

SCHOOL Climate Survey

A Survey for Students in Grades 7 to 12 About:

- **Equity and Inclusive Education**
- **Bullying/Harassment**



Name of school: _____

School ID: _____

Name of school board/authority: _____

Board ID: _____

Date: _____

Sample survey for use by schools or boards



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- **Equity and Inclusive Education**
- **Bullying/Harassment**



Welcome.

Thank you for agreeing to complete this survey.

The purpose of this school climate survey is to find out about two closely related issues – (1) equity and inclusive education, and (2) bullying/harassment, including discrimination, sexual harassment, and homophobia, among students at your school. This information will be used by your principal and teachers to help them promote an environment of respect, safety, and belonging for all students.

Schools need to be safe and welcoming places so that students can feel comfortable enough to learn.

Please do not put your name on this survey. Your answers are confidential. We are interested in what you and other students have to say.



Student Information

We do not want you to put your name on this survey, but we do want to know something about the students who complete this survey. So, please answer the following questions:

1. **What grade are you in?** Check one: 7 8 9 10 11 12
2. **Are you a boy or girl?** Check one: Male Female
3. **What is your first language (the first one you learned to speak)?** _____
4. **How long have you lived in Canada?** All my life Part of my life: _____ years

About the Survey

The survey consists of two sections that deal with related topics. The first section focuses on equity and inclusive education, and the second focuses specifically on bullying/harassment.

Equity and inclusive education are fundamental requirements for all schools in Ontario. An inclusive education system is one in which:

- all students, parents, school staff, and other members of the school community are welcomed and respected;
- every student is supported and inspired to succeed in a culture of high expectations for learning.

In an equitable and inclusive school climate, all members of the school community feel safe, comfortable, and accepted. Staff and students value diversity and demonstrate respect for others and a commitment to establishing a just, caring society.

When students exhibit discriminatory behaviours – which include bullying and harassment – towards other students, they are often reacting to perceived differences (stereotypes), and do not realize that diversity is one of a school's greatest assets. Bullying and harassment are hurtful, and therefore unacceptable, behaviours that are never tolerated in a climate of respect and acceptance.

In the first section of this survey, you will be asked questions about how you feel about your school, whether you feel welcome and comfortable participating in school events and on school teams and clubs, and whether you are learning about the experiences of various groups in society. In the second section, you will read about various types of bullying/ harassment, and you will be asked questions about incidents of bullying/harassment that may have occurred in your school and about circumstances connected with such incidents.

Remember: Your answers to this survey will help make schools more welcoming and safer for all students.

5. How do you feel about your school?

Always Often Sometimes Never

- a) I enjoy being at school. ————— ————— —————
- b) My school is a friendly and welcoming place. ————— ————— —————
- c) My school building is an inviting place to learn. ————— ————— —————
- d) I feel accepted by students in my school. ————— ————— —————
- e) I feel accepted by adults in my school. ————— ————— —————
- f) Extra help is available at my school when I need it. ————— ————— —————

6. Do you ever feel unwelcome or uncomfortable at your school because of any of the following?

(Please check the items that apply to you.)

- My sex (male/female)
- My ethnocultural or racial background
- My Aboriginal background (First Nation, Métis, Inuit)
- My language background (my first language)
- My grades or marks
- My appearance
- My religion or faith
- My family's level of income
- A disability that I have
- My sexual orientation
- Other reason(s) _____

7. Are there school activities, teams, or clubs that you are part of or would like to take part in but do not feel that you are welcome or that you belong?

Yes No (If you answered no, skip to question 8).

If you do not feel that you are welcome or that you belong, do you think it is because of any of the following? (Please check the items that apply to you.)

- My sex (male/female)
- My ethnocultural or racial background
- My Aboriginal background (First Nation, Métis, Inuit)
- My language background (my first language)
- My grades or marks
- My appearance
- My religion or faith
- My family's level of income
- A disability that I have
- My sexual orientation
- Other reason(s) _____

8. In your school, how often have you learned about the experiences and/or achievements of:

Often Sometimes Never

- a) women and girls ————— —————
- b) Aboriginal peoples (First Nation, Métis, Inuit) ————— —————
- c) diverse ethnocultural or racial groups ————— —————
- d) diverse religious/faith communities ————— —————
- e) people with disabilities ————— —————
- f) gay, lesbian, and bisexual people ————— —————
- g) people who identify as transgender ————— —————
- h) people with differing income levels ————— —————

9. In your school, members of diverse communities appear in:

	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
a) pictures or posters in the school	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
b) displays of student work	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
c) materials used in class (e.g., books, videos)	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
d) discussions and presentations about topics studied in class	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
e) school publications (e.g., yearbooks, newspapers)	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
f) special events and celebrations	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>

10. Do you feel that there are barriers that stand in the way of your learning at school?

Yes No Not sure

If you answered yes, do you think that these barriers exist because of any of the following?

(Please check the items that apply to you.)

<input type="radio"/> My sex (male/female)	<input type="radio"/> My religion or faith
<input type="radio"/> My ethnocultural or racial background	<input type="radio"/> My family's level of income
<input type="radio"/> My Aboriginal background (First Nation, Métis, Inuit)	<input type="radio"/> A disability that I have
<input type="radio"/> My language background (my first language)	<input type="radio"/> My sexual orientation
<input type="radio"/> My grades or marks	<input type="radio"/> Other reason(s) _____
<input type="radio"/> My appearance	_____

11. Do you feel that school rules have been applied to you in a fair way:

<input type="radio"/> all the time?	<input type="radio"/> rarely?
<input type="radio"/> most of the time?	<input type="radio"/> Not sure
<input type="radio"/> some of the time?	

If the school rules have *not* been applied to you fairly, do you think it is because of any of the following?

(Please check the items that apply to you.)

<input type="radio"/> My sex (male/female)	<input type="radio"/> My religion or faith
<input type="radio"/> My ethnocultural or racial background	<input type="radio"/> My family's level of income
<input type="radio"/> My Aboriginal background (First Nation, Métis, Inuit)	<input type="radio"/> A disability that I have
<input type="radio"/> My language background (my first language)	<input type="radio"/> My sexual orientation
<input type="radio"/> My grades or marks	<input type="radio"/> Other reason(s) _____
<input type="radio"/> My appearance	_____

12. Do you feel that you are treated by the adults in your school:

- the same way as everyone else?
- better than others?
- worse than others?

If you feel that you are treated better or worse than others, do you think it is because of any of the following? (Please check the items that apply to you.)

- | | |
|--|--|
| <input type="radio"/> My sex (male/female) | <input type="radio"/> My religion or faith |
| <input type="radio"/> My ethnocultural or racial background | <input type="radio"/> My family's level of income |
| <input type="radio"/> My Aboriginal background (First Nation, Métis, Inuit) | <input type="radio"/> A disability that I have |
| <input type="radio"/> My language background (my first language) | <input type="radio"/> My sexual orientation |
| <input type="radio"/> My grades or marks | <input type="radio"/> Other reason(s) _____ |
| <input type="radio"/> My appearance | _____ |
| | _____ |

13. School antidiscrimination policy

- a) **Does your school have a policy or procedure for reporting discrimination?** _____
- b) **If you answered yes, do you feel that the policy or procedure effectively addresses students' concerns?** _____
- c) **Do you feel that your school responds quickly to reports of discrimination?** _____

	Yes	No	I don't know
a)	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
b)	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
c)	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>

14. Have you ever requested a religious accommodation (e.g., time away from school to observe a religious holiday; permission to observe a religious practice during school hours; permission to wear an item of clothing connected with a religious belief)?

- Yes** **No**

If you answered yes, was your request for a religious accommodation met?

- Yes** **No**

If your request was denied, what reason were you given? _____

Section 2 **Bullying/Harassment**

Actions meant to hurt someone's feelings or devalue them are bullying/harassing behaviours. Bullying is a form of harassment. Throughout this section, we will be using "bullying/harassment" to refer to behaviours such as saying hurtful things to someone about their appearance or ability, posting disrespectful comments about someone online, hurting someone by physical actions, or treating someone badly or making a point of excluding them because of who they are. Such behaviours are often directed repeatedly against the same person or group, and they can happen on or off school grounds.

Bullying/harassment is not accidental. Although some students may feel pressured by their peers to bully or harass someone, they are still participating in behaviour that is meant to hurt or upset another person or group of people.

Different forms and types of bullying/harassment are described on the following pages. The information provided will help you answer the questions in this section.



Forms That Bullying/Harassment Might Take

Physical

- pushing, tripping, hitting
- damaging or stealing someone's property

Verbal

- name-calling, hurtful teasing
- insulting, humiliating, or threatening someone

Social

- excluding someone from "the group" or from an activity
- making sure others don't associate with someone
- gossiping or spreading rumours about someone
- displaying images or materials that are offensive or disrespectful
- making someone look foolish

Electronic

- using the Internet or a cell phone to e-mail or send text messages or pictures in order to threaten someone or hurt their feelings; single them out, embarrass them, or make them look bad; or spread rumours or reveal secrets about them



Types and Examples of Bullying/Harassment

Racial/ethnocultural

- treating someone badly because of their culture, racial or ethnic background, or the colour of their skin
- saying negative things about someone's race, culture, ethnic background, or skin colour
- calling someone by a racially or ethnically disrespectful term
- telling racist jokes

Sexual

- touching, grabbing, or pinching someone in a sexual way
- spreading sexual rumours about someone
- making sexual comments or jokes about someone's body
- directing unwanted sexual attention or advances towards someone

Gender role-based

- treating someone badly because of their gender identity
- making hurtful comments or making a joke about someone based on gender stereotypes, such as telling a girl she cannot play a sport because she is a girl or calling a boy a "sissy" because he has a hobby you think only girls should have

Homophobic

- calling someone "gay", "fag", "lesbian", "dyke", or something similar in a way meant to upset them
- making crude comments or spreading rumours about someone's actual or perceived sexual identity
- disrespecting someone who is attracted to members of the same sex or of both sexes
- disrespecting someone for their choice of activities, hobbies, or clothing
- making fun of someone whose parents are lesbian or gay

Religion-based

- treating someone badly because of their religion
- saying negative things about someone's religion
- making jokes about someone's religion

Disability-based

- treating someone badly because of a disability they have – for example, making jokes about a person who uses a wheelchair (visible disability) or calling a person names because he or she learns in a different way than you do (invisible disability) – or spreading rumours about someone because of a disability you think they *may* have
- making someone feel left out because of a disability they have (visible or invisible) or a disability you think they *may* have

Income-based

- treating someone badly because of the type of housing or the neighbourhood they live in
- spreading rumours about someone based on stereotypes about being "poor"
- making jokes about someone because they do not appear to have a lot of money (e.g., because they may not have name-brand clothing, or because of where they live)

How safe do you feel at school? “Feeling safe” means feeling comfortable, relaxed, and not worried that someone could harm you physically or emotionally.

Check one answer for each of the following questions.

	Always	Often	Sometimes	Never
15. Do you feel safe at school?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
16. Do you feel safe on your way to and from school?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
17. Do you feel safe in your neighbourhood or community?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>

When you answer questions 18 to 25, think about THE PAST FOUR WEEKS. (Check one answer for each question.)

	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't know
* 18. During the past four weeks, have you been bullied/harassed by other students in any of the following ways ...					
a) Physically?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
b) Verbally?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
c) Socially?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
d) Electronically?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
* 19. During the past four weeks, have you experienced any of the following types of bullying/harassment ...					
a) Racial/ethnocultural	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
b) Sexual?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
c) Gender-based?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
d) Homophobic?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
e) Religion-based?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
f) Disability-based?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
g) Income-based?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>



*For examples of forms and types of bullying/harassment, refer to the examples given on pp. 8 and 9 of this survey.

Not once in 4 weeks Once or twice in 4 weeks Every week Many times a week Don't know

***20. During the past four weeks, how often have you seen or heard about another student being bullied/harassed in any of the following ways ...**

a) Physically?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
b) Verbally?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
c) Socially?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
d) Electronically?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>

***21. During the past four weeks, how often have you seen or heard about another student being the victim of bullying/harassment of any of the following types ...**

a) Racial/ethnocultural?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
b) Sexual?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
c) Gender-based?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
d) Homophobic?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
e) Religion-based?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
f) Disability-based?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
g) Income-based?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>

***22. During the past four weeks, have you, on your own or as part of a group, bullied/harassed other students in any of the following ways ...**

a) Physically?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
b) Verbally?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
c) Socially?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
d) Electronically?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>

***23. During the past four weeks, have you, on your own or as part of a group, subjected other students to any of the following types of bullying/harassment ...**

a) Racial/ethnocultural?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
b) Sexual?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
c) Gender-based?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
d) Homophobic?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
e) Religion-based?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
f) Disability-based?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
g) Income-based?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>



*For examples of forms and types of bullying/harassment, refer to the examples given on pp. 8 and 9 of this survey.

Not once in 4 weeks Once or twice in 4 weeks Every week Many times a week Don't know

24. During the past four weeks, how often have you stayed away from school in order to avoid being bullied/harassed? _____

25. During the past four weeks, how often have you tried to help another student who was being bullied/harassed? _____

Always Often Sometimes Never They don't appear to notice it Not sure

26. Do you think teachers try to stop bullying/harassment? _____

27. Do you think the principal or vice-principal tries to stop bullying/harassment? _____

The next questions ask about where, when, and how often bullying/harassment occurs in and near your school and about how people respond to this kind of behaviour. (Check one answer for each item.)

28. Where and how often does bullying/harassment occur?

Never Sometimes Often Always

a) Classrooms	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
b) Hallways	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
c) School entrances and exits	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
d) Library	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
e) Computer rooms	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
f) Gym	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
g) Change rooms or locker rooms	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
h) Washrooms	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
i) School buses	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
j) Playground	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
k) On the way to and from school	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
l) Lunchroom or eating area/cafeteria	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
m) Parking lot	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
n) Areas off school property	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
o) On school field trips or during school extracurricular activities	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
p) Electronically	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
q) Other: (please explain) _____	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>

29. When and how often are you at risk of being bullied/harassed?

Never Sometimes Often Always

a) Before school	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
b) During classes	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
c) Between classes	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
d) During break periods (spares, lunch)	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
e) After school	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
f) On the weekends	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
g) On field trips	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
h) During extracurricular activities	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>

30. Think of the last time you saw or heard about another student being bullied/harassed. What did you do?

(Check any that are true for you.)

- I have not seen or heard another student being bullied/harassed. (Go to question 32.)
- I did not do anything about it.
- I told my parent(s) or guardian(s) about it.
- I told my teacher about it.
- I told my principal or vice-principal about it.
- I told an adult at school about it.
- I told an adult outside of school about it.
- I told another student about it.
- At the time, I helped the person who was being bullied/harassed.
- Later on, I helped the person who had been being bullied/harassed.
- I stood and watched.
- I made a joke about it.
- I joined in the bullying/harassment.
- I got someone to help stop it.
- I stood up to the person who was doing it.
- I got back at the person who was doing it.
- Other (please explain): _____

31. If you did not do anything the last time you saw someone being bullied/harassed, what was the reason? (Check any that are true for you.)

- I didn't want to get involved.
- I was afraid.
- I didn't know what to do or who to talk to.
- I thought if I told someone, they wouldn't do anything about it.
- I don't like to tell on other people.
- I didn't think the bullying/harassment was so bad.
- It wasn't my business or my problem.
- I didn't want to get in trouble for telling.
- I didn't think it would make a difference if I got involved.
- I thought I might be bullied/harassed myself if I did something to help.
- Other (please explain): _____



32. Think of the last time you were bullied/harassed. What did you do? (Check any that are true for you.)

- I have not been bullied/harassed.
(Go to question 34.)
- I ignored it.
- I told my parent(s) or guardian(s) about it.
- I told my teacher about it.
- I told my principal or vice-principal about it.
- I told an adult at school about it.
- I told an adult outside of school about it.
- I told another student about it.
- I called a helpline.
- I called the police or Children's Aid.
- I fought back.
- I got someone to help stop it.
- I made a joke of it.
- I stood up to the person who was doing it.
- I got back at the person who was doing it.
- Other (please explain): _____

33. If you did not do anything the last time you were bullied/harassed, what was the reason?

- (Check any that are true for you.)
- I was afraid.
 - I didn't know what to do or who to talk to.
 - I thought if I told someone, they wouldn't do anything about it.
 - I don't like to tell on other people.
 - I didn't think the bullying/harassment was so bad.
 - I didn't want to get in trouble for telling.
 - I didn't think it would make a difference.
 - I thought I would get bullied/harassed more or that the bullying/harassment might get worse.
 - Other (please explain): _____

34. How often do you think adults at your school (e.g., teachers, principal/vice-principal[s], support staff) ...

(Check one answer for each item.)

	Always	Often	Sometimes	Never
a) notice bullying/harassment?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
b) try to stop bullying/harassment?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
c) ignore bullying/harassment?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
d) talk openly about bullying/harassment?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
e) make excuses for those who bully/harass?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
f) support or defend those who are bullied/harassed?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
g) discipline those who bully/harass?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
h) discipline those who are bullied/harassed?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
i) listen to both sides of the story?	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>

35. How often do you think rules related to conduct and behaviour are enforced in your school?

	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
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Always Often Sometimes Never

36. Do you think the rules related to conduct and behaviour are enforced fairly?

37. If a student talks to an adult at school about bullying/harassment, how often do you think something is done about it?

38. How often do you report or tell someone about bullying/harassment?
(If you answered never, go to question 40.)

39. If you have reported or told someone about bullying/harassment, who did you tell?
 Teacher Vice-Principal Principal Parent or guardian
 Counsellor Friend Student helpline
 Other (please specify): _____

40. Are you aware of how to report bullying/harassment at school? Yes No

41. How satisfied are you with the steps your school has taken to prevent bullying/harassment among students?

42. What are things that you think your school could do to help you feel more welcome and to help prevent bullying/harassment? (Check any that you agree with.)

- Provide students with information about bullying/harassment
- Provide students with information about how to report bullying/harassment
- Hold information meetings for parents and guardians
- Provide training to teachers and school support staff on how to prevent and address bullying/harassment
- Have group or class discussions
- Invite a guest speaker
- Show films on the topic
- Have staff and students read books on the topic
- Run programs
- Do a school or class project
- Hold an assembly
- Involve students in preventing bullying/harassment
- Develop skits on bullying/harassment topics
- Other (please explain): _____

If you are having difficulty with other students at school,
please know that we are here to help ...

You can talk to any adult that you trust – your principal,
your parent(s) or guardian(s), a counsellor, or a teacher.

We want to help.

**THANK YOU
FOR COMPLETING
THIS SURVEY.**

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