



NOTE D'INFORMATION

n° 22.08 – Mars 2022

Results of the first school climate and victimisation survey among fourth and fifth grade French pupils: 92.4% of them say they feel 'good' or 'very good' in their school

- In 2020-2021, 92.4% of fourth and fifth grade French pupils say they feel 'good' or 'very good' in their school. The vast majority of pupils have good relationships at school with other pupils, teachers and other adults in the school. 95.8% of pupils consider learning in their class to be 'good' or 'very good'. Girls and boys have a fairly similar opinion of the school climate, but girls feel less safe in the school environment than boys. Four out of ten students report having been verbally abused, ostracised or robbed at least once during the school year. Girls report being victims of physical violence less often during the year, but more often being ostracised. 24.7% of pupils report having been victims of at least one violent incident repeatedly. Moreover, 2.6% of pupils report more than five repeated attacks. This situation of high multiple victimisation concerns girls as much as boys and more so pupils in reinforced priority education networks (REP+) (4.2%). While eight out of ten pupils in this situation say they defend themselves against violence, one pupil in three does not tell anyone about it. In one out of five cases, the parents go to the police station or gendarmerie following the violence.

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► Since 2011, the DEPP has regularly conducted national surveys of school climate and victimisation among French secondary school pupils. For the first time, in the spring of 2021, it surveyed a sample of 11,550 pupils in grade four and five in public and government-dependent private schools in metropolitan France and the French overseas departments and regions (excluding Mayotte). As in the surveys of secondary school pupils, this survey provides information on how pupils perceive the school climate and on acts of which pupils are victims in the school environment, whether or not these acts have been reported by the institution (see 'Further information' - Sources).

A positive school climate for the vast majority of pupils

In 2021, fourth and fifth grade pupils have a mostly positive opinion of the school climate: 92.4% of them say they feel 'good' or 'very good' in their school and 93.1% in their class [↘ figure 1](#). Students' opinions are summarised by counting the positive responses to twelve

questions on school climate that address different dimensions (see 'Further reading' - Definitions). This index shows that the school climate is perceived as positive by a majority of students. 78.4% of students answer positively to at least ten out of twelve questions and 96.1% give at least seven positive answers. The school climate index is similar regardless of the school profile.

A good understanding within the schools

The vast majority of pupils states that they have good relations at school, whether with the teacher (94.3%) or with other adults in the school (92.7%). In addition, 91.6% get along 'well' or 'very well' with other pupils and 87.4% of pupils say they have 'quite a lot' or 'a lot' of friends.

The school climate also includes the physical space as a dimension. 74.7% consider the buildings in their school to be 'nice' or 'very nice'. The least positive opinion concerns the school's toilets. Only one third of the students feel that the toilets are 'clean' or 'very clean'. However, in small schools, the

level of satisfaction is slightly higher (49.4%) (see 'Further reading' - Definitions).

Pupils tend to have a positive perception of time spent outside the classroom. Almost all pupils 'like' or 'love' going to recess (95.6%). Three out of four half-boarders 'like' or 'love' having lunch in the canteen. As for extracurricular activities, they are appreciated by 84.5% of the pupils who take part.

Students feel supported by their teacher

The vast majority of pupils consider that they learn 'well' or 'very well' in their class (95.8%). 95.6% consider that the assessments given are 'fair' or 'very fair'.

The majority of students consider that they have a 'good' or 'very good' level (49.1% and 27.1% respectively) [↘ figure 2](#). However, 58.5% of pupils say that they have difficulties with their homework. In general, when faced with a difficulty, 63.3% of pupils are encouraged by their teacher and 71.9% said they receive praise from their teacher. Lastly, 93.7% consider that they are helped by the teacher like the other pupils in the class.

1 Pupils' opinion of the school climate in their school in 2020-2021 by gender and school type (%)

	Total	Gender		Type of school		
		Girls	Boys	REP+ ²	Rural excluding REP+	Urban excluding REP+
School climate index						
Very bad climate (from 0 to 3 positive responses)	0.5	0.4	0.6	0.4	0.3	0.6
Bad climate (4-6 positive responses)	3.4	3.3	3.4	5	2.7	3.4
Good climate (7 to 9 positive responses)	17.7	17.2	18.2	20.7	16.8	17.7
Very good climate (10 to 12 positive responses)	78.4	79	77.8	73.9	80.2	78.3
Feeling good in school and in the class						
Feeling good or very good in your school ¹	92.4	91.8	93	90.6	92.5	92.5
Feeling good or very good in your class ¹	93.1	92.8	93.3	90.9	94	93
Relationships with pupils and adults in the school						
Getting on well or very well with other pupils ¹	91.6	90.7	92.5	90.9	91.2	91.8
Rather a lot or many friends ¹	87.4	87.6	87.2	88	86.5	87.6
Getting on well or very well with your teacher ¹	94.3	96.5	92.2	94.4	95.2	94.1
Getting on well or very well with other adults in the school ¹	92.7	94.9	90.6	92	93.6	92.5
Learning						
You learn well or very well in your class ¹	95.8	96.2	95.3	95.2	96.4	95.6
The assessments given are fair or very fair ¹	95.6	96.2	95	91.8	96.9	95.5
Punishments						
Has not been punished in the year	46.4	63	30.4	42.3	46.8	46.7
Punishments are fair or very fair ¹	76.4	80	73	69.9	80.8	75.9
School buildings and services						
The school buildings are nice or very nice ¹	74.7	77.4	72	72.3	79.8	73.6
To like or love going to playtime ¹	95.6	94.2	97	94.2	95.8	95.7
Enjoy or love have lunch in the canteen (for the pupils concerned)	75	74.4	75.6	75.7	77.6	74.3
Enjoy or love going to extracurricular activities (for the pupils concerned)	84.5	84.9	84.1	87.8	85.7	84
The school toilets are clean or very clean	33.6	36.4	30.8	31.5	43.7	31.2
Insecurity in schools						
Feeling of fear at school ¹	36.1	42.9	29.5	38.9	36.8	35.6
Fear of coming to school because of violence	23.1	27.5	18.8	26.4	24.8	22.4
Feeling of fear in the school toilets	23.9	31.9	16.1	27.3	22.8	23.9

1. Dimensions taken into account for the construction of the school climate index.

2. REP+: Reinforced priority education networks.

Reading: 78.4% of the pupils surveyed in the spring of 2021 have a well-being index between 10 and 12, which means that they have checked at least 10 positive answers among the 12 questions proposed. 92.4% of pupils say they feel good or very good in their school.

Scope: Metropolitan France + the French overseas departments and regions excluding Mayotte, Grade 4 and Grade 5 pupils in public and government-dependent private sector.

Source: DEPP, national survey of school climate and victimisation among Grade 4 and Grade 5 pupils in 2020-2021.

Réf. : Note d'Information, n° 22.08. DEPP

2 Pupils' views on school work by gender (%)

Boys report being punished more than girls

Girls and boys have a similar perception of the school climate, particularly with regard to social relations with other pupils, learning or feeling good in the school and in the classroom. The school climate index is almost identical. However, girls get along better than boys with the adults in the school (4 percentage points more). The most important differences concern punishments. Seven out of ten boys report having been punished at least once in the year. Proportionally, this affects half as many girls. Furthermore, more girls than boys consider punishments to be 'fair' or 'very fair' (80.0% versus 73.0% respectively) even when they have been punished themselves.

A higher sense of insecurity for girls

Insecurity at school seems to be a concern for some students. 36.1% say that they have

	Total	Girls	Boys
Spend time doing work (lesson, exercises) after class (at home, in the study, etc.)			
No, not at all	10.4	9.9	10.8
Yes, a little	47.2	45.9	48.5
Yes, a lot or very much	42.4	44.2	40.7
Having difficulties with homework			
No, not at all	41.5	41.5	41.6
Yes, a little	51	51.4	50.6
Yes, a lot or very much	7.5	7.1	7.8
Teacher's encouragement in the face of difficulty			
Yes	63.3	65.3	61.4
No	10.7	8.7	12.5
Don't know	14.1	14.8	13.5
Has no difficulty	11.9	11.2	12.6
Congratulations from the teacher			
Yes	71.9	74.2	69.6
No	12.6	10.3	14.9
Don't know	15.5	15.4	15.5
Teacher support as for other pupils			
Yes, agree or strongly agree	93.7	95	92.3
No, disagree or strongly disagree	6.3	5	7.7
Self-evaluation			
A very good pupil	27.1	29	25.2
A good pupil	49.1	48.1	50
An average pupil	18.4	17.2	19.6
A pupil in difficulty	5.5	5.8	5.1

Reading: 10.4% of pupils surveyed in spring 2021 say they do not spend time doing school work after school.

Scope: Metropolitan France + the French overseas departments and regions excluding Mayotte, Grade 4 and Grade 5 pupils in public and government-dependent private sector.

Source: DEPP, national survey of school climate and victimisation among Grade 4 and Grade 5 pupils in 2020-2021.

Réf. : Note d'Information, n° 22.08. DEPP

already been afraid in their school since the beginning of the 2020-2021 school year. 23.1% of students have already been afraid to come to school because of violence and 23.9% say they have been afraid in the school toilets.

Proportionally, more girls than boys have ever been afraid to go to school: 42.9% compared to 29.5%, a difference of 13 points. Furthermore, twice as many girls as boys report having been afraid in the school toilets: 31.9% compared to 16.1%.

Four out of ten students report having been verbally abused, ostracised or robbed at least once

The survey asks students about any violence they experienced during the 2020-2021 school year at school or on their way to school **↘ figure 3**. The most common types of abuse are insults or mockery (41.9%), ostracism (41.1%) and theft (40.2%). Physical attacks on pupils are mainly fights (36.5%), intentional damage (33.1%) and pushing and shoving (32.0%).

The most serious offences affect fewer pupils. For example, racketeering, which is extortion by violence or threats, affects only 8.1% of pupils. The same proportion of pupils reports that at least once another pupil have tried to kiss them by force (8.4%). On the other hand, pupils more frequently report problems with voyeurism in the toilets: 14.8% report that they have been embarrassed at least once since the beginning of the school year by someone looking at them while they were in the toilets. This is more often the case for boys (15.8%). 22.4% of students have participated at least once in a game that 'seems dangerous, can hurt or can injure'. Of these, a quarter say they have been forced to participate.

Boys are more affected than girls by physical abuse

Girls report being victims of ostracism and theft more often than boys (+6.7 and +4.3 points respectively). The reverse is true for other types of abuse, particularly physical abuse. The differences are significant for physical offences. Thus, one boy in two has already been in a fight during the year (compared to one girl in five). Boys are also more likely than girls to have been hit: 35.6% compared to 20.6%. 29.4% of boys have already taken part in a 'game that seems dangerous', which is twice the proportion of their female peers.

↘ 3 Proportion of pupils reporting that they have experienced violence at school or on the way to school at least once in 2020-2021 by type of violence, gender and type of school (%)

	Total	Gender		Type of school		
		Girls	Boys	REP+	Rural excluding REP+	Urban excluding REP+
Psychological damage						
Insult or mockery	41.9	38.9	44.8	46.3	42.7	41.4
Ostracism	41.1	44.5	37.8	34.2	43.9	40.9
Unpleasant nickname	35.7	33.8	37.6	36.8	36.4	35.5
Threat	18.4	16.4	20.3	23	17.9	18.1
Voyeurism in the toilets	14.8	13.7	15.8	18.4	15	14.5
Physical damage						
Fighting	36.5	22.3	50.4	43.6	38.4	35.5
Voluntary damage ¹	33.1	27.8	38.2	34.8	33.5	32.8
Jostling	32	28	35.9	35.3	32.5	31.6
Hits	28.2	20.6	35.6	34	28.8	27.6
Target for throwing objects	12.3	10.7	13.9	16.4	11.9	12.1
Forced embrace	8.4	8.6	8.3	11	7.4	8.5
Damage to property						
Theft	40.2	42.4	38.1	51.4	36.2	40.3
Racket	8.1	7.4	8.8	10.6	5.9	8.4
Dangerous games						
Participated in one or several games that appear to be dangerous ²	22.4	15.1	29.4	24.5	23.3	22
Being forced to participate in a dangerous game	5.2	4.1	6.2	5.5	5.4	5.1

1. The question is "Since the beginning of the school year, has anyone ever hurt you on purpose at school or on the way to school?"

2. The question is: "Since the beginning of the school year, have you been involved in any game or activity that you think is dangerous, that can hurt or that can cause injury?"

Reading: 41.9% of pupils surveyed in spring 2021 say they have been insulted or made fun of at least once in 2020-2021.

Scope: Metropolitan France + the French overseas departments and regions excluding Mayotte, Grade 4 and Grade 5 pupils in public and government-dependent private sector.

Source: DEPP, national survey of school climate and victimisation among Grade 4 and Grade 5 pupils in 2020-2021.

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The level of violence is higher in REP+ schools

Pupils in reinforced priority education networks (REP+) schools reported being victims of attacks more often in the school environment. Theft in particular is more frequent: 51.4% of pupils in these schools have been victims of theft, 11 percentage points more than for all pupils. The proportion is 36.2% in rural schools. 43.6% of pupils in REP+ schools have been involved in at least one fight and 34.0 per cent have been hit once or several times since the beginning of the school year (compared with 36.5% and 28.2% respectively for all pupils). However, exclusion are less frequent in REP+ schools (34.2% compared with 41.1% for all pupils).

2.6% of students report high levels of multiple victimisation

As in the case of surveys in secondary schools, a synthetic victimisation indicator can be defined by counting attacks among four psychological and four physical forms of violence (see 'Further reading' - Definitions). Violence is taken into account when it occurs repeatedly. 75.3% of pupils in grade four

and five are not repeatedly affected by any of these eight types of violence **↘ figure 4**. Physical violence is rarer than psychological violence. Indeed, 19.5% of pupils say they have experienced one or more of the four situations of psychological violence and 13.9% say they have experienced at least one of the four situations of physical violence. A total of 24.7% of pupils have experienced one or more of the eight breaches listed. Among these pupils, the number of attacks varies: 17.7% have experienced one or two attacks 'often' or 'very often', 4.5% have experienced three or four, and 2.6% of pupils have experienced five or more attacks repeatedly **↘ figure 5**. This situation of high multiple victimisation can be likened to harassment. The phenomenon of high multiple victimisation affects boys more than girls (3.0% and 2.1% respectively). It is more prevalent among pupils in REP+ (4.2%), but affects schools of all sizes equally.

Multivictimised students confide more often, even if a third of them do not tell anyone

Of the students who experienced at least one attack during the school year, 46.8% defended themselves **↘ figure 6**. This is more

4 Number of reported repeat victimisations (%)

Number of incidents of psychological violence	Number of incidents of physical violence					Total
	0	1	2	3	4	
	0	75.3	4.3	0.7	0.2	
1	8.1	2.3	1	0.3	0.1	11.7
2	2.2	1.2	0.8	0.2	0.1	4.6
3	0.5	0.5	0.8	0.4	0.1	2.3
4	0.1	0.2	0.2	0.3	0.2	0.9
Total	86.1	8.5	3.6	1.3	0.5	100

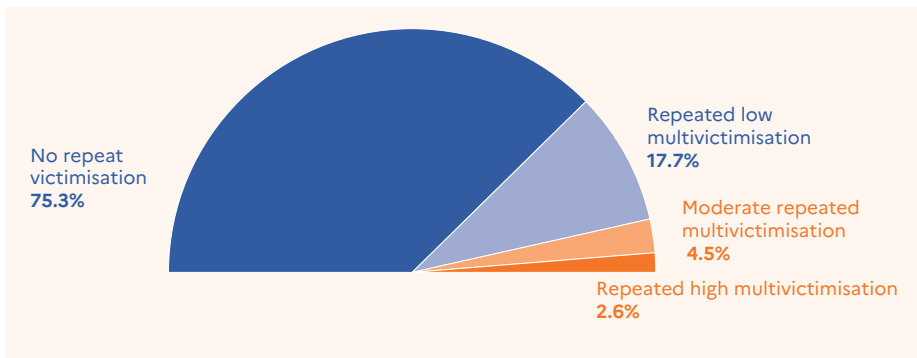
Reading: 11.7% of pupils surveyed in spring 2021 say they have experienced one of the four situations of psychological violence. 8.5% had experienced one of the four situations of physical violence.

Scope: Metropolitan France + the French overseas departments and regions excluding Mayotte, Grade 4 and Grade 5 pupils in public and government-dependent private sector.

Source: DEPP, national survey of school climate and victimisation among Grade 4 and Grade 5 pupils in 2020-2021.

Réf. : Note d'Information, n° 22.08. DEPP

5 Index of repeated multivictimisation (%)



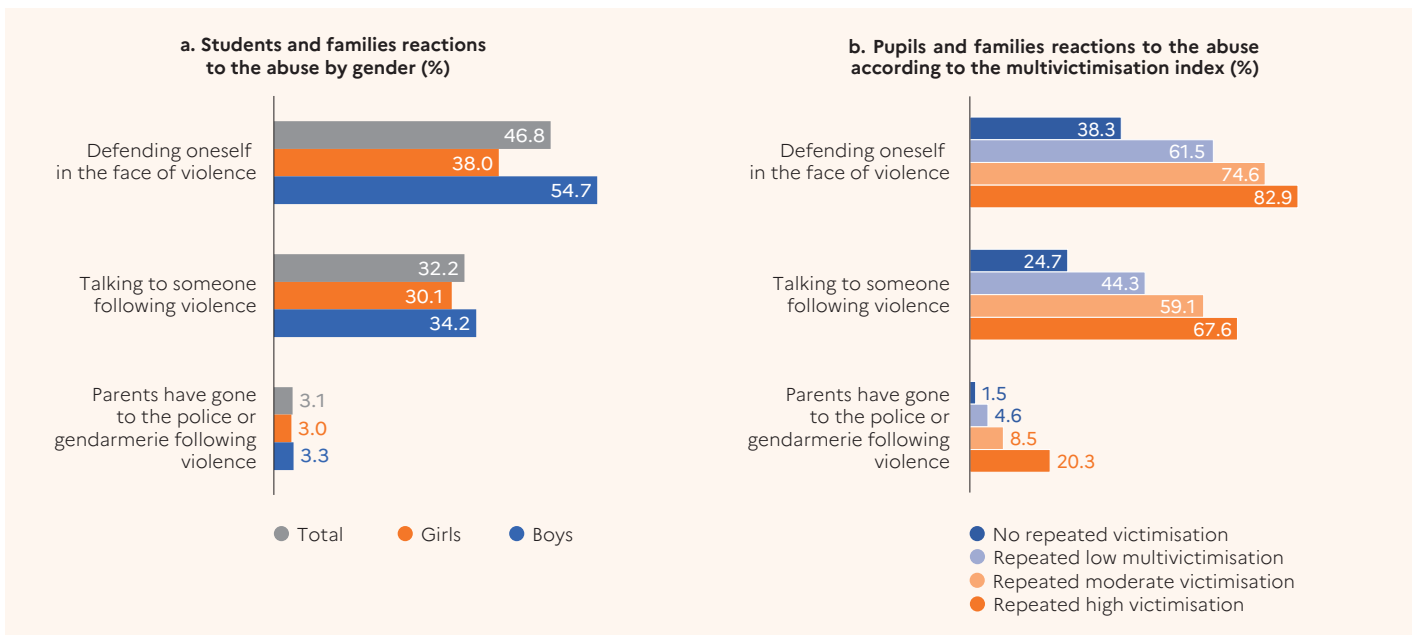
Reading: 2.6% of pupils surveyed in spring 2021 report having experienced five or more of the eight types of repeated violence included in the multivictimisation index.

Scope: Metropolitan France + the French overseas departments and regions excluding Mayotte, Grade 4 and Grade 5 pupils in public and government-dependent private sector.

Source: DEPP, national survey of school climate and victimisation among Grade 4 and Grade 5 pupils in 2020-2021.

Réf. : Note d'Information, n° 22.08. DEPP

6 Pupils' and families' reactions to the abuse (%)



Reading: 46.8% of pupils surveyed in the spring of 2021, who were victims of at least one attack during the school year, said they had defended themselves.

Scope: Metropolitan France + the French overseas departments and regions excluding Mayotte, Grade 4 and Grade 5 pupils in public and government-dependent private sector.

Source: DEPP, national survey of school climate and victimisation among Grade 4 and Grade 5 pupils in 2020-2021.

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common among boys than among girls (54.7% versus 38.0%). One third of the students tells someone about it. The students who have suffered the most abuse are also the ones who most often defend themselves. This is the case for 82.9% of those in a situation of high multiple victimisation (five or more repeated attacks). Although pupils in situations of high multiple victimisation are the ones who most often tell someone about it, a third do not tell anyone about the violence they have suffered. Only 3.1% of the parents of pupils affected by at least one attack go to the police or gendarmerie. On the other hand, when the pupil is in a situation of high multiple victimisation, 20.3% of parents take this step. ■