

# SCHOOL Climate Survey

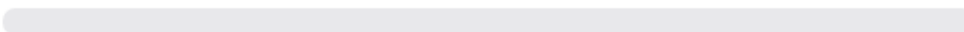
(for parent/guardian)

Thank you for agreeing to complete this survey! The purpose of this school climate survey is to find out about bullying/harassment, including discrimination, sexual harassment, and homophobia, among students at your child's school.

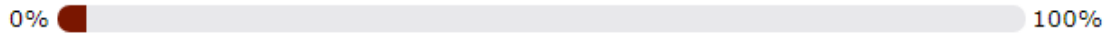
This information will be used by your principal and all staff to help promote an environment of respect, safety, and belonging for all students. Schools need to be safe and welcoming places so that students can feel comfortable enough to learn. Your answers are confidential. We are interested in what you and other school staff members have to say.

If you have any questions/comments, please contact the WCDSB Research Coordinator at [Kelly.Roberts@wcdsb.ca](mailto:Kelly.Roberts@wcdsb.ca)



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Name of school...



What grade is your child in? Select one:

*(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.)*

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What is your child's gender?

Male

Female

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

How many years have you lived in Canada?

All my life

Part of my life (number of years):

Check one answer for each of the following questions:

	Always	Often	Sometimes	Never	Don't know
Does your child feel safe and welcome at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your child feel safe on the way to and from school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your child feel safe in your neighbourhood or community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## About the Survey

The survey 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:

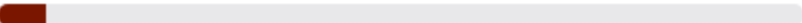
- all students, parents, school staff, and other members of the school community are welcomed and respected;
- every student is supported and inspired to succeed in a culture of high expectations for learning.

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 this survey, 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.**



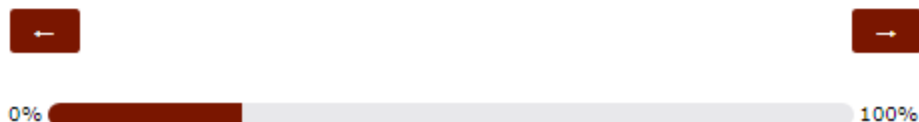
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# Bullying/Harassment

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/ethnicultural

- 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)



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When you answer the following questions, please think about THE PAST FOUR WEEKS. (Check one answer for each question.)

During the past four weeks, has your child been bullied/harassed by other students in any of the following ways ...

	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't Know
a) Physically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Verbally?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Socially?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Electronically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the past four weeks, has your child experienced any of the following types of bullying/harassment ...

	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't Know
a) Racial/ethnocultural	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Sexual?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Gender-based?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Homophobic?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Religion-based?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Disability-based?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Income-based?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the past four weeks, has your child...

	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't Know
stayed away from school to avoid being bullied/harassed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the past four weeks, has your child...

	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't Know
stayed away from school to avoid being bullied/harassed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

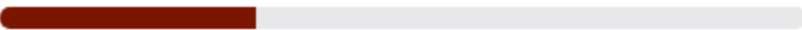
During the past four weeks, has your child, on his/her own or as part of a group, bullied/harassed other students in any of the following ways ...

	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't Know
a) Physically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Verbally?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Socially?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Electronically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 ...

	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't Know
a) Racial/ethnocultural?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Sexual?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Gender-based?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Homophobic?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Religion-based?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Disability-based?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Income-based?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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The next questions ask about where, when, and how often bullying/harassment occurs in and near your child's school and about how people respond to this kind of behaviour.

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

	Not once in 4 weeks	Once or twice in 4 weeks	Every week	Many times a week	Don't Know
a) Classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Hallways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) School entrances and exits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Computer rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Gym	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Change rooms or locker rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Washrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) School bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Playground	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) On the way to and from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Lunchroom or eating area/cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Parking lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Areas off school property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) On school field trips or during school extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) Electronically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q) Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>					

To your knowledge, has your child stayed away from certain classrooms or areas of the school to avoid being bullied/harassed?

Never

Sometimes

Often

Don't know

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

	Never	Sometimes	Often	Always	Don't know
a) Before school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) During classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Between classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) During break periods (spares, lunch, recess)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) After school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) On weekends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) On school field trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) During extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Never	Sometimes	Often	Always	Don't Know
a) notice bullying/harassment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) try to stop bullying/harassment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) ignore bullying/harassment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) talk openly about bullying/harassment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) make excuses for those who bully/harass?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) support or defend those who are bullied/harassed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) discipline those who bully/harass?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) discipline those who are bullied/harassed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) listen to both sides of the story?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do adults at your child's school contact you if your child ...

	Always	Often	Sometimes	Never
a) bullies/harasses another child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) is a victim of bullying/harassment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do adults at your child's school contact you if your child ...

	Always	Often	Sometimes	Never
a) bullies/harasses another child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) is a victim of bullying/harassment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please consider the following:

	Always	Often	Sometimes	Never	Don't know
How often do you think rules related to conduct and behaviour are enforced at your child's school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you think the rules related to conduct and behaviour are enforced fairly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a student talks to an adult at school about bullying/harassment, how often do you think something is done about it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you report or tell someone about bullying/harassment?

Always

Often

Sometimes

Never



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If you have reported or told someone about bullying/harassment, who did you tell?

Teacher

Vice-Principal

Principal

Counsellor

Other (please state):

Are you aware of how to report bullying/harassment to school staff?

Yes

No

How often does your child's school invite parents to participate in programs that prevent bullying/harassment?

Always

Often

Sometimes

Never

Don't know

How often does your child's school communicate information about its bullying/harassment prevention programs and policies?

Always

Often

Sometimes

Never

Don't know

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

Very satisfied

Satisfied

Unsatisfied

Very unsatisfied

What are things that you think your child's school could do to help prevent bullying/harassment?

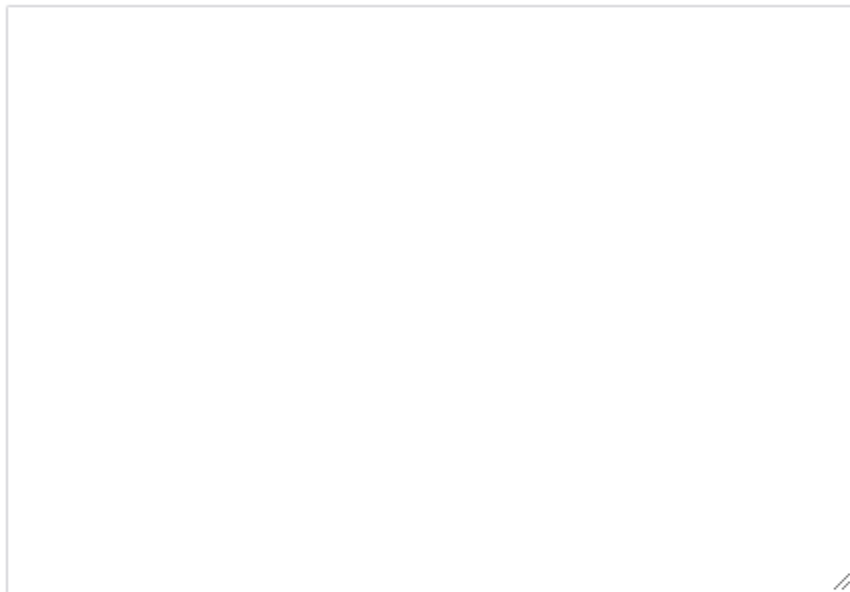
(Check any that you agree with.)

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



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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.**



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