**Peer agression in Chile: The influence of classroom and school level factors on children´s well-being**

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ABSTRACT

Peer aggression is understood as persistent intimidation on behalf of one or more students. It is most often thought of as a psychological problem involving a victim, an agresor and witnesses. However, research on how school-related issues affect peer aggression is scarce. We studied the influence of individual and social factor son student´s peer aggression. 1,167 students from sixth, seventh, and eight-grade, from schools located in the Region of Valparaíso, Chile, participated in this study. Phase 1 studied the prevalence and characteristics of peer aggression reported by these students. 9% of students reported persistent physical and/or verbal aggression from other students, porcentaje which did not differ in students from municipal, private-subsidized and private-paid schools (F (3,1001) = 1.6, *p* = .177); however students from lower socioeconomic-status reported higher levels of victimization (F (3,1003) = 5.9, *p* < .001, η2= .018). Phase 2 analized the influence of social cognition on students´peer aggression classification as victims, agresors, victims+agresors, or others (N = 444). Student´s performance on these social cognition measures did not differ by type of classification. Phase 3 studied the influence of classroom climate on peer aggresion. Classroom climate positively predicted leer peer-reported aggression (β = -.223, p< .001) and victimization (β = -.198, p< .001). Finally, Phase 4 studied the association between school climate and peer aggression. Chi-square tests showed that schools with lower levels of peer agression provided opportunities for student participation, imprinted a sense of belonging and catered for student´s wellbeing within the facility, whereas schools with higher levels of peer agression tended to exclude, isolate and/or punish student agressors, and did not provide primary interventions which catered for all students wellbeing. The results are discussed in view of the need to consider school-related variables, beyond psychological factors, associated to children´s well-being, and its implications for school interventions.