

TDSB Students (Grades 7-12): School and Community Safety

- This Fact Sheet describes the TDSB's 2011 Student Census findings on students' sense of safety at school and in the community including some related findings from the TDSB's 2012 Parent Census about parents' perceptions of their child's sense of safety. Bullying incidents experienced by Grade 7-12 students at school are also presented.
- Comparisons are made for items common to the TDSB's 2006 Student Census, and areas of significant change are highlighted.
- Since 2006 there has been a positive shift in students' sense of school and community safety. However, the proportion of students reporting having been bullied at school have remained somewhat the same.

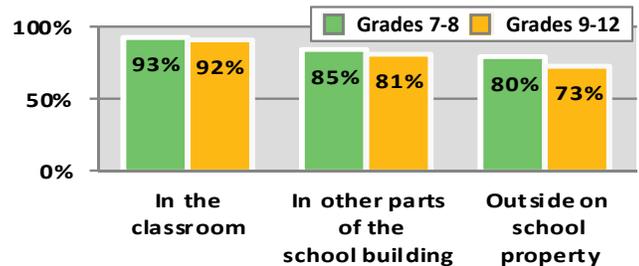
General Population

Student Sense of School Safety

At school students feel most secure in the classroom. Since 2006 more Grade 7-12 students also reported feeling safe in other areas on school property.

- As in 2006, over 90% of Grade 7-12 students reported feeling safe in the classroom all the time or often.
- Since 2006, a growing proportion of students reported feeling safe in other parts of the school building, e.g., cafeteria, washroom, or hallways (+8% for Grade 7-8 students, and +5% for Grade 9-12 students), and outside on school property including the schoolyard, playing field, or school parking lot (+8% and +4% respectively).

School Safety by Grade Grouping (2011)
(% reporting "all the time" or "often")



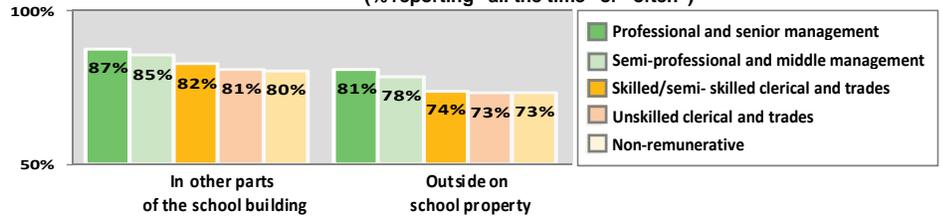
Differences by Demographic Groupings

Student sense of school safety was similar between female and male students, but was lower among those from lower socio-economic status (SES) background, and among Southeast Asian and LGBTQ students.

- There were no gender differences in how students felt about their safety at school.
- Among racialized groups, White students had the highest proportion feeling safe at school. On the other hand, outside the classroom, Southeast Asian students felt less safe than the overall population in different parts of the school building (75% versus 82%), or outdoors on school property (65% versus 75%).

School Safety by SES (2011)

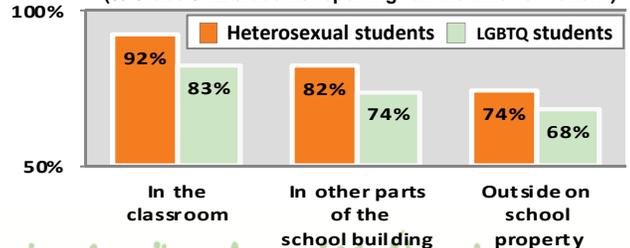
(% reporting "all the time" or "often")



- Regardless of SES, students felt safe within the classroom. However, beyond the classroom, students from lower SES backgrounds did not seem to feel as safe as their counterparts from the higher SES sectors when they were in other parts of the school building or outside on school property (see graph at right).

School Safety by Sexual Orientation (2011)

(% Grade 9-12 students reporting "all the time" or "often")



- Compared to other secondary school students, LGBTQ (lesbian, gay, bisexual, transgendered, or queer) students felt a lower sense of security whether in the classroom or in other parts of the school (see graph at right).



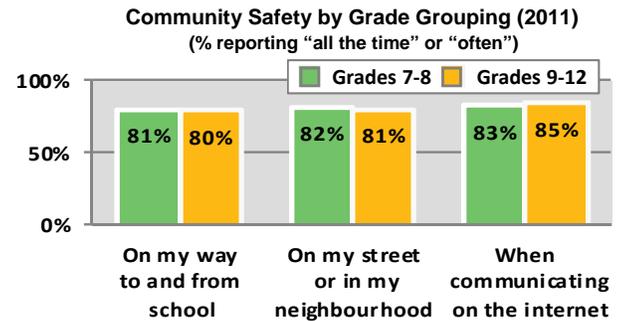
TDSB Students (Grades 7-12): School and Community Safety

Student Sense of Safety in the Community

General Population

Since 2006 more Grade 7-12 students reported feeling safe in their neighbourhood, and when communicating on the internet.

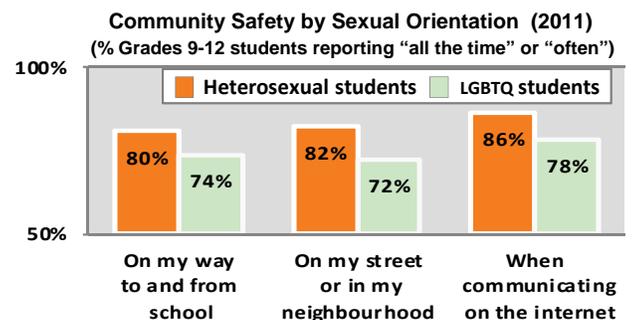
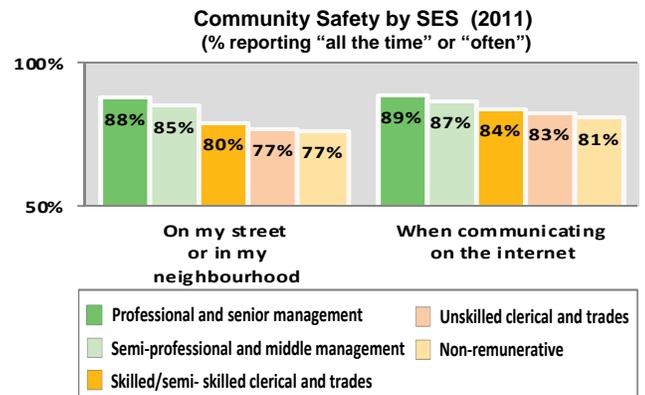
- About 80% of Grade 7-12 students reported feeling safe on their way to and from school. More students in 2011 than in 2006 (+10%) also reported feeling safe on their street or in their neighbourhood.
- Also, since 2006 a higher proportion of students in Grades 7-8 (+10%) and Grades 9-12 (+4%) indicated feeling safe when communicating on the internet.



Differences by Demographic Groupings

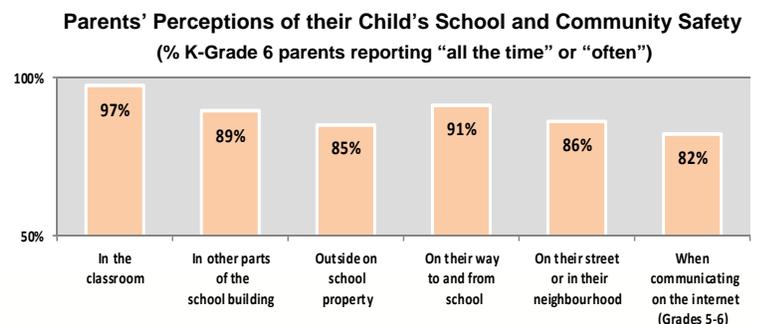
Female students, students from lower SES backgrounds, as well as Southeast Asian, Black, Aboriginal, and LGBTQ students tended to feel less safe than others outside of school and/or on the internet.

- Females were somewhat less likely than males to feel safe on their way to and from school (77% versus 82%), in their neighbourhood (78% versus 83%), and when communicating on the internet (82% versus 87%).
- The proportion of students who felt safe in their neighbourhood was highest among Whites (85%) but lowest among Southeast Asians (71%). Black students also felt somewhat less safe in their neighbourhood compared to the general population (75% versus 81%). When communicating on the internet, Southeast Asian (77%) and Aboriginal (79%) students also felt less safe than the overall student body (84%).
- Students from lower SES backgrounds were less likely than those from the two highest SES sectors to feel safe in their neighbourhood, or on the internet (see graph at right).
- When outside of school or on the internet, LGBTQ students were less likely to feel secure than other secondary school students (see graph at right).



Parents' Perception of Their Child's Safety in School and the Community: 2012 Parent Census (Kindergarten-Grade 6)

- Parents were asked for the first time in the TDSB's 2012 Parent Census about their child's safety in school and the community.
- The percentages of those who reported their child feeling safe at school or in the neighbourhood all the time or often were higher than the parallel percentages reported by the Grade 7-12 students in the TDSB's 2011 Student Census.
- Among parents of Grade 5-6 students, 82% agreed that their child felt safe when communicating on the internet all the time or often. This proportion was similar to that of Grade 7-12 students who answered the equivalent question in the Student Census (84%).



TDSB Students (Grades 7-12): School and Community Safety

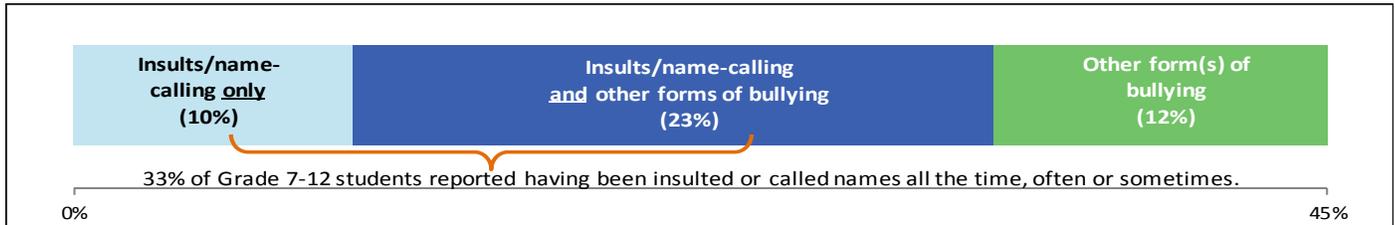
Bullying Incidents at School

General Population

Nearly half (45%) of Grade 7-12 students reported having been bullied at school, mostly in the form of insults or name calling. The majority of these students also experienced other forms of bullying.

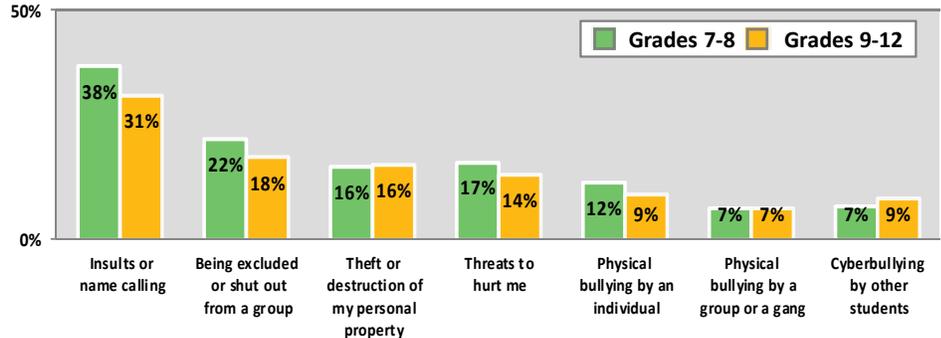
- At school, 45% of Grade 7-12 students reported having been bullied in one or multiple ways all the time, often, or sometimes. As in 2006, the most common type of bullying was in the form of insults or name calling, reported by a third of the students (see graph below).

Insults/Name-calling and Other Forms of Bullying
(% Grade 7-12 students reporting "all the time", "often" or "sometimes")



- Many of these victimized students also experienced at least one other form of bullying at school, such as social exclusion, theft or destruction of personal property, threats to be hurt, physical bullying by an individual or by a group, and/or cyberbullying. There were, however, 12% of Grade 7-12 students who experienced various forms of bullying other than insults or name-calling (see graph at right).

Bullying Incidents at School by Grade Grouping (2011)
(% reporting "all the time", "often" or "sometimes")

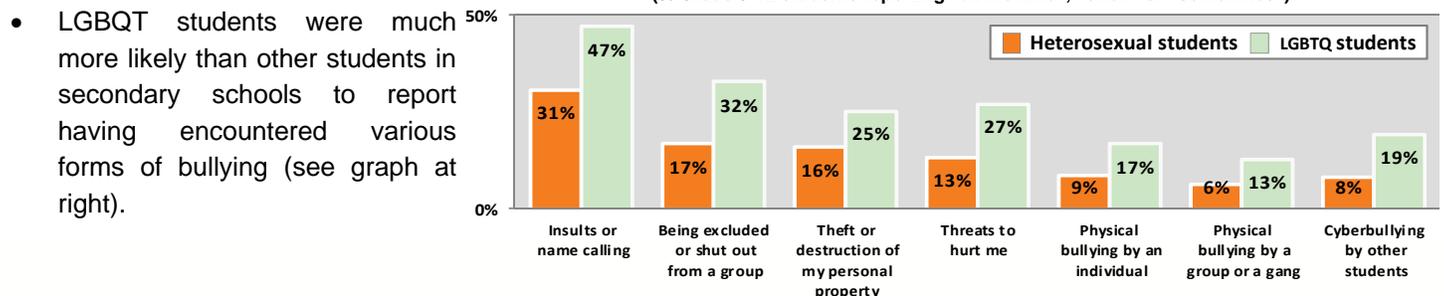


Differences by Demographic Groupings

Male, Aboriginal, and LGBTQ students were more likely than others to have been bullied at school.

- Male students were somewhat more likely than female students to report having been insulted or called names (36% versus 31%), threatened to be hurt (18% versus 11%), and bullied physically by an individual (13% versus 7%). On the other hand, female students were slightly more likely to report having been excluded or shut out from a group (21% versus 17%).
- There was not much SES variation in how students reported their bullying experiences at school.
- Among racialized groups, Aboriginal students were somewhat more likely than the overall population to have been insulted or called names (18% versus 13%), and excluded or shut out from a group (11% versus 6%) all the time or often. They also had a higher tendency to have experienced threats to be hurt all the time, often, or sometimes (23% versus 15%).

Bullying Incidents by Sexual Orientation (2011)
(% Grade 9-12 students reporting "all the time", "often" or "sometimes")



- LGBTQ students were much more likely than other students in secondary schools to report having encountered various forms of bullying (see graph at right).

TDSB Students (Grades 7-12): School and Community Safety

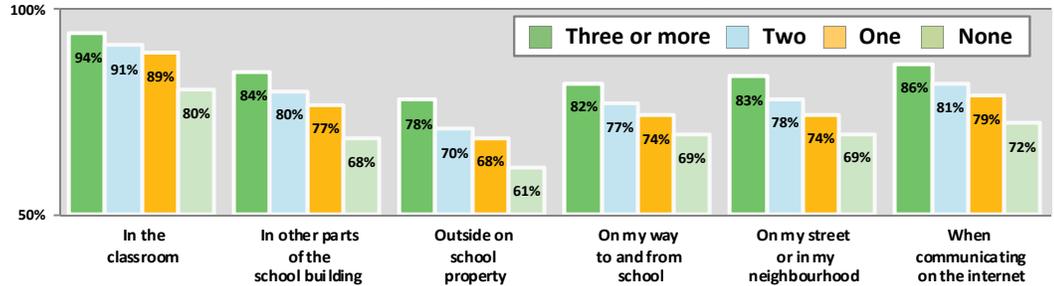
Social-Emotional Well-being and Sense of Safety

Number of Close Friends at School

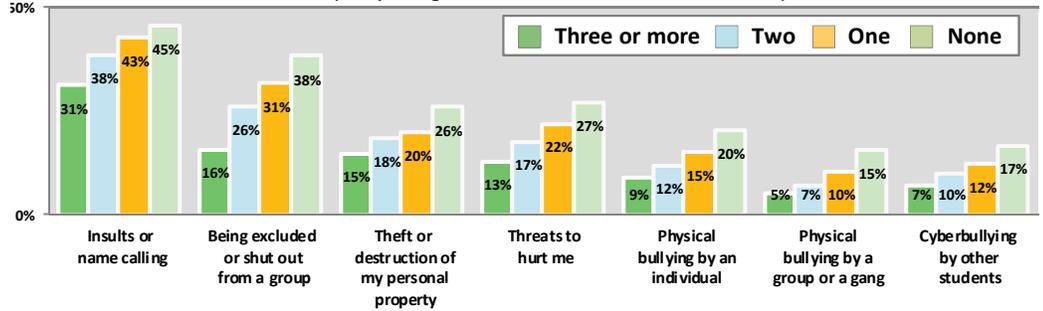
Students with few or no close friends at school tended to feel less safe than others at school or in the community, and were more likely to have experienced different forms of bullying.

- The more close friends students had, the higher their sense of safety in school or in the community. Those with no close friends at school felt least secure, whether inside or outside the classroom, or in their neighbourhood (see graph at right).
- Students with three or more close friends at school were much less likely than those with fewer friends to have been bullied, especially socially, at school. Students with no close friends were particularly vulnerable to all forms of bullying (see graph at right).

School and Community Safety by Number of Close Friends at School (2011)
(% reporting "all the time" or "often")



Bullying Incidents by Number of Close Friends at School (2011)
(% reporting "all the time", "often" or "sometimes")

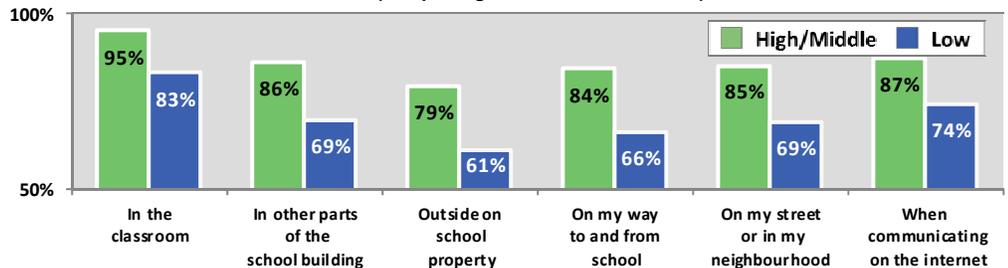


Emotional Well-being

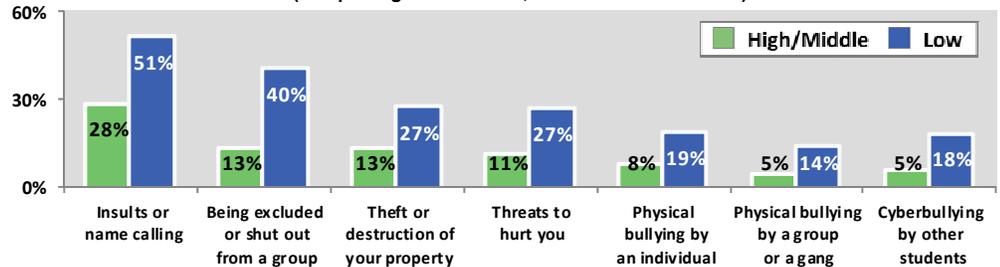
Students with low emotional well-being were less likely to feel safe at school or in their neighbourhood, and were two to three times more likely to have been a victim of multiple forms of bullying at school.*

- Students with low emotional well-being felt less secure than other students whether they were in or outside the classroom at school, or in their neighbourhood (see graph at right).
- These students were also most likely to have been bullied at school. Their chances of experiencing insults or name calling, theft or destruction of their property, or physical bullying by an individual were double those of other students. They were also three times more likely than others to have been excluded socially, threatened to be hurt, physically bullied by a group, or cyberbullied (see graph at right).

School and Community Safety by Emotional Well-being (2011)
(% reporting "all the time" or "often")



Bullying Incidents by Emotional Well-being (2011)
(% reporting "all the time", "often" or "sometimes")



*About one in five of Grade 7-12 students were found to have low emotional well-being. See definition in Census Fact Sheet (Issue 2).