

Ministry of Education

SAFETY AT YOUR SCHOOL

Sample Survey for Teachers and Other Staff About Bullying

Name of school: _____

School ID: _____

Name of school board/authority: _____

Board ID: _____ Date: _____

Schools need to be safe places so that students can feel relaxed enough in them to learn.

The purpose of this survey is to find out about student safety and bullying at your school. Responses will be used internally by the school as baseline information to determine whether school programs are effective at reducing bullying and improving the school climate.

To ensure confidentiality, please do not put your name on this survey.

Completed surveys should be forwarded to the school principal.

This survey is meant to be a sample. It may be used as is or adapted by schools or boards.

Answer the following questions by completely shading the circle beside your response, like this: ●

Please DO NOT use ✓ or ✗.

What is your position? Shade ONE response:

- Classroom teacher School support staff Other (specify): _____
 Teaching assistant (guidance counsellor/social worker/behavioural technician)

How long have you been at your school? Shade ONE response:

- Under 12 months 1–2 years 3–5 years 6–9 years 10 years or more

What grades do you work with? Shade ALL that apply:

- JK/SK Primary (1–3) Junior (4–6) Senior (7–8) Secondary (9–12)

Bullying

There are lots of ways to bully, but in all cases students who bully other students want to hurt or upset them (it's not an accident). Usually they hurt or upset them repeatedly and have an advantage over them, such as being bigger. Sometimes a group of students will bully a student.

Types and Examples of Bullying

- **Physical bullying**
 - hitting, shoving, pushing, kicking, spitting at, or beating up others
 - damaging or stealing someone's property
- **Verbal bullying**
 - name-calling, hurtful teasing
 - insulting, humiliating, or threatening someone
- **Social bullying**
 - excluding others from "the group"
 - gossiping or spreading rumours about others
 - setting others up to embarrass them or make them look foolish
 - making sure others don't associate with someone
- **Electronic bullying**
 - sending e-mail or phone text messages or pictures to threaten or hurt someone's feelings; to single out, embarrass, or make them look bad; or to spread rumours or reveal secrets about them
- **Gender-based bullying**
 - leaving others out or treating them badly because they are a boy or a girl
 - making sexist comments or jokes
- **Racial/ethnocultural bullying**
 - treating people differently or badly because of their culture, their racial or ethnic background, or the colour of their skin
 - saying negative things about someone's culture, racial or ethnic background, or skin colour
 - calling someone by a racially derogatory term
 - telling racist jokes
- **Sexual bullying**
 - making sexual gestures
 - touching, pinching, or grabbing someone in a sexual way
 - calling someone "gay" or a "fag" or a "lesbian" or something similar to upset them
 - making crude comments or spreading rumours about someone's sexual behaviour
- **Religion-based bullying**
 - treating others differently or badly because of their religion
 - saying negative things about someone's religion

The following questions ask about bullying at your school in general.

1. Based on your personal experience/perspective, indicate the extent to which you agree or disagree with each of the following statements about bullying at your school by circling ONE response for each of the following statements.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1.1 Physical bullying is a serious problem among students at our school.	1	2	3	4
1.2 Verbal bullying is a serious problem among students at our school.	1	2	3	4
1.3 Social bullying is a serious problem among students at our school.	1	2	3	4
1.4 Electronic bullying is a serious problem among students at our school.	1	2	3	4
1.5 Racial bullying is a serious problem among students at our school.	1	2	3	4
1.6 Sexual bullying is a serious problem among students at our school.	1	2	3	4
1.7 Religion-based bullying is a serious problem among students at our school.	1	2	3	4
1.8 Gender-based bullying is a serious problem among students at our school.	1	2	3	4
1.9 There is a high degree of bullying at our school.	1	2	3	4
1.10 Dedicating time and resources to addressing the problem of bullying is one of our highest priorities.	1	2	3	4
1.11 Relative to other priorities, we commit a substantial amount of time and resources to addressing the problem of bullying.	1	2	3	4
1.12 The amount of time and resources we commit to bullying prevention initiatives is sufficient to effectively deal with bullying at our school.	1	2	3	4
1.13 Our school is proactive when it comes to students treating each other with respect.	1	2	3	4

2. Based on your personal experience/perspective, indicate how often the various kinds of bullying are brought to your attention by circling ONE response for each of the following statements.

	NEVER	RARELY	SOMETIMES	FREQUENTLY	ALWAYS
2.1 Physical bullying <i>Examples: hitting, kicking, pushing, slapping, spitting on or at someone; damaging or stealing someone's property</i>	0	1	2	3	4
2.2 Verbal bullying <i>Examples: name-calling, hurtful teasing; insulting, humiliating, or threatening someone</i>	0	1	2	3	4
2.3 Social bullying <i>Examples: gossiping or spreading rumours about others, excluding someone from a group, setting someone up to embarrass them or make them look foolish</i>	0	1	2	3	4
2.4 Electronic bullying <i>Examples: sending e-mail or phone text messages or pictures to single out, threaten, or embarrass someone; hurt their feelings or make them look bad; spread rumours or reveal secrets about them</i>	0	1	2	3	4
2.5 Racial/ethnocultural bullying <i>Examples: treating people differently or badly because of their culture, racial or ethnic background, or the colour of their skin; calling someone by a racially derogatory term; telling racist jokes; saying negative things about a person's culture, racial or ethnic background, or skin colour</i>	0	1	2	3	4
2.6 Sexual bullying <i>Examples: calling someone "gay" or a "fag" or a "lesbian" or something similar to upset them; spreading rumours about someone's sexual behaviour; making sexual gestures; touching, grabbing, or pinching someone in a sexual way</i>	0	1	2	3	4
2.7 Religion-based bullying <i>Examples: treating someone differently or badly because of their religion; saying negative things about someone's religion</i>	0	1	2	3	4
2.8 Gender-based bullying <i>Examples: treating someone differently or badly because they are a boy or a girl; making sexist comments or jokes</i>	0	1	2	3	4

The following questions ask about **where and when** bullying occurs in and near your school and about **how people respond** to this kind of behaviour.

3. Think about the past four weeks, then indicate the frequency with which bullying occurs in each of the following locations by circling ONE response for each of them. If a location is not applicable to your context, do not respond.

	NOT ONCE IN 4 WEEKS	ONCE OR TWICE IN 4 WEEKS	EVERY WEEK	DAILY	DON'T KNOW
a) Classrooms	1	2	3	4	5
b) Hallways	1	2	3	4	5
c) School entrances or exits	1	2	3	4	5
d) Library	1	2	3	4	5
e) Computer rooms	1	2	3	4	5
f) Gymnasium	1	2	3	4	5
g) Change room or locker rooms	1	2	3	4	5
h) Washrooms	1	2	3	4	5
i) School bus	1	2	3	4	5
j) Playground	1	2	3	4	5
k) On the way to and from school	1	2	3	4	5
l) Lunchroom or eating area/cafeteria	1	2	3	4	5
m) Parking lot	1	2	3	4	5
n) Areas off school property, but close to the school	1	2	3	4	5
o) Areas off school property where students smoke	1	2	3	4	5
p) On field trips	1	2	3	4	5
q) Other (please specify) _____	1	2	3	4	5

4. Indicate how often students are at risk of being bullied during each of the following periods by circling ONE response for each period.

	NEVER	SOMETIMES	OFTEN	ALWAYS	DON'T KNOW
a) Before school	1	2	3	4	5
b) During classes	1	2	3	4	5
c) Between classes	1	2	3	4	5
d) During break periods (spares, lunch, recess)	1	2	3	4	5
e) After school	1	2	3	4	5
f) On weekends	1	2	3	4	5

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

	NOT IN PLACE	BEING DEVELOPED	IN PLACE	NOT SURE	
THROUGHOUT THE SCHOOL	5.1 Bullying prevention committee	1	2	3	4
	5.2 School assemblies, newsletters, etc., that address bullying	1	2	3	4
	5.3 Increased supervision of students outside classrooms	1	2	3	4
	5.4 School policies and rules related to bullying	1	2	3	4
	5.5 Staff training related to bullying	1	2	3	4
	5.6 Reorganization of physical space (e.g., classrooms, playground) to reduce potential for bullying	1	2	3	4
IN THE CLASSROOM	5.7 Regular classroom discussion on topics to do with bullying	1	2	3	4
	5.8 Bullying prevention curriculum materials (e.g., videos, books)	1	2	3	4
	5.9 Class exercises such as role playing, writing assignments	1	2	3	4
	5.10 Development and posting of class rules	1	2	3	4
BY STUDENTS	5.11 Peer-led interventions (e.g., peer mediators, mentors, helpers, buddies)	1	2	3	4
	5.12 Involvement of students in bullying prevention committee	1	2	3	4
	5.13 Student-led activities (e.g., presentations, conferences) focused on bullying	1	2	3	4

		NOT IN PLACE	BEING DEVELOPED	IN PLACE	NOT SURE
FOR INDIVIDUALS	5.14 Individual counselling for students who have bullied others	1	2	3	4
	5.15 Individual counselling for students who have been bullied	1	2	3	4
	5.16 Group counselling for students who have bullied others	1	2	3	4
	5.17 Group counselling for students who have been bullied	1	2	3	4
	5.18 Specialized workshops for small groups of individuals who have been bullied (e.g., assertiveness training)	1	2	3	4
FOR PARENTS	5.19 Information to parents (e.g., through newsletters)	1	2	3	4
	5.20 School presentations, seminars, etc.	1	2	3	4
	5.21 Encouragement of parents to participate directly in school bullying prevention program(s)	1	2	3	4
IN THE COMMUNITY	5.22 Meetings with community leaders and organizations	1	2	3	4
	5.23 Invitations to local media to cover school's efforts	1	2	3	4
	5.24 Encouragement of community organizations and leaders to participate in school's bullying prevention program activities	1	2	3	4

6. Does your school have a bullying prevention program(s) in place? YES NO
If yes, proceed to question 7. If no, proceed to question 13.

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

7. Who are the primary recipients of your bullying prevention program(s)? Shade ALL that apply.

- | | |
|--|---|
| <input type="radio"/> Individual students | <input type="radio"/> Classroom teachers |
| <input type="radio"/> Groups of students | <input type="radio"/> Support teachers |
| <input type="radio"/> Students in individual classes | <input type="radio"/> Non-teaching staff (e.g., cafeteria staff, bus drivers) |
| <input type="radio"/> Students in individual grade levels | <input type="radio"/> School administrators |
| <input type="radio"/> Students within a division of the school (e.g., all those in the primary grades) | <input type="radio"/> Parents |
| <input type="radio"/> All students | <input type="radio"/> Families |
| | <input type="radio"/> Members of surrounding community |

8. Who participated in planning the bullying prevention program(s) in your school?

Shade ALL that apply.

- | | |
|---|--|
| <input type="radio"/> Students | <input type="radio"/> School board personnel |
| <input type="radio"/> Classroom teachers | <input type="radio"/> Ministry of Education personnel |
| <input type="radio"/> School administrators | <input type="radio"/> Personnel from another ministry |
| <input type="radio"/> Professional support staff (e.g., guidance counsellors, social/youth/childcare workers) | <input type="radio"/> Professional consultants |
| <input type="radio"/> Non-professional support staff (e.g., bus drivers, cafeteria staff, caretakers) | <input type="radio"/> Personnel from community service agencies/organizations (including police) |
| <input type="radio"/> Parents | <input type="radio"/> Community volunteers |
| | <input type="radio"/> Other (specify): _____ |

9. Who is involved in delivering the bullying prevention program(s) in your school?

Shade ALL that apply.

- | | |
|---|--|
| <input type="radio"/> Students | <input type="radio"/> School board personnel |
| <input type="radio"/> Classroom teachers | <input type="radio"/> Ministry of Education personnel |
| <input type="radio"/> School administrators | <input type="radio"/> Personnel from another ministry |
| <input type="radio"/> Professional support staff (e.g., guidance counsellors, social/youth/childcare workers) | <input type="radio"/> Professional consultants |
| <input type="radio"/> Non-professional support staff (e.g., bus drivers, cafeteria staff, caretakers) | <input type="radio"/> Personnel from community service agencies/organizations (including police) |
| <input type="radio"/> Parents | <input type="radio"/> Community volunteers |
| | <input type="radio"/> Other (specify): _____ |

10. Who is the lead on the bullying prevention committee? _____**11. People play various roles in creating and/or solving the problem of bullying. Indicate which of the people/roles listed below are addressed in your bullying prevention program(s) by shading ALL that apply.**

- | | |
|---|---|
| <input type="radio"/> Individuals who bully | <input type="radio"/> Individuals who are victimized |
| <input type="radio"/> Groups/gangs who bully | <input type="radio"/> Passive participants in bullying (e.g., silent onlookers) |
| <input type="radio"/> Individuals who facilitate or encourage bullying | <input type="radio"/> Peers not involved in bullying |
| <input type="radio"/> Individuals who intervene in bullying | <input type="radio"/> Classroom teachers |
| <input type="radio"/> Parents | <input type="radio"/> School professionals (e.g., guidance counsellors) |
| <input type="radio"/> School administrators | <input type="radio"/> Members of surrounding community |
| <input type="radio"/> Non-professional support staff (e.g., bus drivers, cafeteria staff, caretakers) | |

12. Indicate the extent to which your bullying prevention program(s) are having the following results by circling ONE response for each statement.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW
12.1 School personnel use more effective strategies to stop bullying.	1	2	3	4	5
12.2 Students use more effective strategies to stop bullying.	1	2	3	4	5
12.3 There is greater understanding about the nature of the bullying problem at our school among internal stakeholders (e.g., staff, administrators, trustees, students, school council members).	1	2	3	4	5
12.4 There is greater understanding about the nature of bullying among external stakeholders (e.g., parents, community members).	1	2	3	4	5
12.5 More internal stakeholders (e.g., staff, administrators, trustees, students, school council members) are directly involved in solving the problem of bullying at our school.	1	2	3	4	5
12.6 More external stakeholders (e.g., parents, community members) are directly involved in solving the problem of bullying at our school.	1	2	3	4	5
12.7 The number of bullying incidents has decreased.	1	2	3	4	5
12.8 The severity of reported bullying incidents has decreased.	1	2	3	4	5
12.9 The atmosphere at the school is generally more positive and peaceful.	1	2	3	4	5

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

13. How safe do you feel in your school?

- Very Somewhat Not at all

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

- Yes No Don't know

THANK YOU FOR COMPLETING THIS SURVEY.

Your answers will help us make this school
safer for everyone.