



MANITOBA PROVINCIAL
REPORT

Tell Them From Me:
Bullying and School Safety

2. Presentation of the Data

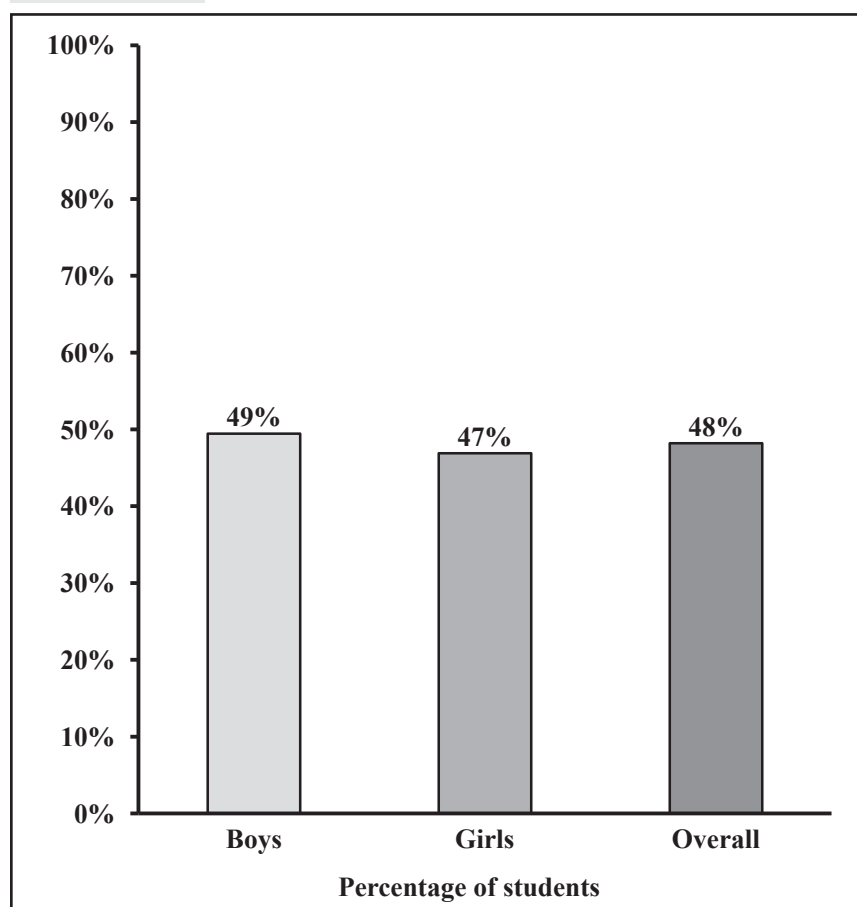
2. PRESENTATION OF THE DATA

The first implementation year of TTFM has provided Education and Advanced Learning with a starting point in terms of baseline data regarding the rates of bullying and school safety that exist within the province.

2.1 The prevalence of bullying, overall—Elementary students (Grades 4 to 6)

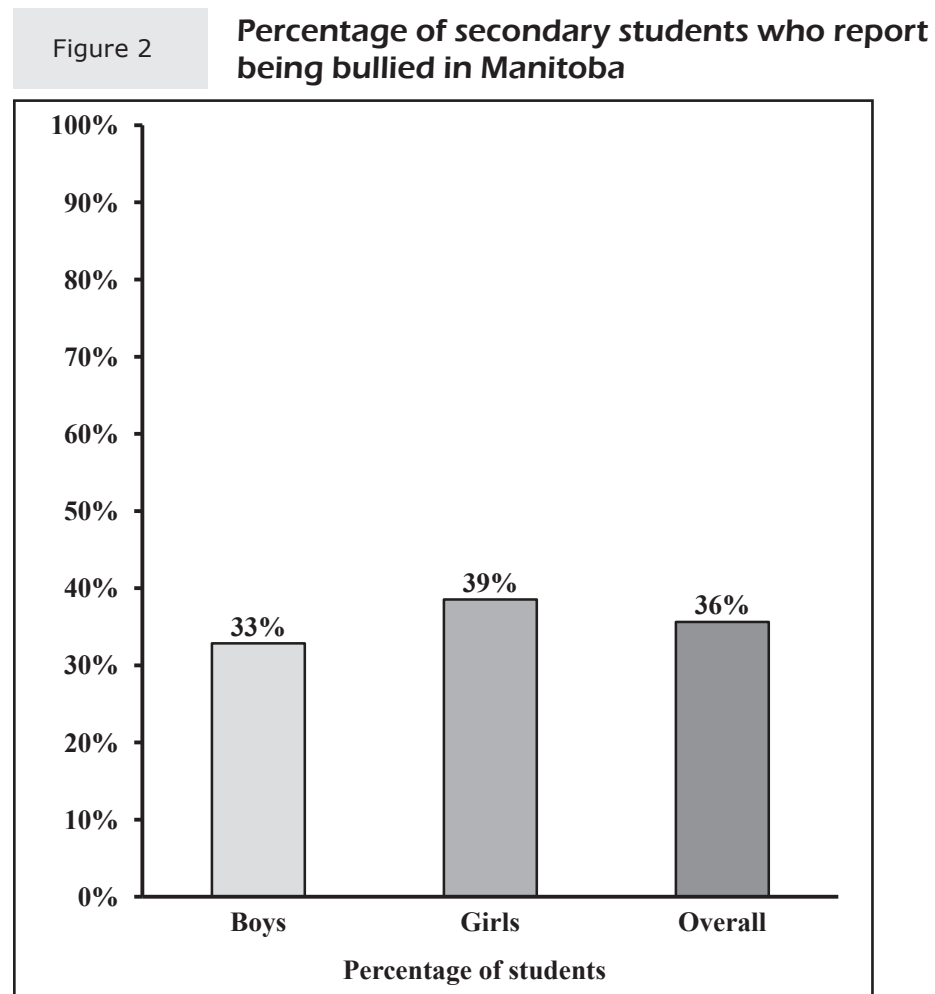
The percentage of students who report being victims of bullying is a useful school-level measure of the extent of bullying and its potential effects on youth. The provincial data includes students' reports for all types and all frequencies of bullying. The results are shown in Figure 1.

Figure 1 **Percentage of elementary students who report being bullied in Manitoba**



2.1 The prevalence of bullying, overall—Secondary students (Grades 7 to 12)

The percentage of students who report being victims of bullying is a useful school-level measure of the extent of bullying and its potential effects on youth. The provincial data includes students' reports for all types and all frequencies of bullying. The results are shown in Figure 2.



2.2 The prevalence of bullying, by type—Elementary students (Grades 4 to 6)

Elementary students in Manitoba were asked to indicate if they had been victims of verbal, social, physical, or cyber bullying. The results are shown in Figures 3 to 6. Definitions for the types of bullying can be found on pages 3 and 4.

Figure 3 Prevalence of verbal bullying

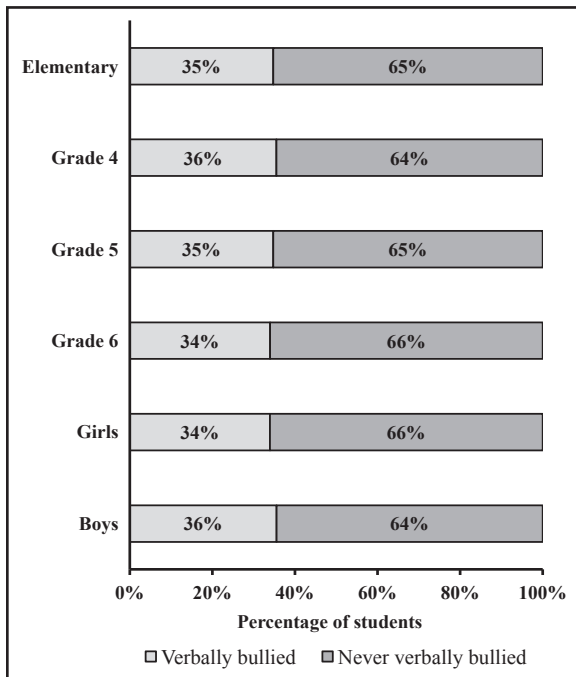


Figure 4 Prevalence of social bullying

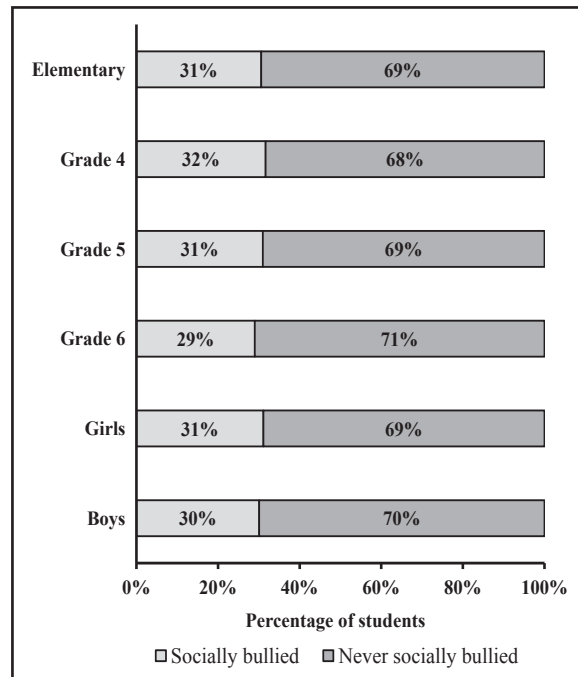


Figure 5 Prevalence of physical bullying

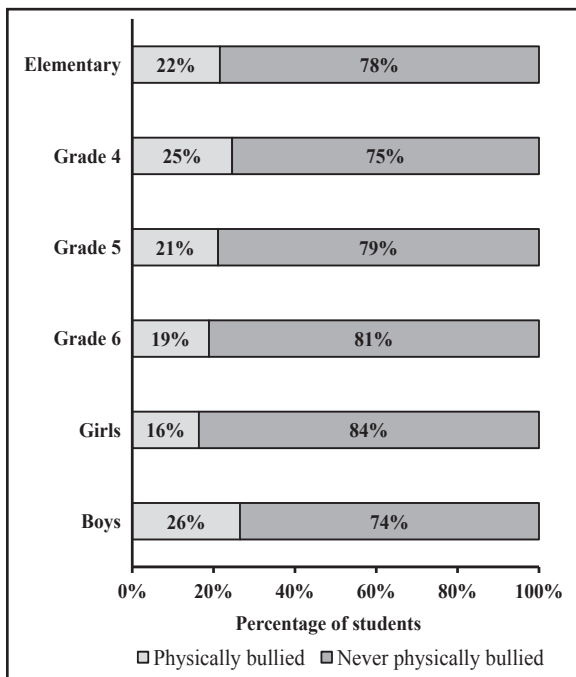
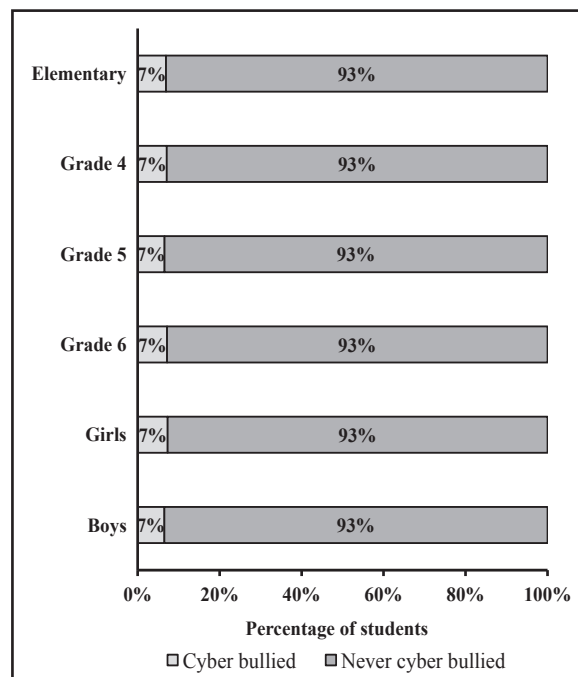


Figure 6 Prevalence of cyber bullying



2.2 The prevalence of bullying, by type—Secondary students (Grades 7 to 12)

Secondary students in Manitoba were asked to indicate if they had been victims of verbal, social, physical, or cyber bullying. The results are shown in Figures 7 to 10. Definitions for the types of bullying can be found on pages 3 and 4.

Figure 7 Prevalence of verbal bullying

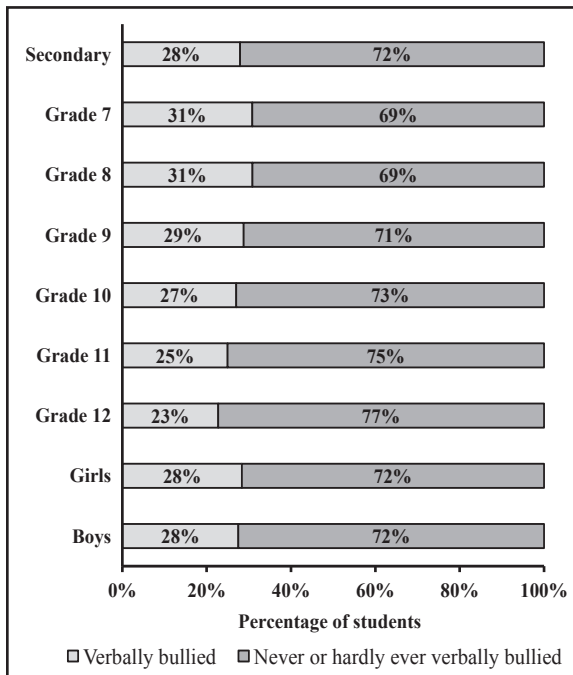


Figure 8 Prevalence of social bullying

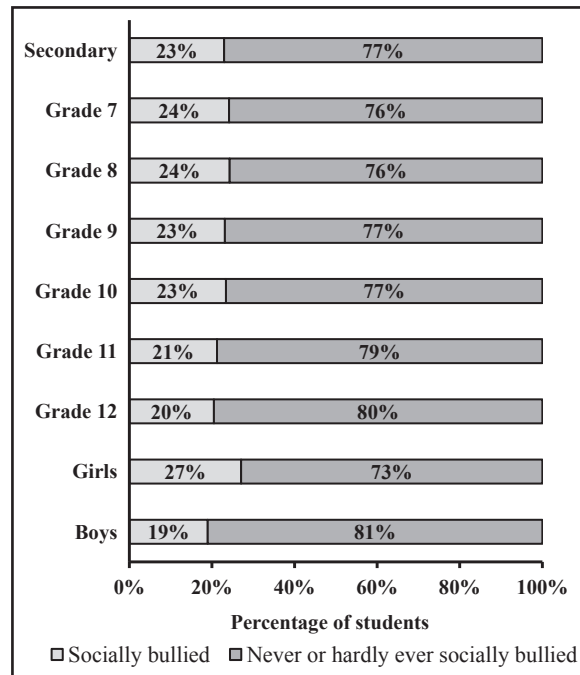


Figure 9 Prevalence of physical bullying

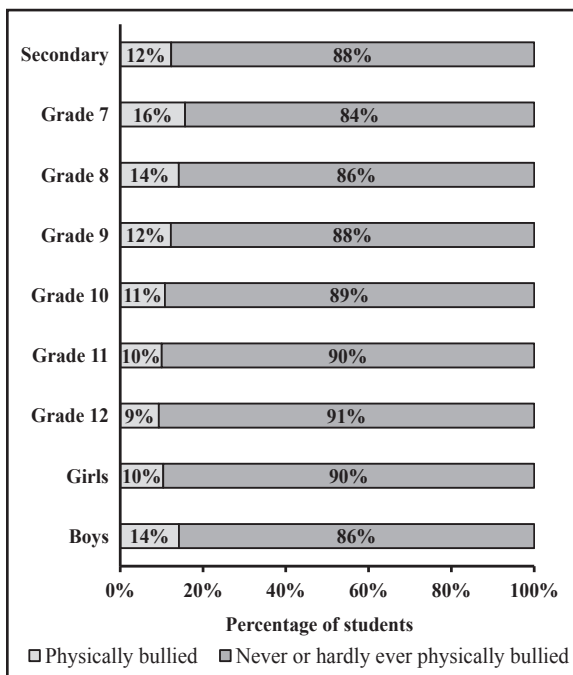
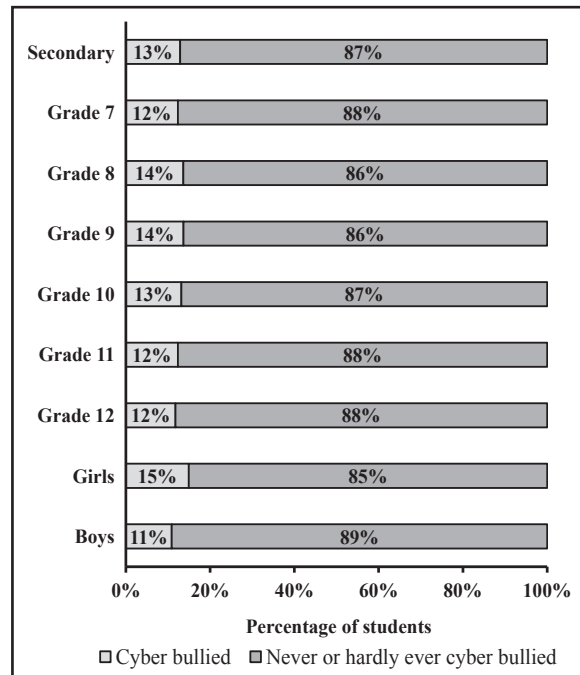


Figure 10 Prevalence of cyber bullying



2.3 How students respond to bullying, by type—Elementary students (Grades 4 to 6)

Elementary students in Manitoba who reported being bullied were asked to indicate how they responded the last time they were bullied. The results are shown in Figures 11 to 14.

Note: Anecdotal data gathered from the response “Do something else” is only available to school divisions.

Figure 11 Response to being verbally bullied

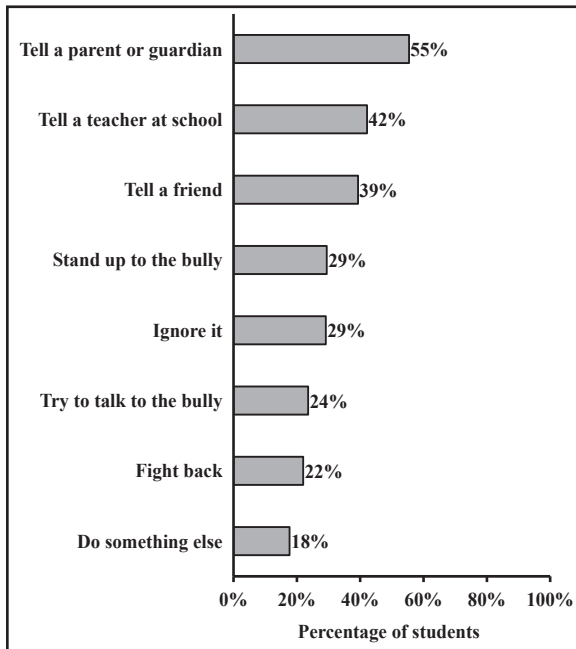


Figure 12 Response to being socially bullied

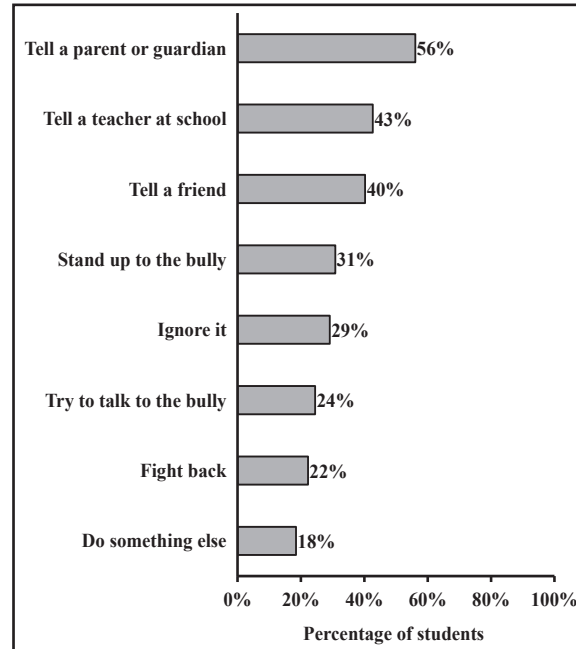


Figure 13 Response to being physically bullied

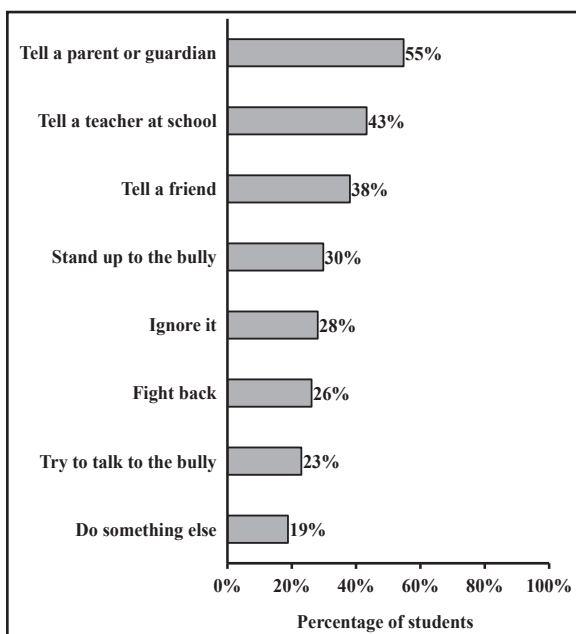
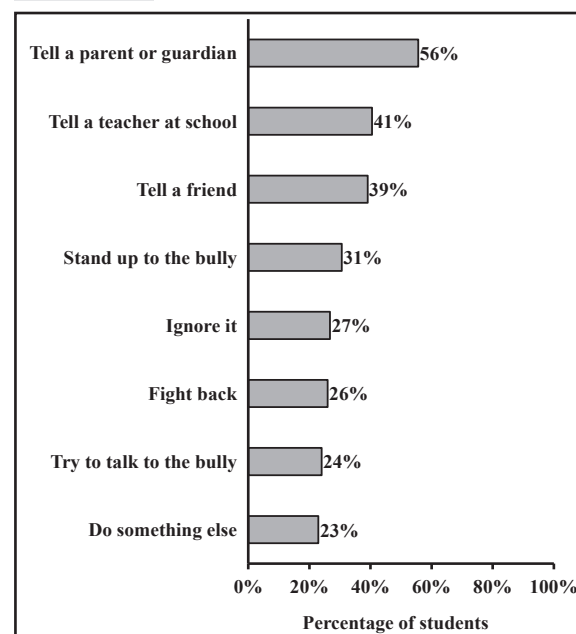


Figure 14 Response to being cyber bullied



2.3 How students respond to bullying, by type—Secondary students (Grades 7 to 12)

Secondary students in Manitoba who reported being bullied were asked to indicate how they responded the last time they were bullied. The results are shown in Figures 15 to 18.

Note: Anecdotal data gathered from the response “Do something else” is only available to school divisions.

Figure 15 **Response to being verbally bullied**

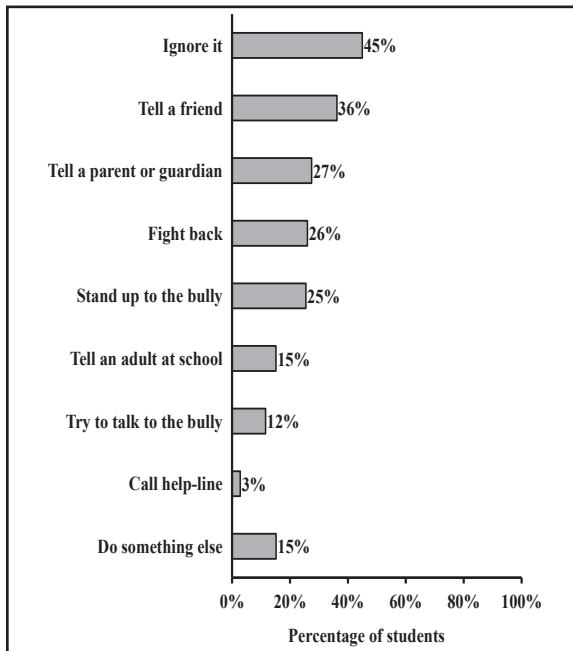


Figure 16 **Response to being socially bullied**

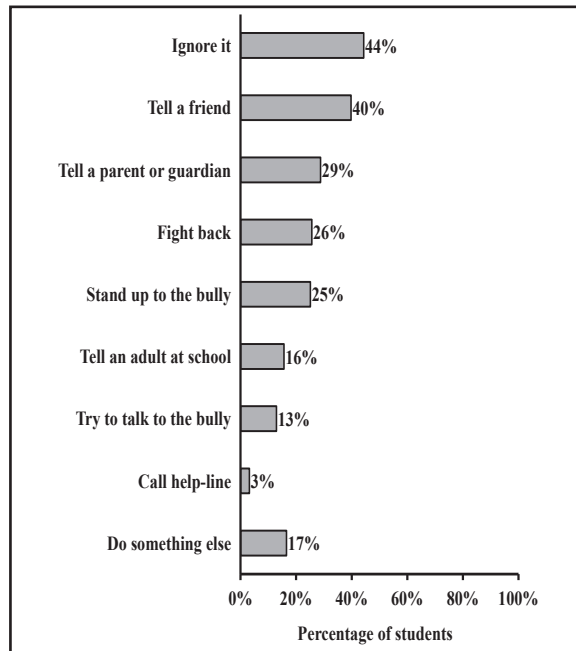


Figure 17 **Response to being physically bullied**

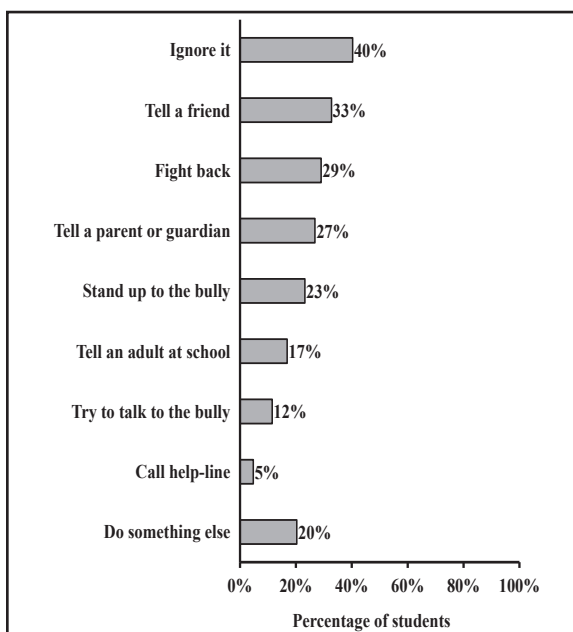
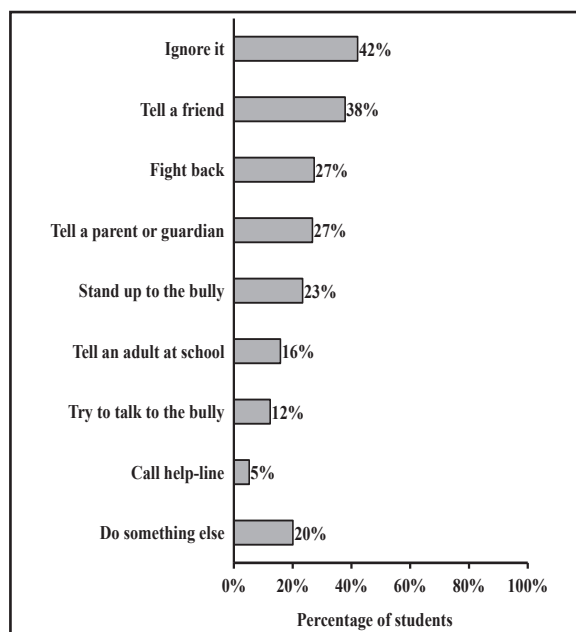


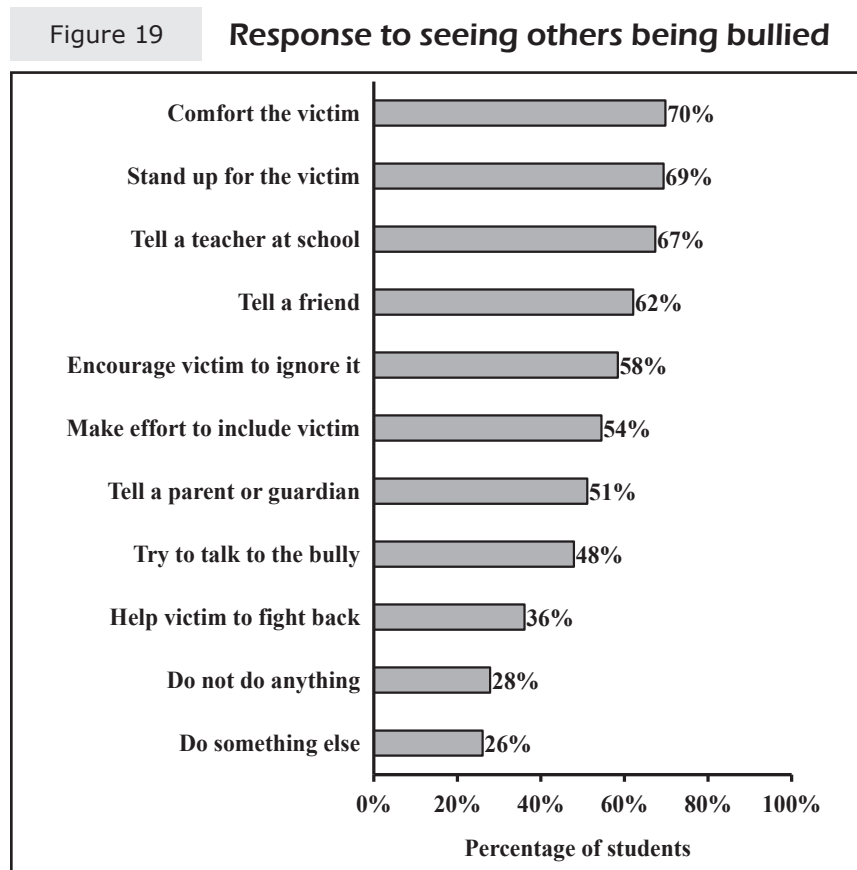
Figure 18 **Response to being cyber bullied**



2.4 How students respond when they see others being bullied—Elementary students (Grades 4 to 6)

Elementary students in Manitoba were asked to indicate how they responded the last time they saw another student being bullied. The results are shown in Figure 19.

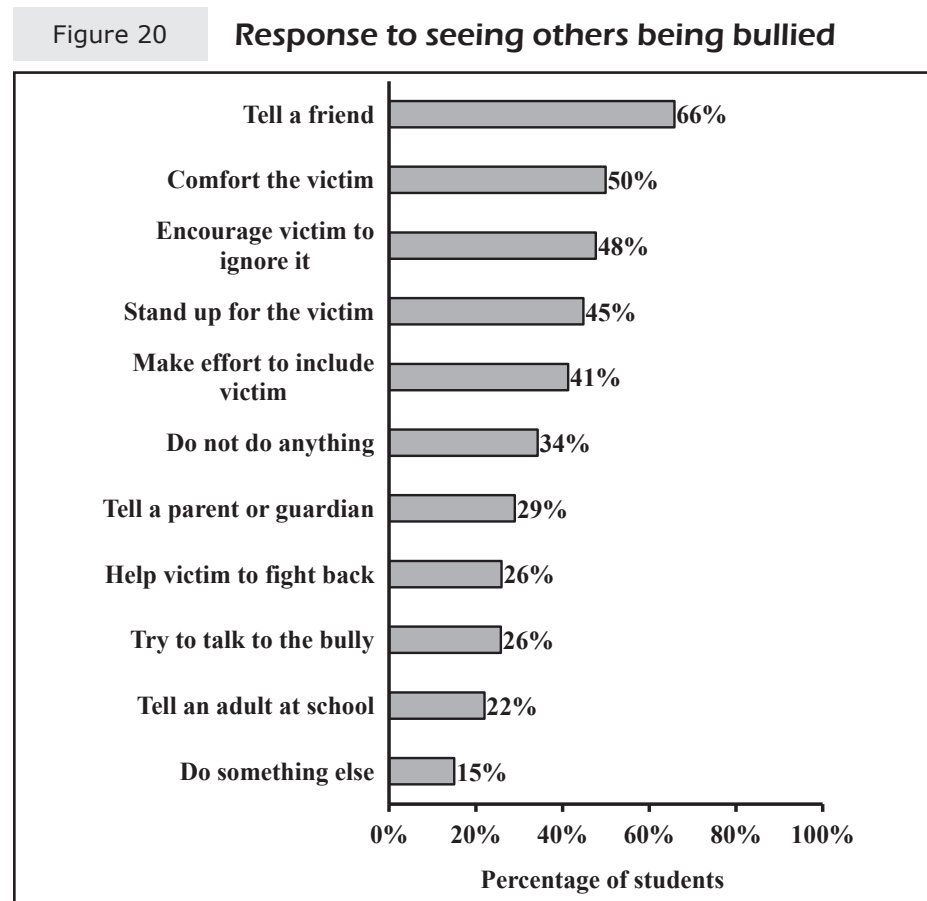
Note: Anecdotal data gathered from the response “Do something else” is only available to school divisions.



2.4 How students respond when they see others being bullied—Secondary students (Grades 7 to 12)

Secondary students in Manitoba were asked to indicate how they responded the last time they saw another student being bullied. The results are shown in Figure 20.

Note: Anecdotal data gathered from the response “Do something else” is only available to school divisions.



2.5 Where and when bullying occurs—Elementary students (Grades 4 to 6)

Elementary students in Manitoba were asked to indicate where and when bullying happened most often in and near their school. The results are shown in Figures 21 and 22.

Figure 21 **Where bullying occurs**

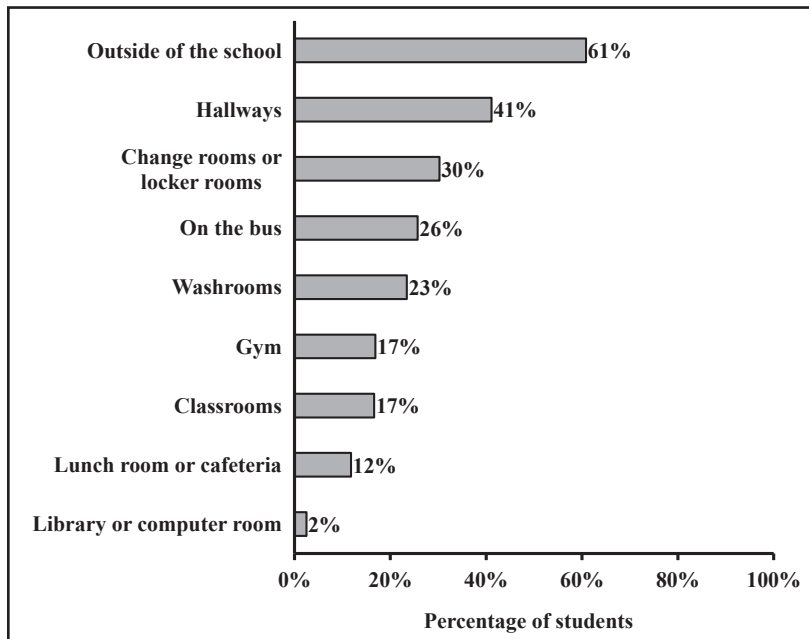
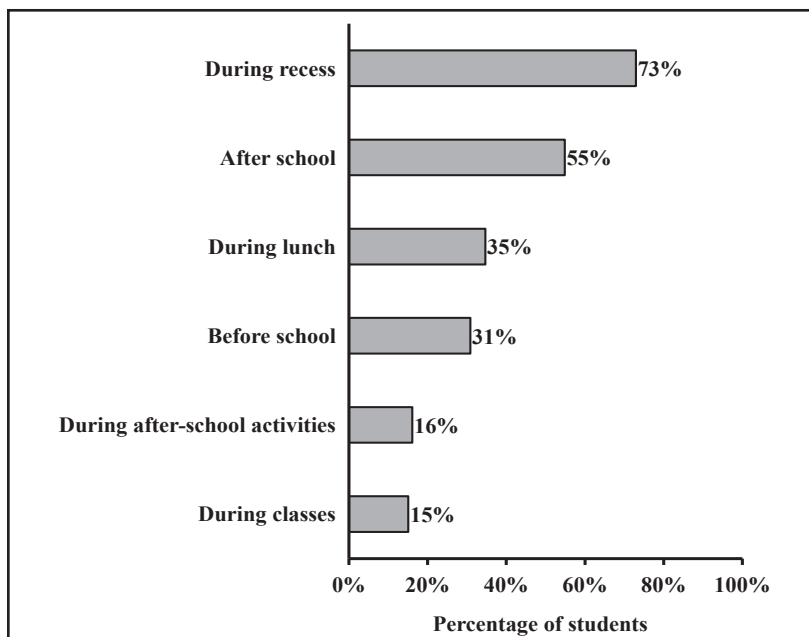


Figure 22 **When bullying occurs**



2.5 Where and when bullying occurs—Secondary students (Grades 7 to 12)

Secondary students in Manitoba were asked to indicate where and when bullying happened most often in and near their school. The results are shown in Figures 23 and 24.

Figure 23 **Where bullying occurs**

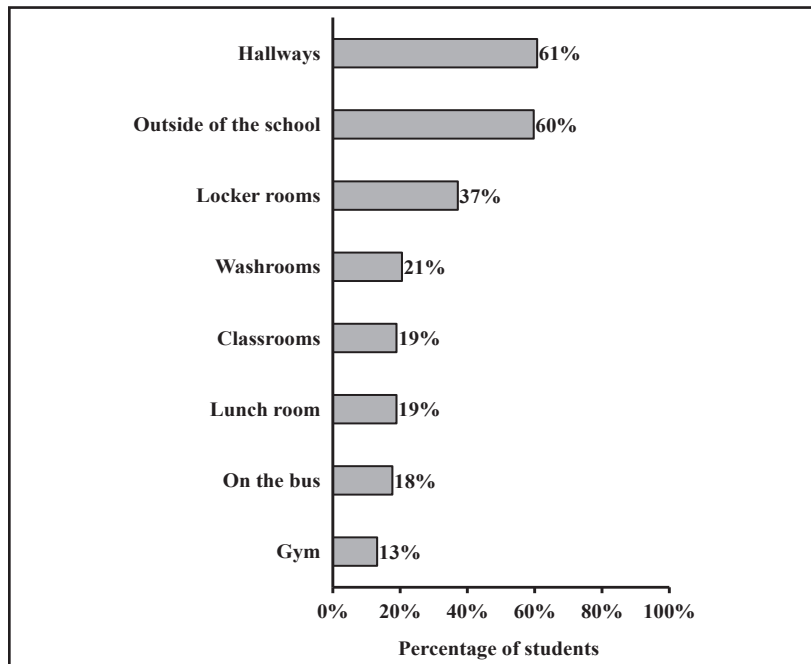
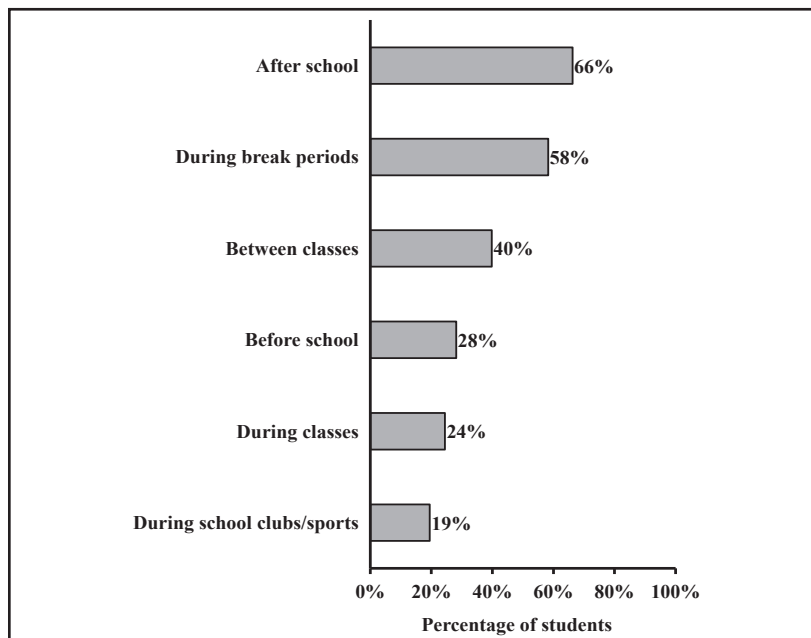


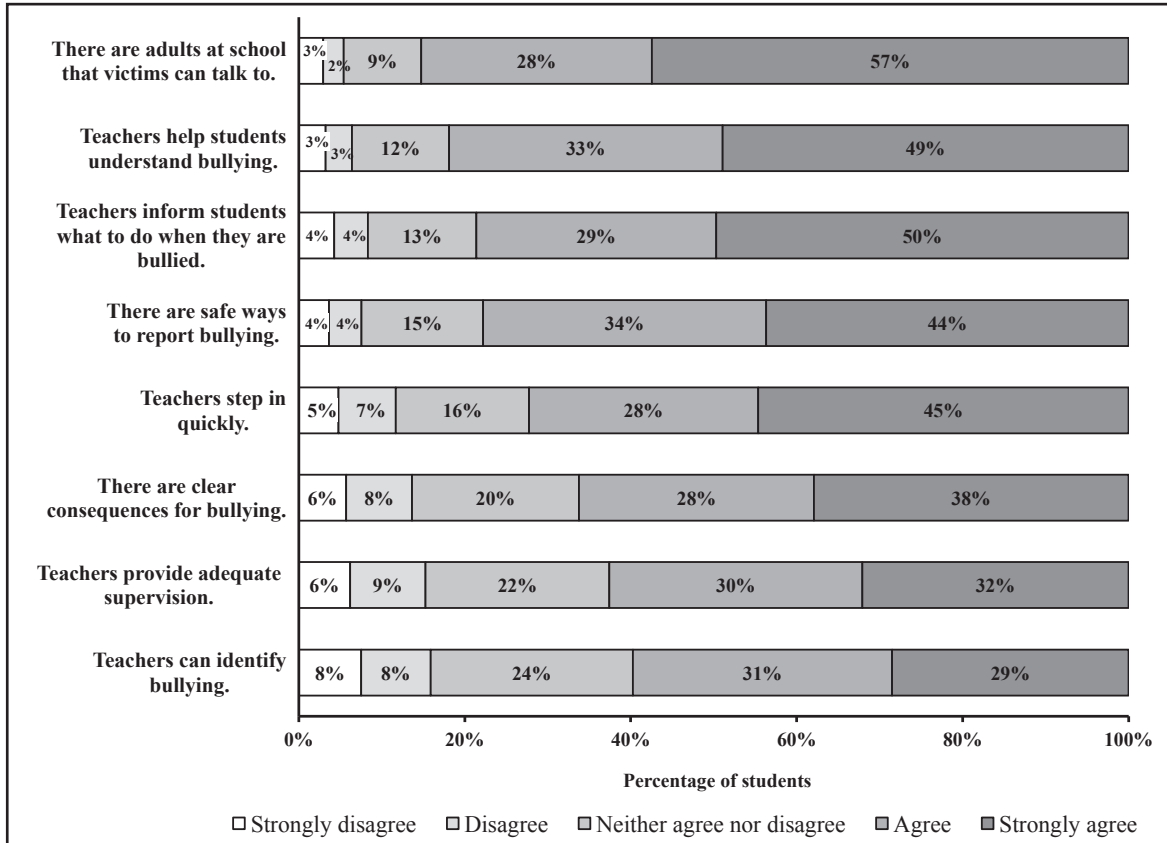
Figure 24 **When bullying occurs**



2.6 Measures to prevent bullying—Elementary students (Grades 4 to 6)

School policies and practices can help prevent student bullying. Elementary students in Manitoba were asked to what extent anti-bullying measures were practised in their school. The results are shown in Figure 25.

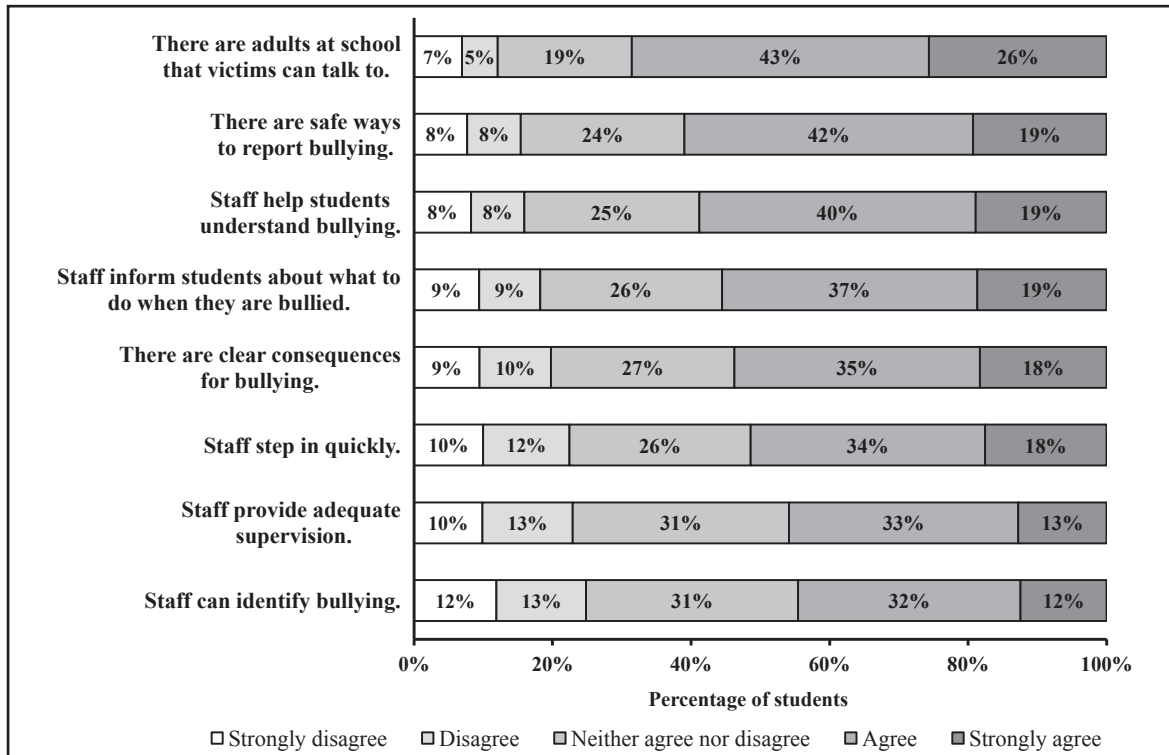
Figure 25 Perception regarding school measures to prevent bullying



2.6 Measures to prevent bullying—Secondary students (Grades 7 to 12)

School policies and practices can help prevent student bullying. Secondary students in Manitoba were asked to what extent anti-bullying measures were practised in their school. The results are shown in Figure 26.

Figure 26 Perception regarding school measures to prevent bullying



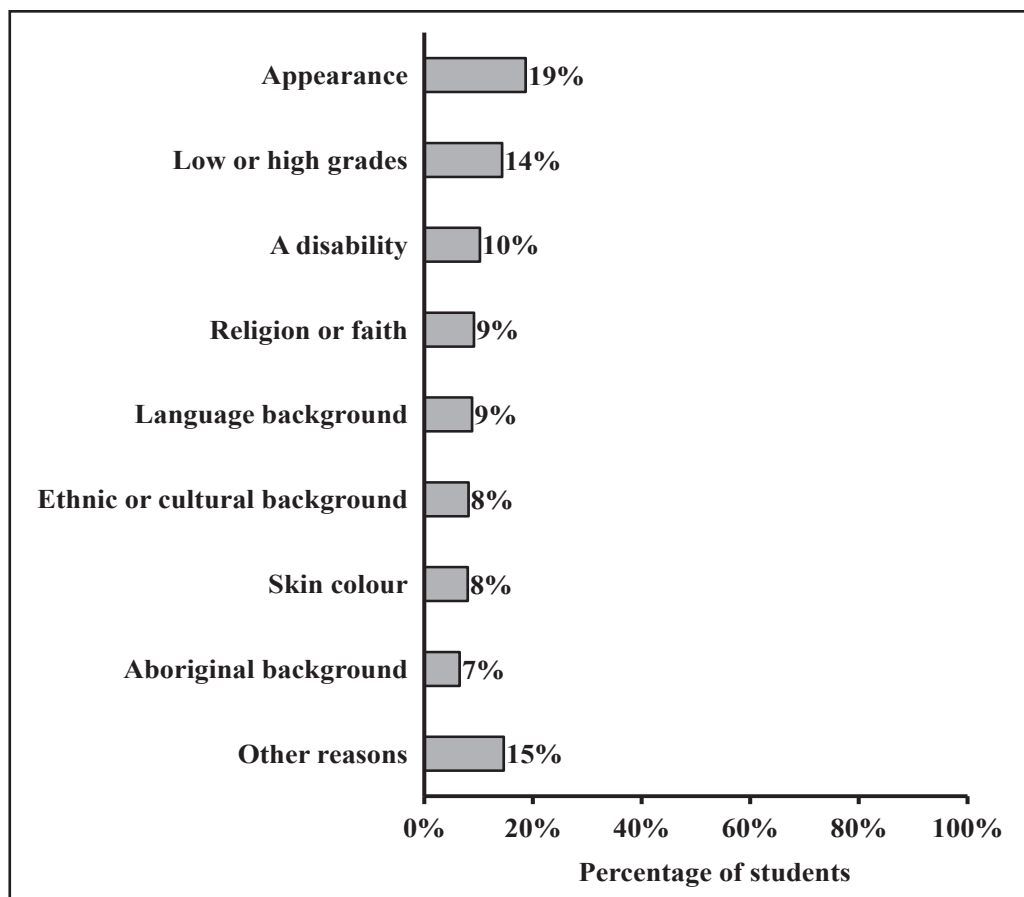
2.7 Students who feel excluded by their peers—Elementary students (Grades 4 to 6)

Elementary students were asked to indicate if they felt excluded by their peers because of their ethnic or cultural background, gender, social class, religion, disability, or other perceived categorical boundaries. The results in Figure 27 show the percentages of elementary students in Manitoba who have felt excluded by their peers for various reasons.

Note: Anecdotal data gathered from the response “Other reasons” is only available to school divisions.

Figure 27

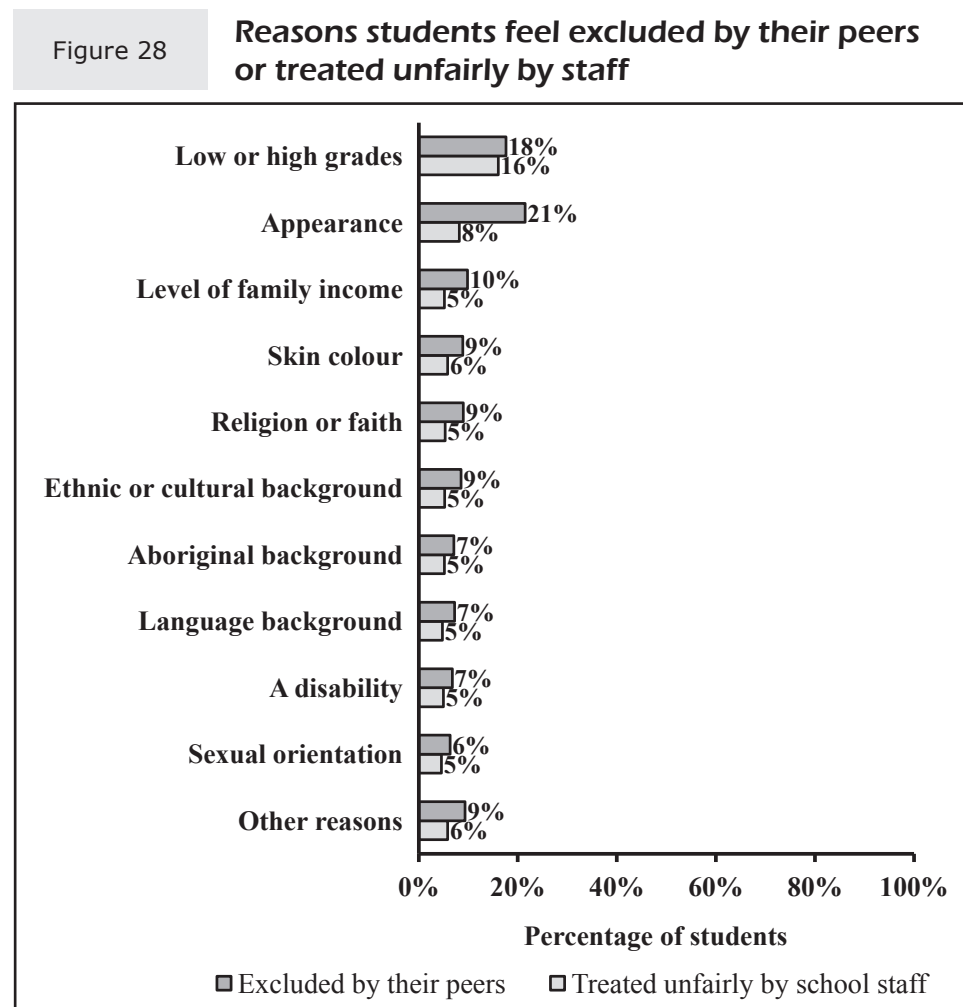
Reasons students feel excluded by their peers



2.7 Students who feel excluded by their peers or treated unfairly by school staff—Secondary students (Grades 7 to 12)

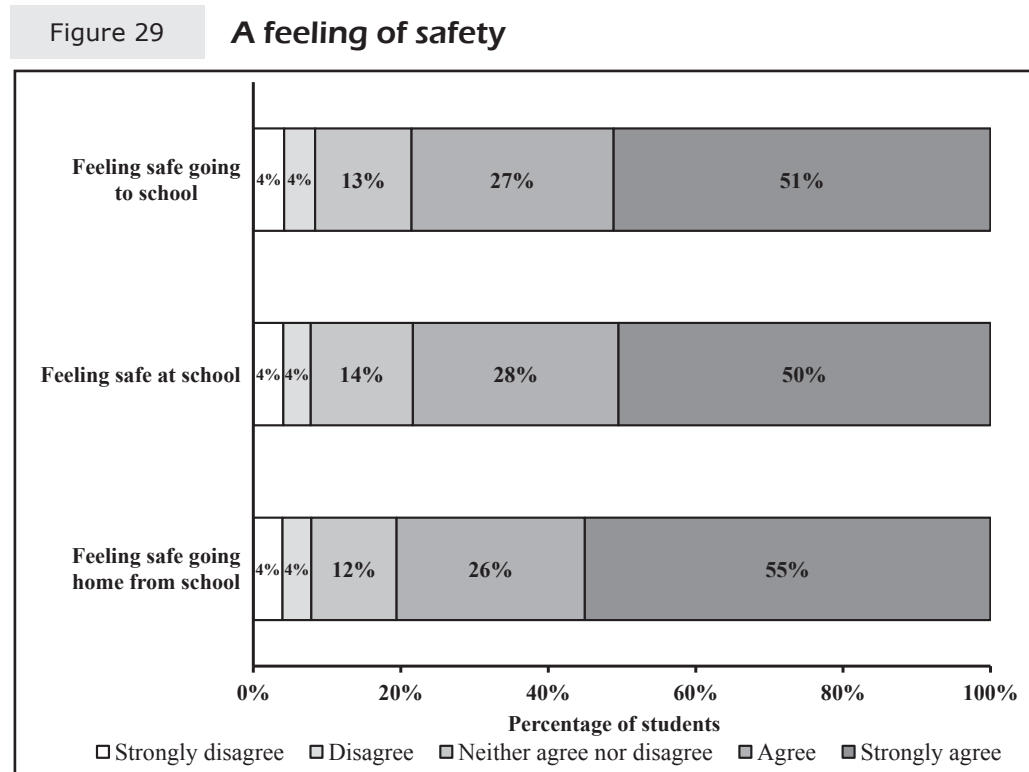
Secondary students were asked to indicate if they felt excluded by their peers because of their ethnic or cultural background, gender, social class, religion, disability, or other perceived categorical boundaries. The results in Figure 28 show the percentages of secondary students in Manitoba who have felt excluded by their peers or treated unfairly by school staff for various reasons.

Note: Anecdotal data gathered from the response “Other reasons” is only available to school divisions.



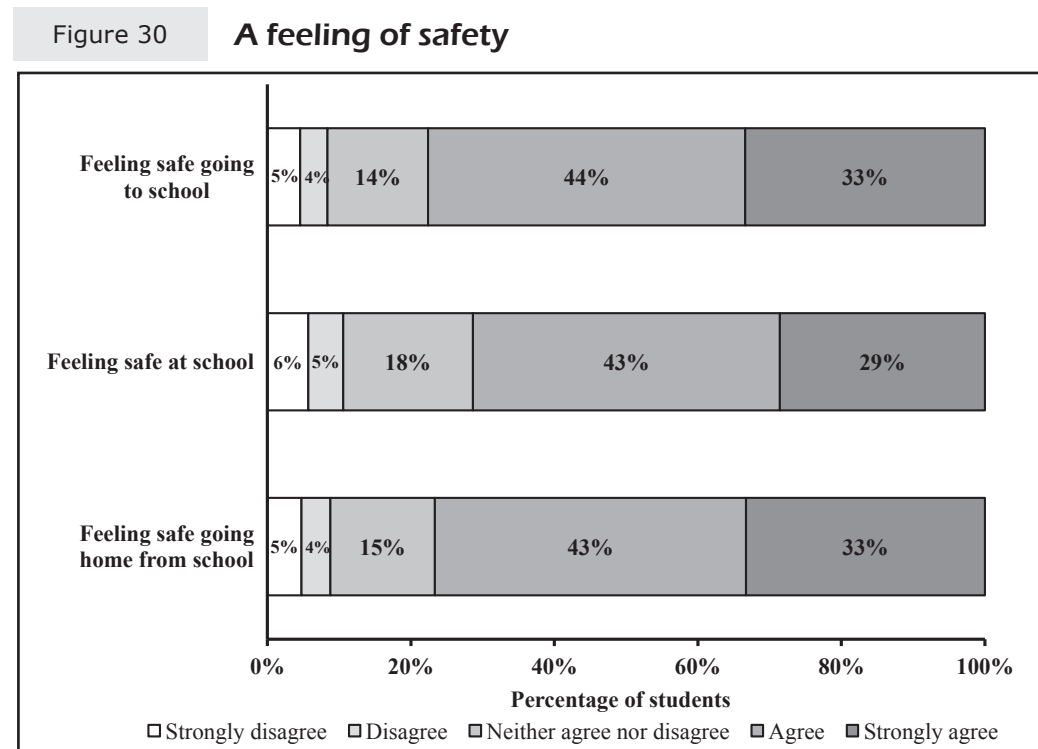
2.8 Feeling safe at school—Elementary students (Grades 4 to 6)

Elementary students were asked to indicate whether they felt safe at school, and felt safe going to and from school. The results are shown in Figure 29.



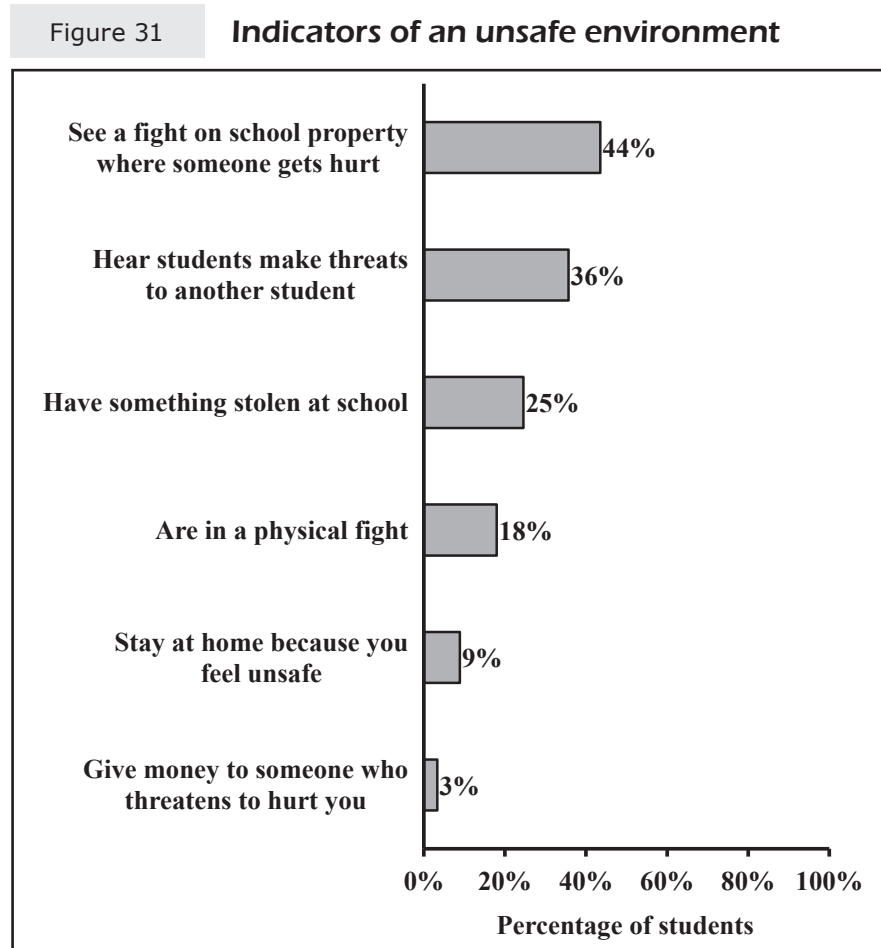
2.8 Feeling safe at school—Secondary students (Grades 7 to 12)

Secondary students were asked to indicate whether they felt safe at school, and felt safe going to and from school. The results are shown in Figure 30.



2.9 Indicators of an unsafe environment—Elementary students (Grades 4 to 6)

Based on six other questions regarding elementary students' responses about feeling safe at school, indicators of an unsafe environment are shown in Figure 31.

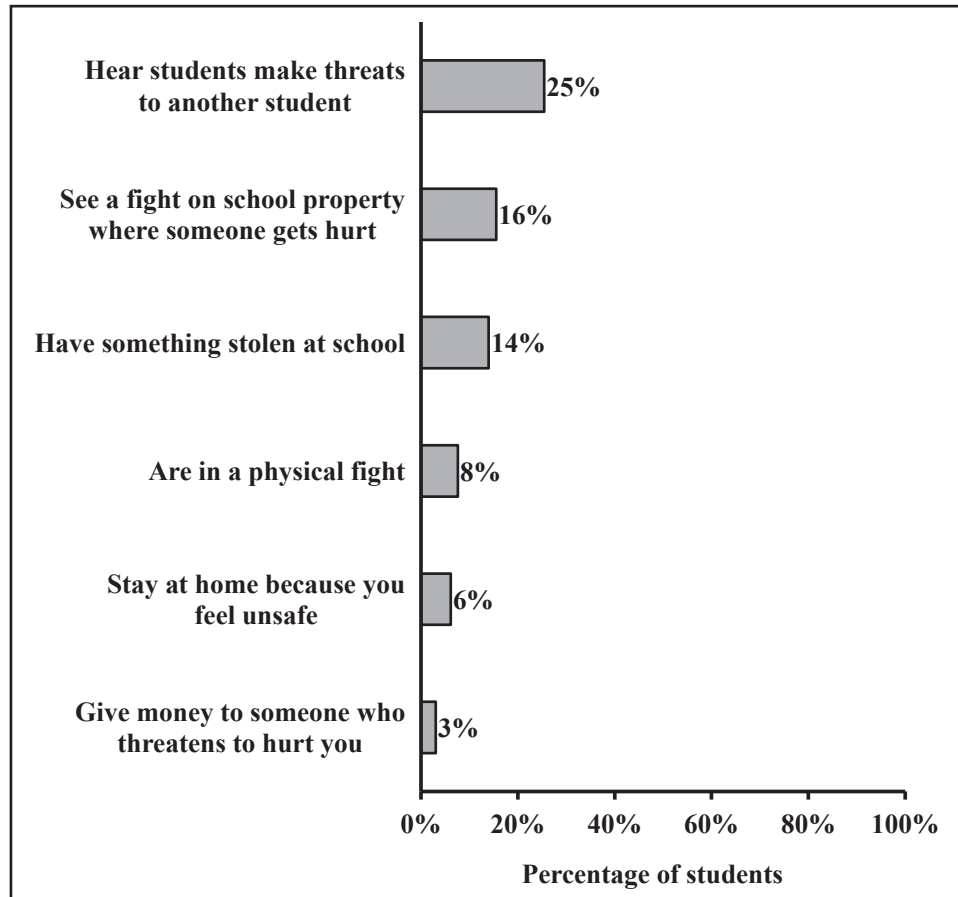


2.9 Indicators of an unsafe environment—Secondary students (Grades 7 to 12)

Based on six other questions regarding secondary students' responses about feeling safe at school, indicators of an unsafe environment are shown in Figure 32.

Figure 32

Indicators of an unsafe environment



3.0 Sexual harassment at school—Secondary students (Grades 7 to 12)

Secondary students were presented with a definition of sexual harassment and asked if they had felt sexually harassed at school. The results are shown in Figure 33. Those who felt they had been sexually harassed were also asked to indicate how they had responded. The results are shown in Figure 34.

Note: Anecdotal data gathered from the response “Do something else” is only available to school divisions.

Figure 33 Prevalence of sexual harassment

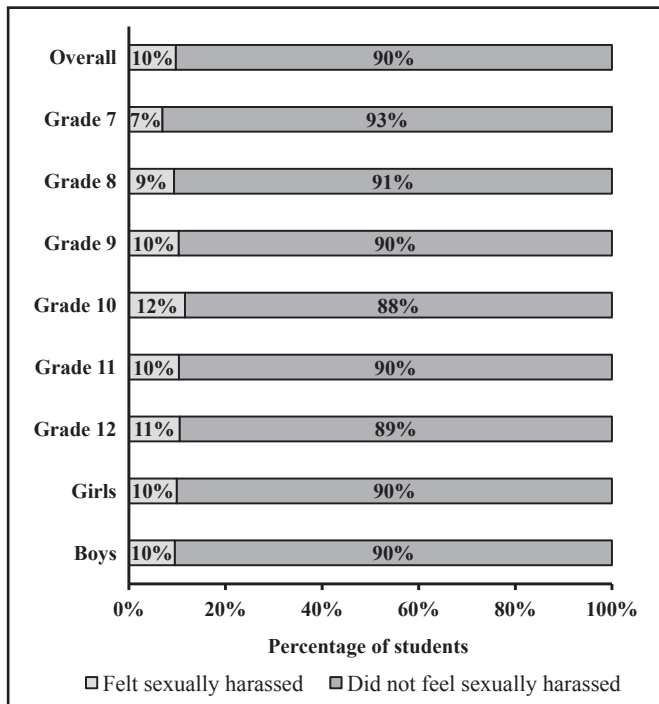


Figure 34 Response to being sexually harassed

