



BULLYING, BIAS AND ACADEMIC ACHIEVEMENT

BULLYING AND HARASSMENT AFFECTS MOST STUDENTS.

When asked if they had been bullied in the past month, about 30% of elementary school students say, “Yes.” But, if asked if someone has repeatedly tried to hurt them or make them feel bad by name-calling, pushing/shoving, spreading rumors/lies or other specific actions about 70% of the children say, “Yes.”

Anne Sawyer et al. (2007) *Journal of Adolescent Health*.

Elementary school staff often underestimate the number of students involved in frequent bullying. While the majority of the school staff estimated that less than 10% of their students were bullied in the past month, over 30% of the students actually said they were frequently bullied.

Catherine Bradshaw et al. (2007) *School Psychology Review*.

Students who are bullied most often tell a parent or a friend. They are less likely to tell a teacher or another adult at school.

Virginia Youth Violence Project (2008) School of Education, University of Virginia.

Over 30% of students who are bullied report that it happens in the classroom.

Jill Devoe and Christina Murphy (2011) U.S. Department of Justice.

Elementary school girls who identify as African-American or Hispanic report higher levels of mean behaviors if they are asked specifically about name-calling, mean teasing or rumors, than if they are only asked if they have been bullied.

Anne Sawyer et al. (2007) *Journal of Adolescent Health*.

In up to 85% of bullying episodes at school, there are other students witnessing or joining in.

Wendy Craig and Debra Pepler (1998) *Canadian Journal of School Psychology*.

About 1 in 20 students have been threatened or injured with a weapon at school rising to 1 out of 10 for students who identify as LGB or who are not sure of their sexual identity.

Youth Risk Behavior Surveillance — United States, 2015, Center for Disease Control

ACADEMIC ACHIEVEMENT AND SCHOOL CLIMATE ARE LINKED.

An improved school climate has a significant positive impact on academic achievement. Plus achievement gaps decrease in schools with a positive school climate.

Ruth Berkowitz et al. (2016) *Review of Educational Research*.

Compared with students harassed for other reasons, students who feel harassed for their race, religion, ability, perceived sexual orientation, or gender are more likely to have lower grades and skip school.

Stephen Russell et al. (2012) *American Journal of Public Health*

When students report a more severe bullying climate, school-wide passing rates on standardized tests are up to 5% lower.

Virginia High School Safety Study (2008)

Both children who are targeted and children who exhibit bullying behavior have lower academic achievement in school.

Joseph A. Drake et al. (2003) *Journal of School Health*.

Students who experience acceptance at school are more highly motivated, engaged in learning and committed to school.

Karin Osterman (2000) *Review of Educational Research*.

BULLYING HAS SERIOUS PHYSICAL AND MENTAL HEALTH CONSEQUENCES.

Both students who bully and students who are targeted are at a higher risk for suicide than students who are not involved in bullying.

Suicide Prevention Resource Center (2011) *Suicide and Bullying: Issue Brief*.

Children who are bullied fare worse on an extensive list of measures: anxiety, loneliness, low self-esteem, poor social self-competence, depression, psychosomatic symptoms, social withdrawal, school refusal, school absenteeism, poor academic performance, physical health complaints, running away from home, alcohol and drug use, and suicide.

Patricia McDougall et al. *Bullying Special Edition, Education.com*.

BULLYING IS LINKED TO HURTFUL BIAS.

4 out of 5 of students who are harassed are targeted because of their identity including race, national origin, gender, actual or perceived sexual orientation, religion or ability.

WestEd (2014) *California Healthy Kids Survey, School Climate and Student Well-being in California, 2011-13*.

Multiple studies indicate that students with disabilities and those who are perceived to be LGBT are most likely to experience bullying.

Bonnie Carter and Vicki Spencer (2006) *Journal of GLBT Family Studies*.

Elementary students who are significantly overweight are up to 63% more likely to be bullied than other children.

Julie Lumeng et al. (2010) *Pediatrics*.

Nearly one-third of middle school students have been the object of sexual jokes, comments or gestures.

California Healthy Kids Survey, Student Well-being in California, 2009-11: Statewide Results.

Higher levels homophobic teasing is linked with more bullying and subsequently more sexual harassment.

Dorothy Espelage et al. (2012) *Journal of Adolescent Health*.

In the 28 random shootings in U.S. schools between 1982 and 2001, nearly all the boys who committed the violence had stories of being constantly bullied, teased and “gay-baited” — not because they were gay, but because they were different from the other boys: shy, artistic, theatrical, musical, non-athletic or “geekish.”

Michael Kimmel and Matthew Mahler (2003) *American Behavioral Scientist*.

On average about 1 in 20 students were afraid to go to school at least once in the past month. This rises to 1 in 15 for Black and Hispanic students and to 1 in 10 for students who identify as LGB or who are not sure of their sexual identity.

Youth Risk Behavior Surveillance — United States, 2015, Center for Disease Control

BIAS BASED BULLYING HURTS MORE.

Compared with students harassed for other reasons, students who feel harassed for their race, religion, ability, perceived sexual orientation, or gender:

- have higher rates of depression and drug use;
- are up to twice as likely to have thought about or attempted suicide;
- are more likely to have lower grades and skip school;
- are twice as likely to have their personal belongings stolen or deliberately damaged at school;
- and are up to 4 times as likely to have been threatened with a weapon at school.

Stephen Russell et al. (2012) *American Journal of Public Health*.

5th – 8th grade students who report higher levels of gender or racial daily hassles also report greater emotional and behavioral problems, as well as lower self-esteem.

David DuBois et al. (2002) *Child Development*.

In a nationwide survey, children said they feared anti-gay harassment more than any other kind of name-calling.

Joseph Drake et al. (2003) *Journal of School Health*.

Students targeted with anti-gay putdowns are more likely to report higher levels of depression and anxiety, and a lower sense of school belonging regardless of their sexual orientation.

V. Paul Poteat and Dorothy L. Espelage (2007) *The Journal of Early Adolescence*.

BULLYING CAN BE STOPPED.

Observations at urban elementary schools revealed that when bystanders intervened, they were often effective. 57% of the interventions stopped the bullying within 10 seconds.

D. Lynn Hawkins et al. (2001) *Social Development*.

Student and adults who perceive that others in their school would jump in to stop bullying are more likely to intervene when they witnessing bullying.

Frances Aboud and Anna Joong (2008) Catherine Bradshaw et al (2011) National Education Association.

Schools that promote greater gender equity and do not tolerate sexual or gendered harassment have significantly less bullying, less aggression and victimization, and there is a greater willingness to intervene.

Dorothy Espelage et al. (2014) *School Psychology Quarterly*.

The most effective strategies to stop bullying involve the whole school working together to change the school climate and norms of behavior. Based on research, key strategies include:

- **establishing school wide rules and consequences for bullying,**
- **educator training,**
- **parent engagement,**
- **classroom management,**
- **playground supervision,**
- **and cooperative group work.**

Maria Ttofi and David Farrington (2011) *Journal of Experimental Criminology*.

(updated 03/2017)