SCHOOL Climate Survey

A Survey for Parents and Guardians 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
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 child’s (or children’s) school. This information will be used by the 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 parents or guardians have to say.
A Few Questions About You and Your Child …

1. **What grade is your child in?** Circle one: JK SK 1 2 3 4 5 6 7 8 9 10 11 12
   (Note: If you have more than one child in the school system, please feel free to complete and submit a separate survey for each child.)

2. **What is your child’s sex?** □ Male □ Female

3. **What is your first language** (the first one you learned to speak)?

4. **How many years have you lived in Canada?** □ All my life □ Part of my life: ______ years

Check one answer for each of the following questions:

5. **Does your child feel safe and welcome at school?**

6. **Does your child feel safe on the way to and from school?**

7. **Does your child feel safe in your neighbourhood or community?**

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### 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. An equitable, inclusive education system encourages and enables all students to learn and to fulfil their potential.

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 your child feels at school, whether your child feels welcome and comfortable participating in school events and on school teams and clubs, and whether your child is 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 child’s 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.**
8. How does your child feel about his/her school?

a) My child enjoys being at school.  [ ] Always  [ ] Often  [ ] Sometimes  [ ] Never

b) My child’s school is a friendly and welcoming place.  [ ] Always  [ ] Often  [ ] Sometimes  [ ] Never

c) My child’s school building is an inviting place to learn.  [ ] Always  [ ] Often  [ ] Sometimes  [ ] Never

d) My child feels accepted by students in his/her school.  [ ] Always  [ ] Often  [ ] Sometimes  [ ] Never

e) My child feels accepted by adults in his/her school.  [ ] Always  [ ] Often  [ ] Sometimes  [ ] Never

f) Extra help is available at my child’s school when he/she needs it.  [ ] Always  [ ] Often  [ ] Sometimes  [ ] Never

9. Does your child ever feel unwelcome or uncomfortable at his/her school because of any of the following? (Please check the items that apply.)

- His/her sex (male/female)
- His/her ethnocultural or racial background
- His/her Aboriginal background (First Nation, Métis, Inuit)
- His/her language background (first language)
- His/her grades or marks
- His/her appearance
- His/her religion or faith
- The family’s level of income
- A disability that he or she has
- His/her sexual orientation
- Other reason(s) ________________

10. Are there school activities, teams, or clubs that your child is part of or would like to take part in but feels that he or she is not welcome or does not belong?

[ ] Yes  [ ] No  (If you answered no, skip to question 11).

If your child feels that he or she is not welcome or does not belong, do you think it is because of any of the following? (Please check the items that apply.)

- His/her sex (male/female)
- His/her ethnocultural or racial background
- His/her Aboriginal background (First Nation, Métis, Inuit)
- His/her language background (first language)
- His/her grades or marks
- His/her appearance
- His/her religion or faith
- The family’s level of income
- A disability that he or she has
- His/her sexual orientation
- Other reason(s) ________________

11. In your child’s school, how often has he or she learned about the experiences and/or achievements of:

a) women and girls

b) Aboriginal peoples (First Nation, Métis, Inuit)

c) diverse ethnocultural or racial communities

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
12. In your child’s school, members of diverse communities appear in:
   a) pictures or posters in the school
   b) displays of student work
   c) materials used in class (e.g., books, videos)
   d) discussions and presentations about topics studied in class
   e) school publications (e.g., yearbooks, newspapers)
   f) special events and celebrations

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<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Not sure</th>
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13. Do you feel that there are barriers that stand in the way of your child’s 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.)

- [ ] Your child’s sex (male/female)
- [ ] His/her ethnocultural or racial background
- [ ] His/her Aboriginal background (First Nation, Métis, Inuit)
- [ ] His/her language background (first language)
- [ ] His/her grades or marks
- [ ] His/her appearance
- [ ] His/her religion or faith
- [ ] The family’s level of income
- [ ] A disability that he or she has
- [ ] His/her sexual orientation
- [ ] Other reason(s) ______________________

14. Do you feel that school rules have been applied to your child in a fair way:
- [ ] all the time?
- [ ] most of the time?
- [ ] some of the time?
- [ ] rarely?
- [ ] Not sure

If the school rules have not been applied to your child fairly, do you think it is because of any of the following? (Please check the items that apply.)

- [ ] His/her sex (male/female)
- [ ] His/her ethnocultural or racial background
- [ ] His/her Aboriginal background (First Nation, Métis, Inuit)
- [ ] His/her language background (first language)
- [ ] His/her grades or marks
- [ ] His/her appearance
- [ ] His/her religion or faith
- [ ] The family’s level of income
- [ ] A disability that he or she has
- [ ] His/her sexual orientation
- [ ] Other reason(s) ______________________

[Image]
15. Do you feel that your child is treated by the adults in the school:

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

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

- His/her sex (male/female)
- His/her ethnocultural or racial background
- His/her Aboriginal background (First Nation, Métis, Inuit)
- His/her language background (first language)
- His/her grades or marks
- His/her appearance
- His/her religion or faith
- The family’s level of income
- A disability that he or she has
- His/her sexual orientation
- Other reason(s) ____________________________
  ____________________________
  ____________________________
  ____________________________

16. School antidiscrimination policy

a) Does your child’s school have a policy or procedure for reporting discrimination?

- Yes
- No
- I don’t know

b) If you answered yes, do you feel that the policy or procedure effectively addresses students’ concerns?

- Yes
- No
- I don’t know

c) Do you feel that your child’s school responds quickly to reports of discrimination?

- Yes
- No
- I don’t know

17. Has your child 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 the request for a religious accommodation met?

- Yes
- No

If the request was denied, what reason was your child given? ____________________________
  ____________________________
  ____________________________
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
- gossiping or spreading rumours about someone
- making someone look foolish
- making sure others don’t associate with someone
- displaying images or materials that are offensive or disrespectful

### 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 others 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 jokes 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” or “lesbian”, 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)
When you answer questions 18 to 22, think about **THE PAST FOUR WEEKS**. (Check one answer for each question.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Not once in 4 weeks</th>
<th>Once or twice in 4 weeks</th>
<th>Every week</th>
<th>Many times a week</th>
<th>Don’t know</th>
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<tr>
<td><strong>18.</strong> During the past four weeks, has your child been bullied/harassed by other students in any of the following ways …</td>
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<td>b) Verbally?</td>
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<td>c) Socially?</td>
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<td>d) Electronically?</td>
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<td><strong>19.</strong> During the past four weeks, has your child experienced any of the following types of bullying/harassment …</td>
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<td>a) Racial/ethnocultural</td>
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<td>b) Sexual?</td>
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<td>c) Gender-based?</td>
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<td>d) Homophobic?</td>
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<td>e) Religion-based?</td>
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<td>f) Disability-based?</td>
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<td>g) Income-based?</td>
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<td><strong>20.</strong> During the past four weeks, has your child stayed away from school to avoid being bullied/harassed?</td>
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<td><strong>21.</strong> During the past four weeks, has your child, on his/her own or as part of a group, bullied/harassed other students in any of the following ways …</td>
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<tr>
<td>a) Physically?</td>
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<td>b) Verbally?</td>
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<td>c) Socially?</td>
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<td>d) Electronically?</td>
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*For examples of forms and types of bullying/harassment, refer to the examples given on pp. 8 and 9 of this survey.*
22. During the past four weeks, has your child, on his/her own or as part of a group, subjected other students to any of the following types of bullying/harassment …

   a) Racial/ethnocultural?
   b) Sexual?
   c) Gender-based?
   d) Homophobic?
   e) Religion-based?
   f) Disability-based?
   g) Income-based?

23. Where and how often does bullying/harassment occur? If a location is not applicable to your child’s school, do not respond.

   a) Classrooms
   b) Hallways
   c) School entrances and exits
   d) Library
   e) Computer rooms
   f) Gym
   g) Change rooms or locker rooms
   h) Washrooms
   i) School bus
   j) Playground
   k) On the way to and from school
   l) Lunchroom or eating
      area/cafeteria
   m) Parking lot
   n) Areas off school property
   o) On school field trips or during school extracurricular activities
   p) Electronically
   q) Other (please specify) ____________________________

*For examples of forms and types of bullying/harassment, refer to the examples given on pp. 8 and 9 of this survey.
24. To your knowledge, has your child stayed away from certain classrooms or areas of the school to avoid being bullied/harassed?

25. When is your child at risk of being bullied/harassed?

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<thead>
<tr>
<th></th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Always</th>
<th>Don't Know</th>
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<tr>
<td>a) Before school</td>
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<td>b) During classes</td>
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<td>c) Between classes</td>
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<td>d) During break periods (spares, lunch, recess)</td>
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<td>e) After school</td>
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<td>f) On weekends</td>
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<td>g) On school field trips</td>
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<td>h) During extracurricular activities</td>
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26. How often do you think adults at your child’s school (e.g., teachers, principal, vice-principal[s], support staff) …

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<th></th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Always</th>
<th>Don't Know</th>
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<tr>
<td>a) notice bullying/harassment?</td>
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<td>b) try to stop bullying/harassment?</td>
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<td>c) ignore bullying/harassment?</td>
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<td>d) talk openly about bullying/harassment?</td>
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<td>e) make excuses for those who bully/harass?</td>
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<td>f) support or defend those who are bullied/harassed?</td>
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<td>g) discipline those who bully/harass?</td>
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<td>h) discipline those who are bullied/harassed?</td>
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<td>i) listen to both sides of the story?</td>
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</table>
27. How often do adults at your child’s school contact you if your child …
   a) bullies/harasses another child?  
   b) is a victim of bullying/harassment?  
   | Always | Often | Sometimes | Never |

28. How often do you think rules related to conduct and behaviour are enforced at your child’s school?  
   | Always | Often | Sometimes | Never | Don't know |

29. Do you think the rules related to conduct and behaviour are enforced fairly?  
   | Always | Often | Sometimes | Never | Don't know |

30. If a student talks to an adult at school about bullying/harassment, how often do you think something is done about it?  
   | Always | Often | Sometimes | Never | Don't know |

31. How often do you report or tell someone about bullying/harassment? (If you answered never, go to question 33.)  
   | Always | Often | Sometimes | Never |

32. If you have reported or told someone about bullying/harassment, who did you tell?  
   □ Teacher □ Vice-Principal □ Principal □ Counsellor □ Other (please state)  

33. Are you aware of how to report bullying/harassment to school staff?  □ Yes □ No  

34. How often does your child’s school invite parents to participate in programs that prevent bullying/harassment?  
   | Always | Often | Sometimes | Never | Don't know |

35. How often does your child’s school communicate information about its bullying/harassment prevention programs and policies?  
   | Always | Often | Sometimes | Never | Don't know |
36. How satisfied are you with the steps your school has taken to prevent bullying/harassment among students?

☐ Very satisfied  ☐ Satisfied  ☐ Unsatisfied  ☐ Very unsatisfied

37. What are things that you think your child's school could do 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 parent/guardian information meetings
☐ Provide training to teachers/staff on how to prevent and address bullying/harassment
☐ Have group or class discussions
☐ Invite a guest speaker
☐ Show films on the topic
☐ Have students/teachers read books on the topic
☐ Run programs
☐ Do a school/class project
☐ Hold an assembly
☐ Involve students in preventing bullying/harassment
☐ Develop skits on bullying/harassment topics
☐ Other (please explain) ____________________________________________________________
                                                                                     ____________________________________________________________
                                                                                     ____________________________________________________________
                                                                                     ____________________________________________________________
Is there anything else that you want to tell us about safety at your child’s school?
If your child is having difficulty with other students at school, please know that we are here to help...

You can talk to a counsellor, a teacher, a vice-principal, the principal, or school support staff.

We want to help.

THANK YOU FOR COMPLETING THIS SURVEY.