

Bi-Monthly Climate Data Report, Office of School Climate
 Davis Joint Unified School District
 1 March 2018

Students Reports of Bullying or Harassment – Part 2 - Elementary

Introduction

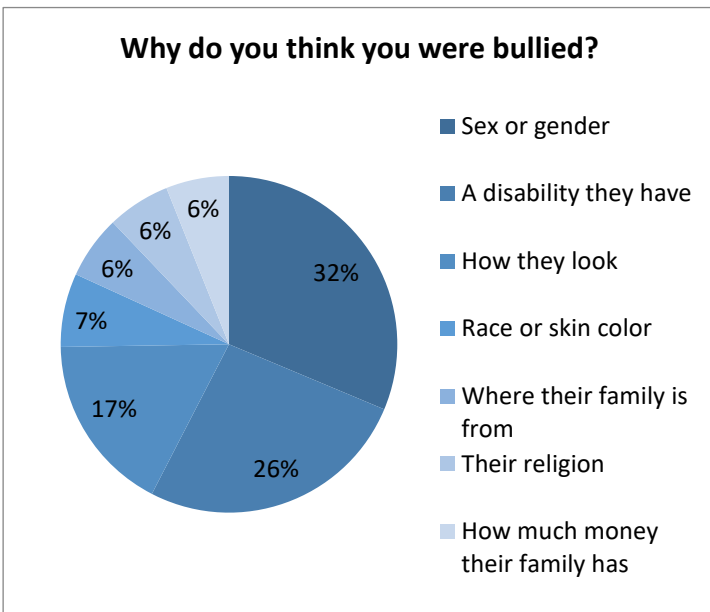
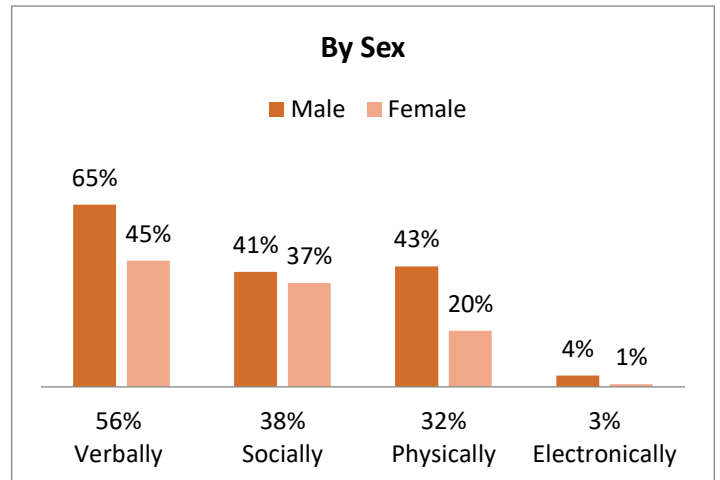
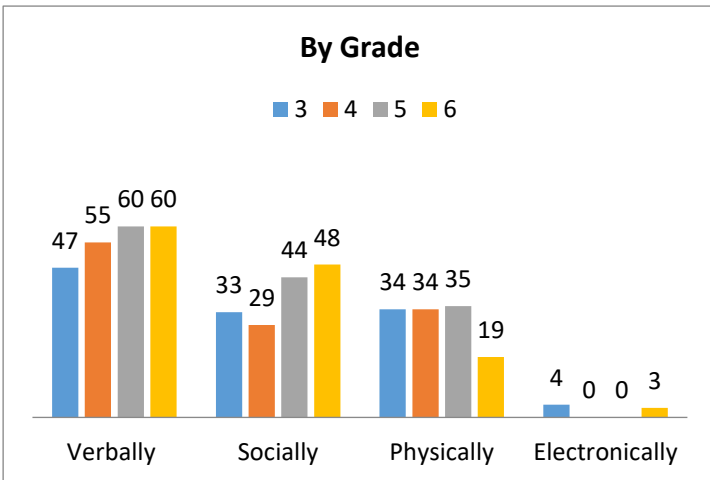
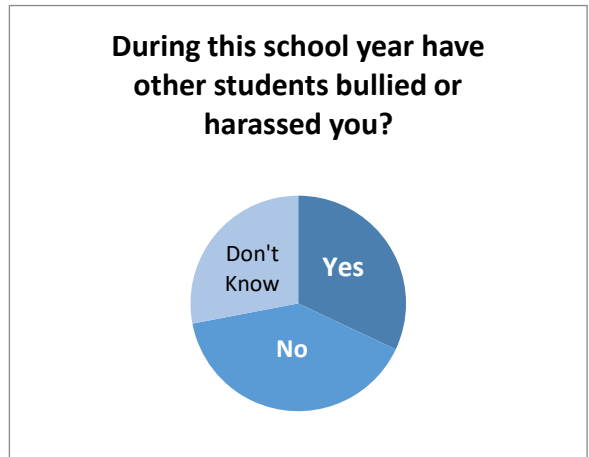
In 2017, Youth Truth introduced to the elementary survey the question *During this school year have other students bullied or harassed you?*, as well as the questions *If you have been bullied, how did it happen?*, *Why do you think you were bullied or harassed?* and *Did you tell anyone what happened?*

Summary

On average, 32% of students in grades 3 through 6 report being bullied or harassed in the current school year. Verbal bullying was the most significant form of bullying for all four grades, and is particularly prevalent in 5th and 6th grade. Boys experience greater amounts of all types of bullying than girls, including more than twice the physical bullying than girls do, although the rate of physical bullying overall drops by 6th grade.

The top reasons students think they were bullied are: their sex or gender, a disability they have, and the way they look. Girls were slightly more likely to believe bullying was due to their sex or gender (33% vs 28% for males) and boys were more likely to believe bullying was due to a physical disability they have (26% to 20% for females).

On average, about half of students (52%) told a grown-up at home, about 45% told a friend, and about a third of students told a grown-up at school. About 20% of students did not tell anyone.



Implications

- Our development of elementary social and emotional curriculum to prevent bullying should continue to focus on students' verbal impact on each other as well as on bullying that is for sex or gender and disability
- Curriculum and policy for 5th and 6th graders should particularly emphasize understanding the makeup and impact of social bullying.
- The data should continue to be examined by site and grade for further insight into the why the experience of boys and girls varies, and for other factors and combinations of factors that include socio-economic disadvantage, race and mono/bilingual abilities.
- Especially in the younger grades, an effort should be made to help students report bullying to a grown-up at school.