behaviour at school, the proportion of students in Wave II who reported not seeing or hearing any bullying at school increased to 27%.

When comparing the responses from the two Waves for what students did the last time they noticed someone being bullied at school, there did seem to be some minor ‘improvement’ in the appropriateness of their actions (see Table 16). For example, a slightly larger proportion of students from Wave II reported that they got someone to help stop the bullying (39 per cent compared to 37 per cent). Similarly, a somewhat larger proportion of students from Wave II (36 per cent) told an adult at school about the bullying compared to Wave I (30 per cent). Moreover, a slightly smaller proportion of Wave II students (34 per cent) reported doing nothing compared to Wave I students (36 per cent). Similarly, a smaller proportion of Wave II students (14 per cent) reported that they watched the bullying compared to Wave I students (17 per cent). Of note, even two years later, only a tiny proportion of students in Wave II reported the bullying on-line (3 per cent), which was approximately the same proportion as in Wave I. Given this, while there was a slight increase in appropriate responses, more still needs to be done to ensure that students understand and respond appropriately to seeing or hearing others being bullied.

TABLE 16: WHAT STUDENTS DID THE LAST TIME THEY SAW OR HEARD A STUDENT BULLIED AT SCHOOL

	Wave I	Wave II
I Got Someone to Help Stop It	37%	39%
I Told Another Student	35%	36%
I Told an Adult at School	30%	36%
I Did Nothing	36%	34%
I Told My Parent(s)	27%	28%
I Watched	17%	14%
I Told an Adult Outside of School	8%	13%
I Reported It On-Line	2%	3%
I Joined In	3%	2%

When comparing the different responses to seeing or hearing bullying by gender, it appears that females in both Wave I and Wave II were more proactive in their responses than their male counterparts (see Table 17). In effect, males from both Waves were more likely than females to do nothing or to watch the bullying; however, these differences were not statistically significant.

TABLE 17: WHAT STUDENTS DID THE LAST TIME THEY SAW OR HEARD A STUDENT BULLIED AT SCHOOL BY GENDER – WAVE II

	Wave I		Wave II	
	Male	Female	Male	Female
I Got Someone to Help Stop It	25%	30%	21%	29%
I Told Another Student	19%	33%	21%	26%
I Told an Adult at School	17%	27%	19%	27%
I Did Nothing	31%	24%	25%	20%
I Told My Parent(s)	14%	26%	13%	24%
I Watched	12%	11%	10%	8%
I Told an Adult Outside of School	5%	7%	8%	9%
I Reported It On-Line	2%	2%	2%	2%
I Joined In	2%	2%	2%	1%

When considering the responses to seeing or hearing bullying by grade from both Waves of data, students in Grade 8 were more likely to do nothing when compared to those in Grade 6 or Grade 7. As well, Grade 8 students were more likely to watch, but only among students in Wave II (see Table 18). Students from Grade 8 were also generally less likely to get someone to help stop the bullying, tell an adult at the school, or tell a parent in both Waves. Moreover, students in Grade 6 were much less likely to do nothing and more likely to get someone to help stop the bullying and tell an adult, especially in Wave I. Considering these general patterns, the findings from Wave I were very similar to Wave II with respect to how students from specific grades responded to the last bullying event they saw or heard at school. However, broadly speaking, students in Wave II tended to be more proactive in their response when compared to similar grades in Wave I. Still, it is important to keep in mind that, for Wave I, the response with the largest proportion of students for Grades 7 and 8 was ‘I did nothing’, which was also the case for those in Grade 8 for Wave II. While adults often rely on youth to report bullying, youth are increasingly unwilling to report bullying to adults as they reach higher grades (Hymel and Swearer, 2015) due to fear that adults will respond in ways that leave students with negative repercussions (Oliver and Candappa, 2007). Students may also become more cynical over the years, depending on the quality of relationships that are formed with school adults over the years (Hymel and Swearer, 2015). However, some encouraging research by Cortes and Kochenderfer-Ladd (2014) found that students were more willing to report incidents of bullying to teachers when teachers responded in proactive ways by including parents and/or separating the students involved in the conflict, rather than punishing the one doing the bullying since students believed this would lead to retaliation or ridicule. Abbotsford middle school students in this study, which are highlighted below in this report, echoed similar comments.

TABLE 18: WHAT STUDENTS DID THE LAST TIME THEY SAW OR HEARD A STUDENT BULLIED AT SCHOOL BY GRADE

	Wave I			Wave II		
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
I Got Someone to Help Stop It	32%	27%	22%	23%	30%	24%
I Told Another Student	25%	26%	28%	18%	25%	28%
I Told an Adult at School	26%	22%	17%	26%	25%	19%
I Did Nothing	19%	30%	35%	16%	21%	31%
I Told My Parent(s)	21%	21%	19%	20%	17%	17%
I Watched	12%	12%	12%	8%	8%	13%
I Told an Adult Outside of School	5%	6%	8%	8%	8%	8%
I Reported It On-Line	2%	2%	2%	2%	2%	2%
I Joined In	1%	2%	3%	1%	1%	2%

Of particular interest were the reasons that students provided for why they chose to do nothing when they saw or heard of a student being bullied. Given all the work that schools have done to educate students about bullying and how to respond to it, it was surprising to find that nearly half of those who did nothing in Wave I (48 per cent) and a slight majority of students from Wave II (52 per cent) indicated they did not know what to do or who to talk to (see Table 19). It is equally concerning that a large proportion of students from Wave I (42 per cent) and Wave II (38 per cent) reported fear of being bullied themselves if they did anything in response to seeing or hearing of someone else bullied. Similarly, it is troubling that nearly one-quarter of those in Wave II (23 per cent) reported that they felt nobody would do anything or that the problem would get worse if they intervened in some way (25 per cent – Wave I; 22 per cent – Wave II). Of significant concern was also the proportion of students in Waves I and II who stated that they either did not care what was going on or felt that the person being bullied deserved it. This further suggests that greater emphasis on training for all adults in the school could occur to create a more responsive and safe school environment.

TABLE 19: WHY STUDENTS DID NOTHING IN RESPONSE TO SEEING OR HEARING SOMEONE BEING BULLIED AT SCHOOL

	Wave I	Wave II
I Didn't Know What to do or Who to Talk To	48%	52%
I Didn't Want to be Bullied Myself	42%	38%
I Didn't Want to be a Snitch	35%	42%
I Didn't Care What Was Going On	25%	21%
If I Told an Adult at School, the Problem Would Get Worse	25%	22%
Nobody Would Do Anything Even If I Told Someone	21%	23%
I was Afraid or Felt Threatened	19%	18%
The Person Being Bullied Deserved It	16%	12%

When analysing why students did not do anything in response to seeing or hearing an instance of bullying, there were some important differences by gender (see Table 20). The only response

category that had a majority of either males or females in either Wave of data collection dealt with the issue of not knowing what to do or who to talk to. Alarming, while a slight majority of females in Wave I (54 per cent) indicated they did not know what to do or who to talk to, this proportion increased to 71% of females in Wave II. Of note, while the proportion was smaller for males in both Waves, this was also a leading explanation for males. Importantly, a statistically significant larger proportion of males in Waves I and II indicated that they did not care about what was going on when compared to females. Positively, although more for females than for males, there was a reduction in Wave II from Wave I in the proportion of students who did not do anything because they felt the person being bullied deserved it. Still, not wanting to be seen as a snitch remained a substantial concern for both males and females in both Waves. The data from Wave I and II points to differences between the genders in their decisions to do nothing in the face of bullying. This information suggests that different motivational strategies may be necessary to encourage males and females to respond appropriately to instances of bullying. These findings also indicate that it is important for schools to develop ways for the adults in the school to encourage an inclusive culture of reporting and learning for students who feel that they do not have any other means to resolve interpersonal conflict.

TABLE 20: WHY STUDENTS DID NOTHING IN RESPONSE TO SOMEONE BEING BULLIED BY GENDER

	Wave I		Wave II	
	Male	Female	Male	Female
I Didn't Care What Was Going On	30%	16%	26%	13%
I Didn't Want to be Bullied Myself	41%	45%	41%	35%
I Didn't Know What to do or Who to Talk To	44%	54%	40%	71%
I was Afraid or Felt Threatened	19%	19%	12%	26%
The Person Being Bullied Deserved It	16%	13%	15%	9%
Nobody Would Do Anything Even If I Told Someone	19%	25%	17%	33%
If I Told an Adult at School, the Problem Would Get Worse	20%	31%	15%	32%
I Didn't Want to be a Snitch	31%	40%	41%	43%

Again, when considering the data by grade, there were some important differences. With respect to the key issue of not caring about the bullying, the proportion of students who provided this as an explanation increased with school grade in Wave I and was at its highest among students in Grade 8 in Wave II (see Table 21). It is possible that this response was linked to the issue of not wanting to be bullied as slightly more than one-third to nearly one-half of those in Wave II stated that they did nothing because they did not want to be bullied themselves. In effect, it is possible that a defence mechanism to avoid being bullied is not caring or responding when someone else is being bullied. This might explain the larger proportion of those in Grade 6 who stated they did nothing to perhaps avoid being bullied and the larger proportion of Grade 8 students who stated they did not care. This suggests that there is a proportion of students who are unaware or have an ineffective form of problem solving or conflict resolution skills. This might also help explain two other interesting findings.

First, in both Waves, a larger proportion of students in Grade 8 stated that the victim deserved the bullying when compared to those in Grade 6. This might suggest that some students lack empathy or have not necessarily bonded sufficiently with their peers or that there is a general unwillingness among adults to intervene when conflict is evident between students. Second, a large proportion of students in all grades and in both Waves indicated that they did not want to be a snitch. This might indicate that students do not trust adults to protect them if they come forward with information about bullying. This finding might also indicate that even if a student knows what to do or who to talk to, it might not be the best option due to past experiences or hearing about a bad experience from peers who reported in the past. Again, it is concerning that approximately half of the sample from each grade and each Wave responded that they did not know what to do or whom they should approach for a conversation. For this reason, schools are advised to independently review the contents of their training to ensure that students and staff are receiving information and appropriate training regarding how to respond to bullying or other forms of conflict. This is of central importance given that previous research (Beaudoin and Roberge, 2014), as well as the current study, confirmed the prevalence of students who witnessed bullying or unkind behaviour without intervening. In the same way that students can reinforce the aggressor by standing by during an incident of bullying, students can also play an important role by giving power to the victim through intervening during a bullying incident (Hymel and Swearer, 2015). Indeed research has also indicated that when students learn to intervene on behalf of their peers, there is an increased likelihood that the bullying behaviour will discontinue (Hymel and Swearer, 2015). Adults can help students navigate their lived school experience by mentoring them to respond in socially responsible ways.

TABLE 21: WHY STUDENTS DID NOTHING IN RESPONSE TO SOMEONE BEING BULLIED BY GRADE

	Wave I			Wave II		
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
I Didn't Care What Was Going On	15%	20%	35%	20%	12%	27%
I Didn't Want to be Bullied Myself	53%	38%	38%	43%	36%	37%
I Didn't Know What to do or Who to Talk To	50%	46%	48%	54%	52%	51%
I was Afraid or Felt Threatened	19%	17%	19%	21%	17%	16%
The Person Being Bullied Deserved It	8%	13%	22%	11%	8%	16%
Nobody Would Do Anything Even If I Told Someone	21%	16%	27%	26%	25%	21%
If I Told an Adult at School, the Problem Would Get Worse	21%	29%	24%	25%	30%	15%
I Didn't Want to be a Snitch	30%	37%	38%	37%	45%	42%

Student Response to their Most Recent Experience with Being Bullied

Students were asked to think about all the different ways they responded to their most recent experience of being bullied, if they had been bullied in the last academic year. It is important to note that students were asked to indicate all of the ways they responded, so the responses provided were not mutually exclusive. In both Waves of data, nearly a majority of students indicated that they stood up to the person or people bullying them (see Table 22).⁶ In terms of telling someone about the incident, approximately one-third of students in both Waves reported that they told a parent and/or told another student about the incident. Reporting the incident to an online source, telling an adult outside of school, or avoiding school were very uncommon responses for students in both Waves. In terms of other types of responses, more than one-third of students in both Waves (39 per cent) indicated that they did nothing in response to being bullied, while approximately one-quarter to one-fifth of students (27 per cent – Wave I; 22 per cent – Wave II) reported that they got back at the bully in some way at a later date. These results indicated that students would likely benefit from more support in dealing more pro-actively as a victim of bullying.

TABLE 22: HOW STUDENTS RESPONDED THE LAST TIME THEY WERE BULLIED AT SCHOOL

	Wave I	Wave II
I Stood Up to the Person(s)	44%	42%
I Did Nothing	39%	39%
I Told Another Student	38%	37%
I Told My Parent(s)	30%	36%
I Told an Adult at the School	16%	22%
I Got Back at the Person(s) Later	27%	22%
I Told an Adult Outside the School	3%	10%
I Did Not Go to School for One or More Days	5%	7%
I Reported It to an Online Source	2%	4%

There were some interesting distinctions in how male and female students responded to their most recent bullying experiences within and across the two Waves (see Table 23), which suggests that programs designed to encourage students to respond and to respond with greater capability toward their bullying experiences may need to consider gender and power differences. More specifically, between Waves, there were only small differences in the proportion of males and females who stood up for themselves, told an adult at school, or reported the bullying to an online source. Moreover, there were similarities in the proportion of students in both Waves that did nothing about being bullied. The patterns within each Wave were similar; namely that a greater proportion of males stood

⁶ It was not possible for the researchers to determine whether this response took the form of combative or assertive behaviour.

up to their tormentor and got back at them later, while a greater proportion of females did nothing, told another student parent, or adult at school, and/or did not go back to school for one or more days.

TABLE 23: HOW STUDENTS RESPONDED TO THE MOST RECENT TIME THEY WERE BULLIED AT SCHOOL BY GENDER

	Wave I		Wave II	
	Male	Female	Male	Female
I Stood Up to the Person(s)	51%	45%	51%	41%
I Did Nothing	22%	32%	25%	31%
I Told Another Student	24%	47%	31%	42%
I Told My Parent(s)	28%	44%	34%	47%
I Told an Adult at the School	25%	30%	27%	34%
I Got Back at the Person(s) Later	22%	13%	17%	10%
I Told an Adult Outside the School	6%	9%	10%	11%
I Did Not Go to School for One or More Days	1%	8%	3%	10%
I Reported It to an Online Source	2%	3%	3%	2%

There were minor differences across school grades for how students reacted to being bullied (see Table 24). For example, in both Waves, a greater proportion of students in Grade 6 did nothing in response to the last time they were bullied, and, while in Wave I, the higher the grade, the larger the proportion of students who stood up to the bully, this was not the case in Wave II, where the proportions were basically the same. It is also worth noting that in both Waves, the higher the grade, the less likely the student was to tell a parent or tell an adult at school about the bullying.

TABLE 24: HOW STUDENTS RESPONDED TO THE MOST RECENT TIME THEY WERE BULLIED AT SCHOOL BY GRADE

	Wave I			Wave II		
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
I Stood Up to the Person(s)	44%	44%	55%	46%	46%	45%
I Did Nothing	23%	31%	29%	23%	29%	33%
I Told Another Student	36%	38%	39%	34%	40%	35%
I Told My Parent(s)	42%	36%	33%	44%	44%	35%
I Told an Adult at the School	31%	30%	21%	38%	31%	23%
I Got Back at the Person(s) Later	17%	13%	20%	13%	10%	18%
I Told an Adult Outside the School	8%	6%	10%	12%	13%	8%
I Did Not Go to School for One or More Days	2%	6%	8%	7%	7%	8%
I Reported It to an Online Source	2%	2%	4%	3%	2%	3%

If a student reported that they did nothing in response to their most recent experience of being bullied (Wave I = 14 per cent; Wave II = 15 per cent), they were asked why they acted the way they did. As demonstrated in Table 25, there are a number of important concerns for school

administrators and counsellors regarding why their students did nothing when last bullied. In both Waves I and II of the project, nearly two-thirds of students who were bullied and did nothing about it indicated they did not know what to do or who to talk to. This suggests that more education should be provided to students specifically about what resources are available in school and the community to assist those who are victims of bullying. Moreover, approximately half of the students from Wave I and II who did nothing about being bullied stated that they were afraid that doing something would make the bullying worse, and approximately one-third did nothing because they were afraid or felt threatened and/or that telling an adult at the school might make the problem worse. It is also critically important to address the issue that approximately one-fifth of those in Wave I and one-third of those in Wave II believed that they were bullied because of something that they had done. Another area to be addressed was the finding that more than one-third of those in Wave I (34 per cent) and Wave II (41 per cent) did nothing in response to being bullied because they did not want to be a snitch. These reasons for students' inaction may suggest that students feel a sense of isolation, become caught in a cycle of aggression and retaliation, or lack the social skills and friendship groups that enable them to maximize their potential in a joyful and supportive social and productive learning environment.

TABLE 25: WHY STUDENTS DID NOTHING IN RESPONSE TO BEING BULLIED

	Wave I	Wave II
I didn't Know What to Do or Who To Talk To	60%	62%
I was Afraid the Bullying Would Get Worse	48%	51%
I was Afraid or Felt Threatened	33%	32%
If I Told an Adult at School, the Problem Could Get Worse	34%	39%
I Didn't Want to be a Snitch	34%	41%
Nobody Would Do Anything About It	33%	31%
I Deserved It	23%	31%

There were some minor gender differences in why a student did nothing in response to the last time they were bullied. For example, there was a reduction in the proportion of females who felt that they either did not know what to do or who to talk to about their bullying experience in Wave II from Wave I, but there was a similar increase in the proportion of males who felt that they did not know what to do or who to talk to from Wave I to Wave II. Similarly, there was a slight increase in the proportion of males in Wave II (49 per cent) compared to Wave I (40 per cent) who felt that the bullying would get worse if they attempted to do something about being bullied. There was also an increase in both genders in Wave II compared to Wave I of students who were afraid or threatened into not doing anything about their last bullying experience, and there was a substantial increase in the proportion of males in Wave II (37 per cent) compared to Wave I (23 per cent) who were concerned that if they told an adult at school about being bullied that the problem could get worse. Finally, there was a large proportion of both genders from both Waves who felt that they deserved to be bullied, which requires serious attention from schools and others to understand and address.

TABLE 26: WHY STUDENTS DID NOTHING IN RESPONSE TO BEING BULLIED BY GENDER

	Wave I		Wave II	
	Male	Female	Male	Female
I didn't Know What to Do or Who To Talk To	48%	64%	56%	58%
I was Afraid the Bullying Would Get Worse	40%	50%	49%	51%
I was Afraid or Felt Threatened	18%	39%	33%	45%
If I Told an Adult at School, the Problem Could Get Worse	23%	38%	37%	36%
I Didn't Want to be a Snitch	43%	31%	42%	38%
Nobody Would Do Anything About It	23%	38%	32%	37%
I Deserved It	20%	25%	21%	31%

There was no discernible grade pattern when considering why students responded to their most recent bullying event, either within Waves or across Waves (see Table 27). Of note, while still a majority of students in each grade in Wave II did not know what to do or who to talk to about their most recent bullying experience, with the exception of those in Grade 6, the proportion of students was smaller in Wave II than Wave I. It was equally surprising that in both Waves, those in Grade 7 were more likely than those in the other grades to feel afraid or threatened. Of note, while the proportions were slightly different, the top two reasons for why students did nothing in both Waves were due to not knowing what to do or who to talk to and being afraid that the bullying would get worse. This provides a clear direction to inform school-based strategies for those who experience bullying. It is also important to address the large proportion of students in Wave II who felt that nobody would do anything about the bullying or that they did not want to be viewed as a snitch by other students since a student's likelihood to report may be linked to school climate. In terms of how student reports of bullying are managed, given this is primarily the responsibility of the school, effective partnerships with external agencies, such as ARJAA, are rare, and can be instrumental in assisting with student concerns and delivering training to support teachers, administrators, monitors and other associated school staff, and parents.

TABLE 27: WHY STUDENTS DID NOTHING IN RESPONSE TO BEING BULLIED BY GRADE

	Wave I			Wave II		
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
I didn't Know What to Do or Who To Talk To	52%	65%	62%	58%	52%	59%
I was Afraid the Bullying Would Get Worse	43%	50%	49%	55%	50%	46%
I was Afraid or Felt Threatened	35%	34%	28%	36%	45%	37%
If I Told an Adult at School, the Problem Could Get Worse	32%	26%	49%	26%	45%	36%
I Didn't Want to be a Snitch	36%	24%	46%	40%	39%	40%
Nobody Would Do Anything About It	34%	27%	41%	27%	40%	34%
I Deserved It	18%	23%	31%	16%	37%	25%

In Wave I, it is interesting to note that of those who reported being bullied at school, approximately one-third (34 per cent) of those students also reported bullying others. By comparison, in Wave II, this proportion decreased to slightly more than one-fourth of students (27 per cent). While there was a minor gender distinction in the proportion of students who were both victims and perpetrators of bullying for Wave I, a slightly larger proportion of males (37 per cent) compared to females (32 per cent) reported this in Wave II. Specifically, while 22% of females reported both bullying someone at school and being bullied at school, this proportion increased to 32% of males in Wave II. Given that males use more face-to-face forms of bullying and may be more likely to 'duke it out' verbally or physically in an attempt to settle a dispute, the use of retaliation using verbal or physical forms of bullying are also relatively easy to engage in and get away with. This is substantiated in the report's earlier findings indicating that males reported using retaliation or 'getting back at their aggressors later' as dominant responses to being bullied by others.

As expected, this phenomenon also varied by grade. In Wave I, approximately one-quarter (26 per cent) of students in Grade 6 who had been bullied indicated that they had participated in bullying behaviour. This proportion increased to 40% among those in Grade 7, but dropped slightly to 37% among Grade 8 students. In Wave II, 27% of Grade 6 students reported both being bullied and bullying others. This proportion dropped slightly among those in Grade 7 (25 per cent), but rose to 31% for those in Grade 8. When considering the methodology of this study, those in Grade 6 in Wave I would be well represented in the Grade 8 students in Wave II. Therefore, it was somewhat surprising to find a slightly greater proportion of Wave II Grade 8 students (31 per cent) who stated they were both bullied and bullied others than found among the Grade 6 Wave I students (26 per cent).

There were also important ethnic differences within and across the two Waves of data collection. As demonstrated in Table 28, while the sample sizes were very small in most cases, in Wave I, nearly three-quarters of Arab/West Asian (71 per cent) and Black (70 per cent) students who were bullied also engaged in bullying others, but these proportions were substantially reduced by Wave II. In Wave II, 27% of Arab/West Asian and 41% of Black students were both bullied and bullied others. In fact, there were major reductions among students of Black, Asian, Arab/West Asian, and Latin American descent. The only ethnicity with an increase in the proportion of students who were both bullied and bullied others between Wave I and II were South East Asian students (30 per cent - Wave I; 42 per cent - Wave II).

TABLE 28: PROPORTION OF THOSE WHO WERE BULLIED WHO ALSO ENGAGED IN BULLYING BEHAVIOUR AGAINST OTHERS BY ETHNICITY

	Wave I	Wave II
South East Asian	30%	42%
Black	70%	41%
Native, First Nations, Inuit, or Metis	43%	36%
Asian	53%	32%
South Asian	35%	30%
Arab/West Asian	71%	27%
White/Caucasian	33%	25%
Other	38%	25%
Latin American	46%	19%

In considering all of the findings related to those who were both the victims and the perpetrators of bullying behaviours, it is important to recognize that the data was not collected sequentially. In other words, while the data suggested that in Wave I approximately one-third and slightly more than one-quarter in Wave II of those who were bullied also engaged in bullying behaviour against others, it is not known what proportion of those students had been bullied first prior to bullying others or had engaged in bullying behaviour prior to being bullied themselves. As such, it is difficult to make any judgement about the degree to which being bullied increased or decreased one's risk of engaging in bullying behaviour or in which direction a cycle of bullying occurred. The 2013 AHS identified that students who were teased, excluded, or physically assaulted were more likely to retaliate against others than those who were not (Smith, Stewart, Poon, Peled, Saewyc, & McCreary Centre Society (2014). However, when students are both the victim and participant in bullying, they may be engaged in a survival strategy in the absence of social skills and supportive peers or adults at school to help them navigate in times of trouble. The literature offers further insight into this dynamic.

Two general classifications of the 'bully victim' typology has been identified. First, the more traditional understanding of a bully victim involves the socially marginalized student who exhibits characteristics such as hyperactivity, greater peer rejection, academic difficulties, impulsivity, and more harsh and stressful home environments (Schwartz, Proctor, & Chien, 2001; cited in Hymel and Swearer, 2015). This classification of bully victim is also more likely to be bullied with greater intensity than others, including multiple forms of bullying, such as negative comments based on race and colour, being hit, kicked, or physically assaulted, and to have money or other personal possessions taken (Dulmus, Sowers, & Theriot, 2006). These students are also more likely to be unpopular and have few supportive friends (Unnever, 2005). While this group represented a relatively small yet important proportion of students (Dulmus, Sowers, & Theriot, 2006), in contrast, a more recent and distinct classification of the 'bully victim' typology involves a much more socially integrated student who gains power through their high level of social intelligence and peer group status (Farmer et al. 2010). Regarding this bully victim type, school adults are often less able to recognize or willing to respond to their bullying behaviour because they are more socially popular among students and adults. The student in this second typology may also be less motivated to change

their behaviour, especially if their bullying behaviour has helped them maintain their peer group status and social power (Hymel and Swearer, 2015). This has implications for addressing bullying behaviour and reports of bullying fairly and effectively.

In the current study, South East Asian students, followed by Black and Aboriginal students, reported an increase in the proportion of students who were 'bully victims'. These ethnic groupings represent visible minorities in the Abbotsford SD and suggests that many bully victims within these groups are more vulnerable to discrimination, bullying, and harassment due to belonging to a socially marginalized demographic group. Thus, it is estimated that a larger proportion of South East Asian, Black, and Aboriginal students, compared to Caucasian students, for example, find themselves caught in a vicious cycle of reacting aggressively to their tormentors that, in turn, promotes their further maltreatment (Dulmus, Sowers, & Theriot, 2006). In order for schools to mitigate these situations and prevent them from spiraling into more serious threats, early recognition of direct and indirect forms of aggression are important to recognize immediately to ensure that vulnerable students are not left to fend for themselves, experience declining academic, health, and developmental outcomes, or pose further risk to the school as a result of inaction. Working on a case-by-case basis and providing social skills training and awareness building are important elements in creating a caring school ethos.

Sense of Safety and Relationships with Others at School

Respondents were asked a series of questions pertaining to their sense of safety at school and the nature of their relationships with students and other adults at school.⁷ The response categories were 'not sure', 'never', 'sometimes', 'usually', and 'always'. The analysis compared the proportion of students who selected 'usually' or 'always' to a number of questions by whether the student had been bullied at least once at school during their last school year (2012 for Wave I and 2014 for Wave II).

As demonstrated in Table 29, while there were very similar patterns when comparing Wave I to Wave II, there were some substantial differences between those who have been and those who have not been bullied within each wave. For example, on the issue of feeling safe at school, nearly all of those who had not been bullied in both Waves (Wave I = 95 per cent; Wave II = 93 per cent) indicated that they usually or always felt safe at school; however, of those who had been bullied, less than three-quarters in both Waves (Wave I = 73 per cent; Wave II = 70 per cent) felt safe at school. When asked if they liked school, while neither those who had and those who had not been bullied had a particularly favourable view of school, a smaller proportion of those who had been bullied from both Waves reported liking school either usually or always. In addition, while less than three-quarters of those who had (69 per cent) and had not (72 per cent) been bullied in Wave I, and two-thirds of those who had been bullied and 77% of those who had not been bullied in Wave II felt that the adults at school were interested in how students were doing. A much smaller proportion of students who had

⁷ See Appendix A for the survey.

been bullied in both Waves indicated that teachers cared about them compared to those who had not been bullied. Again, a smaller proportion of those who had been bullied (approximately 70 per cent in each Wave) felt that adults in the school usually or always took action against bullying compared to those who were not bullied (approximately 83 per cent). Perhaps related to this finding, a minority (44 per cent) of those who had been bullied from both Waves indicated that students usually or always cared about each other compared to approximately two-thirds among those who had not been bullied from both Waves. Importantly, only a small majority of those who had been bullied in both Waves (approximately 56 per cent) felt that they were usually or always treated with the same respect as other students in the school. This was a substantial difference from those who had not been bullied from both Waves (approximately 83 per cent). Given the findings presented in Table 29, it is very clear that there are numerous negative social and school effects associated with being bullied in terms of students' perceptions about their safety and level of caring in their school community. It is well known that the quality of the school climate has a large effect on the social and academic performance and personal well-being of students. The subjective experiences of students provides important insights into what schools can do to support student success.

TABLE 29: PROPORTION OF STUDENTS RESPONDING 'USUALLY' OR 'ALWAYS' BY WHETHER THEY HAD BEEN BULLIED AT LEAST ONCE AT SCHOOL IN THE PAST SCHOOL YEAR

	Wave I		Wave II	
	Bullied (n = 527)	Not Bullied (n = 499)	Bullied (n = 682)	Not Bullied (n = 1,083)
I feel safe at school	73%	95%	70%	93%
I understand the expectations for behaviour at my school	93%	95%	92%	96%
Adults at school are interested in how students are doing	69%	72%	66%	77%
There is at least one adult at school I can trust	65%	75%	63%	78%
At my school, I am learning to resolve conflicts in peaceful ways	61%	72%	64%	76%
My teachers care about me	72%	85%	70%	84%
Adults in my school take action against bullying	69%	82%	70%	84%
I like school	53%	68%	51%	66%
I am treated with the same respect as other students	57%	83%	55%	82%
Students at my school care about each other	44%	66%	44%	69%
I have at least one good friend at school that I can count on	87%	95%	86%	95%

Student Suggestions

Students were asked to provide up to three suggestions for what schools could do to prevent bullying in schools. An analysis of these suggestions revealed considerable insight into the issue of bullying in schools. While there were similarities in the responses as found in Wave I, an additional tone related to student empowerment was noted within the educational theme. The four broad categories consisted of creating a more caring school environment, increasing adult presence in schools, taking action and intervening to instances of bullying more effectively, and further education.

Regarding a more caring school environment, students frequently referred to teachers as important resources in schools, but wished that they were more “reachable” or “available”. More specifically, many students desired to have a better relationship with teachers to discuss matters of importance to them. Ideally, students wanted this to be an on-going and fluid process, and, when appropriate, done in private if the conversation was of a more sensitive nature. Some students also felt that adults could treat them with greater respect by being more accepting of students from diverse backgrounds and family situations in order to reduce discrimination. Students also felt that adults at school should pay more attention to the school’s social dynamic. More specifically, students suggested that teachers should pay more attention to shy and vulnerable students, including those who appear to have no or few friends. Moreover, it was suggested that adults make more of an effort to involve vulnerable students in fun activities, have conversations with them, and assist them to establish friendships among peers. Students were also looking for adults to uphold clear behavioural expectations and to couple this with sufficient monitoring and support to help students succeed both socially and academically.

Many students also felt that their school should have at least one caring adult available for students to turn to whenever they had a problem. Having a private, but accessible “safe space” was seen as necessary to provide students with a location to talk about their experiences and receive follow up with a caring adult. Realizing that some students were more vulnerable to victimization, students suggested that schools might provide anxious students with an immediate way to notify a caring adult that they were in distress.

Students also identified various teaching practices that contributed to students’ vulnerability or bullying. According to students, the follow list constitutes practices to avoid because they lead to risky learning environments:

- Leaving classrooms unattended;
- Showing favoritism;
- Pairing vulnerable students with partners who may be unkind;
- Letting students choose team members or partners, rather than using a numbering system to ensure no one is left out
- Ignoring when disrespectful behaviour occurs;
- Making fun of someone, especially in front of others; and
- Putting students together with negative histories

Regarding the second theme of increasing adult presence in schools, a large proportion of students wanted to see more adults providing better quality of supervision throughout the day, especially during breaks, lunchtime, and at other unstructured times during the school day. Students felt that better monitoring was needed in common spaces, such as hallways, school grounds, lunch areas, and classrooms. Some students saw themselves able to assist as monitors as well. Interestingly, to increase a surveillance aspect in schools, a surprising number of students suggested using hidden cameras, employing bodyguards, or using secret spies to act as informants. This is because many

students felt that adults were unaware of what was occurring during non-classroom time and emphasized that adults needed to be much more attentive and aware. In particular, students wanted adults to understand what was happening at school, specifically who was bullying who, how it occurred, and how student groups were configured so that responses to bullying could be better targeted and integrated within school.

Regarding the third theme of taking action and intervening more effectively, many students lamented that, while adults at school may be talking about bullying, too little is being done to actually try and stop it from happening. Students also felt that the current disciplinary strategies used to respond to bullying behaviour by the school were largely ineffective. One set of strategies offered by students was to respond to aggression early, “even if just a shove”, to avoid problems getting out of control. Student reported that small problems, if dealt with immediately and appropriately, could provide insight into larger, but less visible, problems in the school context. Another suggestion was to use stricter forms of discipline. However, this was tempered with a caution for schools to avoid the over-use of harsh punishment, including expelling or suspending students. Even though this was seen to be helpful in severe or extreme cases, students also said that people who bully might have something going on in their lives that they need help with, including perhaps needing special therapy or other forms of support and monitoring. Students also wanted adults to listen more carefully to what students told them so that all sides of a story could be taken into consideration, rather than jumping too early to a misguided response.

With respect to further education and student empowerment, students recommended various opportunities for their personal development. Many students agreed that they were a contributor to the bullying problem. They saw themselves as instigators of unkind behaviour, while also being complicit as bystanders and failing to help victimized peers. Students seemed willing to receive training to increase their social skills, to learn what to do when bullying occurs, whom to turn to when help is needed, and to gain confidence in the process of reporting bullying. On the issue of current programming in their schools, students felt that the use of mediation sessions and circle discussions provided valuable opportunities for students to talk about their issues in a safe environment. Various students specifically referred to ARJAA staff and the value that their work in schools through circles of support and conflict resolution. Some students also wanted more structured events to increase positive school experiences and to promote socializing and bonding with peers and school adults. They felt this could occur through assemblies using special guest speakers and by creating more interesting and inclusive activities for students to take part in. Others hoped for new clubs or support groups, but not sports groups, to help students fit in better to the school environment.

Students supported the use of posters as a method of reinforcing key message about respectful behaviour. There were also students who identified the need for anti-discrimination training to de-emphasize a perceived focus on judging others by their social ranking or family issues. In addition to wanting opportunities for personal development, students also emphasized the importance of adults receiving education toward adopting more thoughtful and enjoyable ways of interacting with students.

Finally, some students felt that there was little that could be done to alleviate the problem of bullying in schools. Various reasons for this perception included a sense of inevitability about bullying behaviour, that it was difficult to change someone's personality, that some students were unwilling to stand up for themselves, or because students may be modeling the behaviour they see in adults.. While these suggestions were less frequent, the overriding desire among students was to be part of a school where students and staff could learn together in an environment that was safe, caring, and fun for everyone. .

Conclusion and Recommendations

While there has been an overall reduction in bullying incidents in middle schools, there continues to be a need to work collaboratively among school staff, students, their families, and supporting agencies to create safer social, emotional, and physical environments that support character growth and positive academic outcomes. Schools are encouraged to continue their efforts toward advancing restorative action practices and strengthening the individual school's ethic of care. Various recommendations arising from Wave II data are detailed below based on the outcomes of the 2015 safe school safe student survey data. These recommendations do not negate those made in the 2013 report, as the ones below are intended to respond to the current findings, many of which support and augment the 2013 recommendations.

1. Ensure that bullying policies and reporting procedures are clearly defined and understood by all members of the school community (students, all school staff, parents, volunteers).

It is recommended that schools independently review the contents of their bullying prevention efforts to ensure that education about bullying and responding to reports of bullying also include information for students, staff (principles, teachers, office staff, monitors, bus drivers), and parents so that everyone knows what to do and who to turn to if someone experiences or witnesses bullying. Alarming, both waves of data reflected a high proportion of students (as high as 71% of females) who reported they did not know what to do or who to talk to regarding bullying behaviour. Educating the school community about the procedures should go beyond simply posting them in student handbooks, on the website, or talking about them at an assembly. It is recommended that schools actively engage everyone in knowing how to apply these policies under various conditions. Simple reporting procedures should be taught early and throughout the school year so that students remember and that staff are available to properly address bullying concerns as they arise. Given that ARJAA already provides restorative action support services to the school district, and because students have indicated the value in this activity, it is recommended that ARJAA reinforce behavioural school policies in their training modules and interventions, as appropriate.

2. Build capacity among adults to respond effectively to reports of bullying.

Work with students and staff to encourage the reporting of bullying and aggression when children do not feel safe or comfortable standing up to those who bully. This should go hand in hand with examining and eradicating school factors that inhibit “telling” behaviour. Many students reported concerns about reporting bullying and conflict for fear that their problems could get worse. They also feared that they would not be listened to, believed, or felt they may experience too much negative backlash because of improperly handled responses by adults if they were to report. To encourage a culture of ‘telling’, adults can learn how to listen more carefully to what students are saying and to take students seriously. Students want teachers to watch for bullying and to respond with firm and fair action when it occurs. They also want adults to respect confidentiality and to treat information they share appropriately, and, when suitable, to collaborate with students on solutions. Students also want adults to understand their social environment and to gain an understanding for the social groupings that exist, and how they contribute to the victimization of others. Students hope that teachers will become more intentional about peer clusters that exist, including the leaders within these groupings, and to recognize the many ways that ‘popular kids’ can influence situations in ways that victimize others. Finally, students hope that teachers can apply their knowledge of the social environment to the management of classrooms to prevent opportunities for bullying (Farmer et al. 2010).

3. Increase the monitoring in bullying hotspot areas.

In order to decrease anti-social behaviour inside and outside of the classroom, it is recommended that schools make a concerted effort to ensure that there is always an attentive and well-trained adult presence in ‘bullying hotspots’, especially during unstructured times of the school day. These staff/monitors should be educated about the school’s bullying protocols, social groupings, bullying dynamics, and be ready to apply them unfailingly and effectively. Areas suggested by both waves of data include school grounds, hallways, eating spaces, washrooms, and change rooms. As students also identified that bullying occurs on the bus to and from school, all school staff, including bus drivers, should be trained in the school’s bullying procedures and effective responses.

4. Increase support for vulnerable students.

Students have indicated that they want more ‘safe spaces’. These areas are intended to increase access and attachment to caring adults and to provide non-judgmental support. Resources of this nature can be multi-faceted and implemented in various forms that include structured extracurricular activities, a wider variety of clubs based on students’ interests, and a ‘safe room’. To permit access to a caring adult for all students, some schools designate a staff person(s) who already has a specific counseling or ‘pastoral’ role in the school (Oliver and Candappa, 2007). Here, in addition to providing an opportunity for the bullied child to tell someone, a trained adult can also coach someone to stand up for themselves and to take steps to act more assertively, while inviting follow-

up to ensure the problem is being dealt with. Considerations for these or other forms of safe spaces should include an awareness of cultural sensitivity, comfort, and privacy as necessary.

5. Foster the internalization of prosocial values among students.

Teachers can help to ingrain pro-social values and behaviours by integrating instructional practices and classroom activities to promote positive interactions and to develop and practice prosocial skills, particularly for vulnerable or less popular students. This recommendation stems from the bullying prevention research (Farmer et al., 2010; Hymel, McClure, Miller, Shumka, & Trach, 2015) and is well supported by SD 34 middle school student who have provided some ideas for what schools should do to prevent bullying. In this study, while victimization from bullying has declined overall since 2013, the 2015 results highlight that verbal bullying has increased among student who reported being bullied. In responding to this trend, school staff are encouraged to be more responsive to the subtle signs of bullying, such as disrespectful body language, aggressive tone, and the content of verbal communication, and to intervene. Meanwhile, in order to increase capacity among adults, teachers can continue to develop their own competencies in areas such as cultural sensitivity, awareness of self and others, maintaining healthy relationships, emotional regulation, and peaceful conflict resolution (Jennings and Greenberg, 2009). Teachers can also become positive role models by building meaningful connections with students, self-monitoring of verbal skills, including language and tone of voice, nonverbal communication skills, such as body language and eye contact, and being more open about their experiences in resolving conflict in pro-social ways. In addition, schools are encouraged to motivate students to engage in positive behaviours to support each other. For example, students can learn to advocate for weaker students. By empowering students to become advocates for one another, students can increase efforts already being made by school staff to support those who are more vulnerable.

6. Include a way for students to have with greater input to the school's behavioural policies and procedures.

The intent of this recommendation is to give administration insight into students' real time perceptions and experiences at school and to create an opportunity to work together as a school community. As students have opportunities to have their voices heard, to become more embedded into the fabric of their schools, and to feel as though their school cares about them, students' level of enjoyment and engagement increases. This recommendation stems from a low and a declining level of school liking. In Wave II, only 44% of students who were bullied reported liking school compared to a relatively low rate of 69% of students who were not bullied. Consultation with this student group should include a broad cross section of students from a variety of backgrounds, such as socio economic, cultural, academic, sexual orientation, and gender, and focus on ways to increase and enhance social bonding among students and staff. In addition, the formation of such a student committee would ideally work throughout the school year under the guidance of a school staff leader

who would champion the voice of students to school administrators. If such a student committee is already in place in a school, efforts can be made to ensure that the integrity of the group's configuration, mandate, and leadership be reviewed to ensure that the student body is well represented. In addition, the results of this current study could ideally be shared with the student body and such a committee could assist in working with the administration to address concerns raised in this report by reaching out to others in the school.

7. Increase disciplinary consistency utilizing restorative approaches.

It is recommended that ARJAA continue to work collaboratively with middle schools to promote wider implementation of restorative action practices among administrators, classroom teachers, school monitors, and support staff. Not only is this partnership in keeping with the BC Ministry of Education's ERASE strategy, but it also supports the provincial social responsibility framework, 21st Century Learning goals, and best practices in bullying prevention. Students have also spoken positively about this practice and style of discipline. As a shift toward a whole school model premised on restorative action occurs, a more caring and respectful school ethos can emerge from promoting a culture of learning from mistakes, rather than relying more exclusively on punitive responses or failing to intervene until problems worsen. To assist adults in this process, external agencies, such as Abbotsford Restorative Justice and Advocacy Association, can provide professional development to assist with integrating restorative classroom practices among teachers or similarly to assist the adoption of more restorative interventions for before school, recess, and lunchtime monitors or other school staff.

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Safe Schools, Safe Students Survey (2015)

For students in GRADES 6-8

The purpose of this survey is to better understand students' experiences related to safety at school. This is your chance to let your school district know how things are going. The information you provide is very valuable to your school community and will be used to understand what students, as a group, are saying. In particular, it will also be used to develop programs that support safe learning environments and student success.

Your participation in this survey is voluntary. Your answers will remain confidential and anonymous. This means that any information you provide will be kept private and your name will not be connected to any of your answers.

Also, this is not an exam and there are no right or wrong answers to the questions. Please understand though that it is important to answer the questions as honestly as possible in all four sections of this survey.

Here's some instructions for the survey:

1. Please do not put your name on this survey.
2. Use a blue or black pen – no pencils or other coloured pens please.
3. Clearly mark your answer using a check mark (✓) in the boxes provided.
4. If you make a mistake, put an “x” through the answer you want to change.
5. Do not talk or look at someone else's survey.
6. Answer each question as per the instructions provided for each section.
7. If you are not comfortable answering a question or if you don't know what it means, just leave it blank.
8. If you prefer not to complete the survey, please turn it face down on the desk.
9. When you have completed the survey, turn it face down on your desk.
10. When everyone has completed the survey, the teacher will collect all surveys and seal them in a large envelope in front of the class. These will then be sent directly to the researchers. School staff, including teachers, will not be reading any survey responses.

To begin the survey, please turn the page.

LOGOS

This survey begins with questions about your experiences of safety and relationships with students and adults who are an important part of your school community.

Please mark your answer with a (✓)

	Not Sure	Never	Some times	Usually	Always
1. I understand the expectations for behaviour at my school.	1%	1%	5%	28%	67%
2. I feel safe at my school.	1%	2%	13%	33%	51%
3. I have opportunities to be involved in my school.	2%	1%	13%	31%	53%
4. I am involved in at least one school club, team, or other non-regular class activity.	4%	17%	20%	20%	40%
5. I have skipped school this year.	6%	83%	9%	1%	1%
6. Adults at my school are interested in how students are doing.	7%	2%	18%	38%	36%
7. When I have problems, there is at least one adult at school I can trust.	7%	7%	13%	21%	52%
8. At my school, I am learning to resolve conflict in peaceful ways.	4%	3%	20%	35%	38%
9. My teachers care about me.	8%	2%	11%	23%	56%
10. Adults in my schools take action against bullying	5%	3%	13%	24%	56%
11. I like school.	2%	10%	27%	33%	29%
12. I am treated with the same respect as other students.	2%	5%	20%	32%	40%
13. Students at my school care about each other.	6%	4%	31%	40%	20%
14. I have at least one good friend at school that I can count on.	2%	2%	4%	10%	83%
15. I have friends from a variety of cultural/racial/ethnic/religious backgrounds.	7%	4%	13%	23%	53%
16. I am learning how to treat people with respect even though they may be different from me.	2%	1%	8%	28%	62%

The 2nd set of questions asks about your experiences of bullying at school.

BULLYING...

*Is when someone:
hurts another person on purpose;
seems more powerful than the person being hurt; and
usually repeats the hurtful behaviour.*

For this survey, we are asking you to think about 4 types of bullying:

Physical Bullying: Hitting, pushing, shoving, kicking, spitting, beating, or trying to hurt another person. It may also involve stealing or damaging something that belongs to someone else.

Verbal Bullying: Name-calling, making fun of someone, telling lies about someone, hurtful forms of teasing, humiliating or threatening someone, or verbally pressuring people to do things they don't want to do.

Social Bullying: Excluding others from the group, spreading rumours or gossip about someone, making fun of people in front of others, or pressuring others to do any of these things.

Cyber or Electronic-Bullying: Doing any of the things listed above through email, text messages, phone calls, Facebook, Twitter, etc.

There are three ways to 'participate' in bullying:

- being bullied,**
- taking part in bullying others, or**
- seeing or hearing about bullying**

Modified from www.erasebullying.ca

LOGOS

17. Since September of this school year, have **you been** bullied by someone at this school?
Please mark your answer with a(✓)

No 63%

Yes 37%

If you answered Yes ...

- | | |
|--|---------|
| a. How many of these times were you physically bullied at school? | 2 Times |
| b. How many of these times were you verbally bullied at school? | 7 Times |
| c. How many of these times were you socially bullied at school? | 4 Times |
| d. How many of these times were you cyber-bullied at school? | 2 Times |

18. Since September of this school year, have you **taken part in** bullying others at this school? Please mark your answer with a(✓)

No 86%

Yes 14%

If you answered Yes ...

- | | |
|---|---------|
| a. How many of these times have you taken part in physically bullying someone at school? | 1 Times |
| b. How many of these times have you taken part in verbally bullying someone at school? | 2 Times |
| c. How many of these times have you taken part in socially bullying someone at school? | 1 Times |
| d. How many of these times have you taken part in cyber-bullying someone at your school? | 1 Times |

LOGOS

19. Since September of this school year, have you seen, or heard of, another student being bullied at this school? Please mark your answer with a check (✓)

No 37%

Yes 63%

If you answered YES ...

- a. How many times have you seen, or heard of, someone being **physically** bullied at school? 2 Times
- b. How many times have you seen, or heard of, someone being **verbally** bullied at school? 6 Times
- c. How many times have you seen, or heard of, someone being **socially** bullied at school? 4 Times
- d. How many times have you seen, or heard of, someone being **cyber-bullied** at school? 2 Times

20. WHERE do you notice bullying happening? (✓all that apply for you)

- a. Classroom 34%
- b. Hallway or Eating area (eg. cafeteria) 49%
- c. Library or Computer Room 7%
- d. Gym..... 25%
- e. Washroom or Change room 37%
- f. School Ground Area 61%
- g. To and From School or on the Bus 20%
- h. I do not notice bullying happening 25%
- i. Other comments (please describe) _____

21. Of all places above, what are the **3 main areas** you think bullying happens?

- a. _____
- b. _____
- c. _____

LOGOS

22. Think about the last time you **noticed a student being bullied** at this school. What did you do? (✓all that apply for you)

- | | |
|---|-----|
| a. I did nothing (eg. walked away, didn't report it, didn't try to stop it) | 25% |
| b. I watched..... | 10% |
| c. I joined in | 2% |
| d. I got someone to help stop it..... | 27% |
| e. I told my parent(s) | 19% |
| f. I told an adult at school | 24% |
| g. I told an adult outside of school (eg. coach, neighbour, etc) | 8% |
| h. I told another student | 25% |
| i. I reported it on-line | 2% |
| j. I have never seen or heard of a student being bullied at this school..... | 31% |
| k. Other Comments (please describe) _____ | |

23. **If you said you *did nothing*** the last time you noticed a student being bullied at this school, can you tell us why? (✓all that apply for you)

- | | |
|--|-----|
| I didn't care about what was going on..... | 20% |
| I didn't want to be bullied myself..... | 41% |
| I didn't know what to do or who to talk to | 49% |
| I was afraid or felt threatened | 18% |
| The person being bullied 'deserved it' | 12% |
| Nobody would do anything even if I told someone | 22% |
| If I told an adult at school, the problem would get worse..... | 23% |
| I didn't want to be a snitch..... | 42% |
| I have never seen, or heard of, another student being bullied..... | 2% |
| Other reason? (please specify) _____ | |

LOGOS

24. Think about the last time YOU were bullied by someone at this school. What did you do? (✓all that apply for you)

- | | |
|--|-----|
| a. I did nothing (eg. didn't try to stop it, just took it, etc.)..... | 15% |
| b. I stood up to the person(s) doing it | 25% |
| c. I got back at the person(s) later..... | 7% |
| d. I told my parent(s) about it..... | 21% |
| e. I told an adult at school about it..... | 16% |
| f. I told an adult outside of school (eg. coach, neighbour, etc) | 5% |
| g. I told another student about it | 19% |
| h. I did not go to school for one or more days | 3% |
| i. I reported it to an on-line source | 2% |
| j. I have not been bullied at school..... | 48% |
| k. Other comments? (please describe)_____ | |
-

25. **If you said *you did nothing*** the last time you were bullied at or around this school, can you identify your reason? (✓all that apply for you)

- | | |
|---|-----|
| a. I was afraid or felt threatened | 37% |
| b. I didn't know what to do or who to talk to | 55% |
| c. I was afraid the bullying would get worse | 48% |
| d. Nobody would do anything about it if I told someone | 33% |
| e. If I told an adult at school, the problem could get worse..... | 35% |
| f. I felt it may have been because of something I had done | 24% |
| g. I didn't want to be a snitch..... | 42% |
| h. I have not been bullied at school..... | 4% |
| i. Other reason? (please describe)_____ | |
-

This 3rd section asks about your involvement in restorative justice at school.

26. Since September of this school year, have you ever been **disciplined or suspended** because of bullying someone?

No 93% Yes 7% → How many times? 2 times

27. Since September of this school year, have you ever taken part in a **restorative justice mediation session** because of bullying behaviors?

AS THE ONE WHO BULLIED SOMEONE:

No 95% Yes 5% → How many times? 2 times

AS THE ONE BEING BULLIED BY SOMEONE:

No 89% Yes 11% → How many times? 4 times

28. Since September of this school year, have you taken part in a **restorative justice mediation session** AND been **disciplined or suspended** by the school because of having bullied someone?

No 97% Yes 3% → How many times? 2 times

29. Since September of this school year, have you taken part in a **restorative justice circle** to talk about bullying behaviors?

No 62% Yes 38% → How many times? 4 times

30. What are some things schools could do to prevent bullying from happening?

a. _____

b. _____

c. _____

For this last section, please tell us a bit about yourself.

31. Do your parents speak English at home?

No 18% Yes 82%

32. In general, what kind of grades do you usually get at school?

a. A' s	37%
b. B' s	41%
c. C' s	20%
d. F' s	1%
e. I' s	1%

33. Which racial, cultural, or ethnic category describes you the best? (Check all that are apply to you)

a. Arab/West Asian (Armenian, Egyptian, Persian or Iranian, Lebanese, Moroccan)	1%
b. Black (African, Haitian, Jamaican, Somali)	3%
c. Latin American (Spanish, Portuguese, Mexican, South American)	4%
d. Native, First Nations, Inuit, or Metis	7%
e. Asian (Chinese, Korean, Japanese).....	7%
f. South Asian (East Indian, Pakistani, Punjabi, Sri Lankan).....	40%
g. South East Asian (e.g. Cambodian, Indonesian, Laotian, Vietnamese)	4%
.....	
h. White/Caucasian (British, French, German, Swiss, Dutch, Swedish, Norwegian, etc.)	48%
i. Other (please specify): _____	

34. Do you receive English Language Support (ESL) at your school?

No 88% Yes 12%

35. Are you male or female?

Male 51% Female 49%

36. How old are you today? 12 years old

37. What grade are you in? Grade 6 36% Grade 7 33% Grade 8 31%

38. When did you start attending this school?

In Grade 6	89%
In Grade 7	6%
In Grade 8	5%



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