SCHOOL Climate Survey

A Survey for School Staff 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 school. This information will be used by your principal and all staff to help 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 school staff members have to say.
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 what we envision 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.

To achieve an equitable and inclusive school climate, school boards and schools will strive to ensure that all members of the school community feel safe, comfortable, and accepted. We want all staff and students to value diversity and to 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, and thereby improves student achievement and reduces achievement gaps.

When students exhibit discriminatory behaviours – which can 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. To realize the promise of diversity, everyone in a school must value the full range of our differences.

In the first section of this survey, you will be asked questions about how you think students feel about their school, whether they feel welcome and comfortable participating in school events and on school teams and clubs, and whether they 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.

Your answers to this survey will help us make schools more welcoming and safer for all students.
Section 1  Equity and Inclusive Education

1. How do you think the students feel about their school?  
   a) They enjoy being at school.  
   b) They see their school as a friendly and welcoming place.  
   c) They consider their school building an inviting place to learn.  
   d) Students tend to feel accepted by other students in the school.  
   e) Students tend to feel accepted by adults in the school.  
   f) Extra help is available to all students when they need it.  

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

2. Do students ever feel unwelcome or uncomfortable at your school because of any of the following?  
   (Please check the items that apply.)
   - Their sex (male/female)  
   - Their ethnocultural or racial background  
   - Their Aboriginal background (First Nation, Métis, Inuit)  
   - Their language background  
   - Their grades or marks  
   - Their appearance  
   - Their religion or faith  
   - Their family’s level of income  
   - Any disabilities they may have  
   - Their sexual orientation  
   - Other reason(s) ____________________________

3. Are there school activities, teams, or clubs that some students do not feel that they are welcome in or do not feel that they belong in?  
   - Yes  
   - No (If you answered no, skip to question 4).

   If some students do not feel that they are welcome or that they belong in certain school activities, teams, or clubs, do you think it is because of any of the following?  (Please check the items that apply.)
   - Their sex (male/female)  
   - Their ethnocultural or racial background  
   - Their Aboriginal background (First Nation, Métis, Inuit)  
   - Their language background  
   - Their grades or marks  
   - Their appearance  
   - Their religion or faith  
   - Their family’s level of income  
   - Any disabilities they may have  
   - Their sexual orientation  
   - Other reason(s) ____________________________

4. In your school, how often have students 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

<table>
<thead>
<tr>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
5. In your 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

6. Do you feel that there are barriers that stand in the way of students’ 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.)

- Sex (male/female)
- Ethnocultural or racial background
- Aboriginal background (First Nation, Métis, Inuit)
- Language background
- Grades or marks
- Appearance
- Religion or faith
- Family’s level of income
- Disabilities
- Sexual orientation
- Other reason(s) ______________________________
  ______________________________

7. Do you feel that school rules have been applied to students 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 students fairly, do you think it is because of any of the following? (Please check the items that apply.)

- Their sex (male/female)
- Their ethnocultural or racial background
- Their Aboriginal background (First Nation, Métis, Inuit)
- Their language background
- Their grades or marks
- Their appearance
- Their religion or faith
- Their family’s level of income
- Any disabilities they may have
- Their sexual orientation
- Other reason(s) ______________________________
  ______________________________
8. Do you feel that school staff members in your school treat:

- all students equitably?
- some students better than others?

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

- Their sex (male/female)
- Their ethnocultural or racial background
- Their Aboriginal background (First Nation, Métis, Inuit)
- Their language background
- Their grades or marks
- Their appearance
- Their religion or faith
- Their family’s level of income
- Any disabilities they may have
- Their sexual orientation
- Other reason(s) __________________________
  __________________________

9. School antidiscrimination policy

a) Does your 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 school responds quickly to reports of discrimination?

   Yes  No  I don’t know

10. Are you aware of students’ having requested religious accommodations (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, were the requests met?

   Yes  No

If the requests were denied, what reason(s) were 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

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical</strong></td>
<td>pushing, tripping, hitting</td>
</tr>
<tr>
<td></td>
<td>damaging or stealing someone’s property</td>
</tr>
<tr>
<td><strong>Verbal</strong></td>
<td>name-calling, hurtful teasing</td>
</tr>
<tr>
<td></td>
<td>insulting, humiliating, or threatening someone</td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td>excluding someone from “the group” or from an activity</td>
</tr>
<tr>
<td></td>
<td>gossiping or spreading rumours about someone</td>
</tr>
<tr>
<td></td>
<td>making someone look foolish</td>
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<tr>
<td></td>
<td>making sure others don’t associate with someone</td>
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<tr>
<td></td>
<td>displaying images or materials that are offensive or disrespectful</td>
</tr>
<tr>
<td><strong>Electronic</strong></td>
<td>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</td>
</tr>
</tbody>
</table>
## 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 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)
The following questions ask about bullying/harassment at your school in general.

**11. Based on your personal experience and perspective, indicate the extent to which you agree or disagree with each of the following statements about bullying/harassment at your school by checking ONE response for each statement.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 Physical bullying/harassment is a problem among students at our school.</td>
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<tr>
<td>11.2 Verbal bullying/harassment is a problem among students at our school.</td>
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<tr>
<td>11.3 Social bullying/harassment is a problem among students at our school.</td>
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<tr>
<td>11.4 Electronic bullying/harassment is a problem among students at our school.</td>
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<tr>
<td>11.5 Racial bullying/harassment is a problem among students at our school.</td>
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<tr>
<td>11.6 Sexual bullying/harassment is a problem among students at our school.</td>
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<tr>
<td>11.7 Gender-based bullying/harassment is a problem among students at our school.</td>
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<tr>
<td>11.8 Homophobia is a problem among students at our school.</td>
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<tr>
<td>11.9 Religion-based bullying/harassment is a problem among students at our school.</td>
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<tr>
<td>11.10 Disability-based bullying/harassment is a problem among students at our school.</td>
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<tr>
<td>11.11 Income-based bullying/harassment is a problem among students at our school.</td>
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<tr>
<td>11.12 There is a high degree of bullying/harassment at our school.</td>
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<tr>
<td>11.13 Dedicating time and resources to addressing the problem of bullying/harassment is one of our highest priorities.</td>
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<tr>
<td>11.14 Relative to other priorities we commit a substantial amount of time and resources to addressing the problem of bullying/harassment.</td>
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<tr>
<td>11.15 The amount of time and resources we commit to bullying/harassment prevention initiatives is sufficient to deal effectively with bullying/harassment at our school.</td>
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<tr>
<td>11.16 Our school is proactive when it comes to students treating each other with respect.</td>
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</tbody>
</table>

*For examples of forms and types of bullying/harassment, refer to the examples given on pp. 8 and 9 of this survey.*
12. Think about the past four weeks, then indicate the frequency with which the following types of bullying/harassment are brought to your attention by checking ONE response for each.

<table>
<thead>
<tr>
<th>Type</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>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
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<tr>
<td>Verbal</td>
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<tr>
<td>Social</td>
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<tr>
<td>Electronic</td>
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<tr>
<td>Racial/ethnocultural</td>
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<tr>
<td>Sexual</td>
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<tr>
<td>Gender-based</td>
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<tr>
<td>Homophobic</td>
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<tr>
<td>Religion-based</td>
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<tr>
<td>Disability-based</td>
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<tr>
<td>Income-based</td>
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</tbody>
</table>

13. Think about the past four weeks, then indicate the frequency with which bullying/harassment occurs in each of the following locations or ways by checking ONE response for each of them. If a response is not applicable to your context, do not respond.

<table>
<thead>
<tr>
<th>Location</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>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
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<tr>
<td>Hallways</td>
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<tr>
<td>School entrances and exits</td>
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</tr>
<tr>
<td>Library</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Computer rooms</td>
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<tr>
<td>Gym</td>
<td></td>
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<tr>
<td>Change rooms or locker rooms</td>
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<td></td>
</tr>
<tr>
<td>Washrooms</td>
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<tr>
<td>School buses</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Playground</td>
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<tr>
<td>On the way to and from school</td>
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<tr>
<td>Lunchroom or eating area/cafeteria</td>
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<tr>
<td>Parking lot</td>
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<tr>
<td>Areas off school property</td>
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<tr>
<td>On school field trips or during school extracurricular activities</td>
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<tr>
<td>Electronically</td>
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<tr>
<td>Other (please specify)</td>
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</tbody>
</table>

*For examples of forms and types of bullying/harassment, refer to the examples given on pp. 8 and 9 of this survey.
14. Indicate how often students are at risk of being bullied/harassed during each of the following periods by checking ONE response for each period.

- **a) Before school**
- **b) During classes**
- **c) Between classes**
- **d) During break periods (spares, lunch, recess)**
- **e) After school**
- **f) On weekends**
- **g) On field trips**

15. Indicate the degree to which each of the following bullying/harassment prevention initiatives is in place at your school this year by checking ONE response for each initiative.

<table>
<thead>
<tr>
<th>Throughout the School</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.1 Bullying/harassment prevention committee</td>
</tr>
<tr>
<td>15.2 School assemblies, newsletters, etc., that address bullying/harassment</td>
</tr>
<tr>
<td>15.3 Increased supervision of students outside classrooms</td>
</tr>
<tr>
<td>15.4 School policies and rules related to bullying/harassment</td>
</tr>
<tr>
<td>15.5 Staff training related to bullying/harassment</td>
</tr>
<tr>
<td>15.6 Reorganization of physical space (e.g., classrooms, playground) to reduce potential for bullying/harassment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.7 Regular classroom discussion on topics to do with bullying/harassment</td>
</tr>
<tr>
<td>15.8 Bullying/harassment prevention curriculum materials (e.g., videos, books)</td>
</tr>
<tr>
<td>15.9 Class exercises such as role playing and writing assignments on bullying/harassment topics</td>
</tr>
<tr>
<td>15.10 Development and posting of class rules</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.11 Peer-led interventions (e.g., peer mediators, mentors, helpers, buddies)</td>
</tr>
<tr>
<td>15.12 Involvement of students in bullying/harassment prevention committee</td>
</tr>
<tr>
<td>15.13 Student-led activities (e.g., presentations, conferences) focused on bullying/harassment</td>
</tr>
</tbody>
</table>
16. Does your school have a bullying/harassment prevention program(s) in place?
   If yes, proceed to question 17. If no, proceed to question 23.

<table>
<thead>
<tr>
<th>In place</th>
<th>Being developed</th>
<th>Not in place</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Answer the following questions by completely shading the circle beside your response, like this: 
Please DO NOT use ✓ or X.

17. Who are the primary recipients of your bullying/harassment prevention program(s)?
   Shade all that apply.
   - Individual students
   - Groups of students
   - Students in individual classes
   - Students in individual grade levels
   - Students within a division of the school (e.g., all those in the primary grades)
   - All students
   - Classroom teachers
   - Support teachers
   - Non-teaching staff (e.g., cafeteria staff, bus drivers)
   - School administrators
   - Parents and guardians
   - Families
   - Members of surrounding community
18. Who participates in planning the bullying/harassment prevention program(s) in your school?
Shade ALL that apply.
- Students
- Classroom teachers
- School administrators
- Support staff (e.g., guidance counsellors, social/youth/childcare workers, bus drivers, cafeteria staff, caretakers)
- Parents and guardians
- School board personnel
- Professional consultants
- Personnel from community service agencies/organizations (including police)
- Community volunteers
- Other (specify): _______________________

19. Who is involved in delivering the bullying/harassment prevention program(s) in your school?
Shade ALL that apply.
- Students
- Classroom teachers
- School administrators
- Support staff (e.g., guidance counsellors, social/youth/childcare workers, bus drivers, cafeteria staff, caretakers)
- Parents and guardians
- School board personnel
- Professional consultants
- Personnel from community service agencies/organizations (including police)
- Community volunteers
- Other (specify): _______________________

20. People play various roles in creating and/or solving the problem of bullying/harassment. Indicate which of the people/roles listed below are addressed in your bullying/harassment prevention program(s) by shading ALL that apply.
- Individuals who bully/harass
- Groups/gangs that bully/harass
- Individuals who facilitate or encourage bullying/harassment
- Individuals who intervene in bullying/harassment
- Individuals who are victimized
- Passive participants in bullying/harassment (e.g., silent onlookers)
- Peers not involved in bullying/harassment
- Classroom teachers
- School administrators
- Support staff (e.g., guidance counsellors, social/youth/childcare workers, bus drivers, cafeteria staff, caretakers)
- Parents and guardians
- Members of surrounding community

21. Is/are your bullying/harassment prevention program(s) evidence-based or evaluated?
Yes
No
Don't know


22. Indicate the extent to which you think your bullying/harassment prevention program(s) is/are having the following results by checking ONE response for each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.1 School personnel use more effective strategies to stop bullying/harassment.</td>
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<tr>
<td>22.2 Students use more effective strategies to stop bullying/harassment.</td>
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<td>22.3 There is greater understanding about the nature of the bullying/harassment problem at our school among internal stakeholders (e.g., staff, administrators, trustees, students, school council members).</td>
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<tr>
<td>22.4 There is greater understanding about the nature of bullying/harassment among external stakeholders (e.g., parents and guardians, community members).</td>
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<tr>
<td>22.5 More internal stakeholders (e.g., staff, administrators, trustees, students, school council members) are directly involved in solving bullying/harassment at our school.</td>
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<tr>
<td>22.6 More external stakeholders (e.g., parents and guardians, community members) are directly involved in solving the problem of bullying/harassment at our school.</td>
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<tr>
<td>22.7 The number of reported bullying/harassment incidents has decreased.</td>
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<tr>
<td>22.8 The severity of reported bullying/harassment incidents has decreased.</td>
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<tr>
<td>22.9 The atmosphere at our school is generally more positive and peaceful.</td>
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</tbody>
</table>
23. What are things that you think your school could do to help prevent bullying/harassment?

- 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
- Integrate lessons through curriculum
- Invite a guest speaker
- Show films on the topic

- Have students/staff 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) ____________________________
  ____________________________
  ____________________________

24. Do you need help or advice in planning and implementing a bullying/harassment prevention program?

Yes ☐ No ☐ Don’t know ☐
THANK YOU
FOR COMPLETING
THIS SURVEY.