

Assessment Toolkit

for Bullying, Harassment and Peer Relations at School

CRITERIA OF BEST PRACTICES

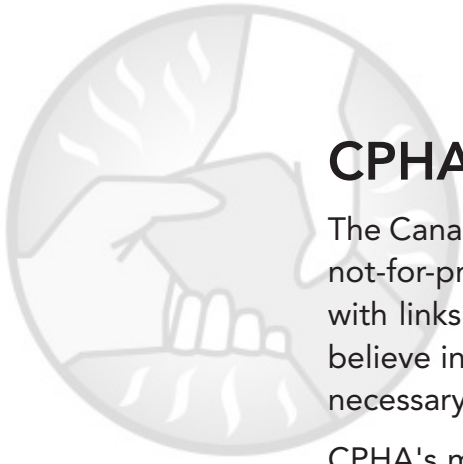
THINGS TO THINK ABOUT

CRITERIA



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CPHA Mission Statement

The Canadian Public Health Association (CPHA) is a national, independent, not-for-profit, voluntary association representing public health in Canada with links to the international public health community. CPHA's members believe in universal and equitable access to the basic conditions which are necessary to achieve health for all Canadians.

CPHA's mission is to constitute a special national resource in Canada that advocates for the improvement and maintenance of personal and community health according to the public health principles of disease prevention, health promotion and protection and health public policy.

These resources are developed as part of CPHA's initiative Criteria of Best Practices and Evaluation Tools for Anti-bullying Programs. This project is funded by the National Crime Prevention Strategy, Department of Public Safety and Emergency Preparedness.

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The administrators and teachers at the seven participating schools embraced this project wholeheartedly and have demonstrated a keen commitment and vision to make their schools peaceful and safe learning communities.

Over 800 parents took time out of their busy lives to take part in this project. Their contribution is unique, in that their combined effort resulted in the largest matched parent/child sample on bullying, discrimination and sexual harassment in Canada.

Finally, more than 2500 different students completed surveys and provided important narratives related to their experiences during the 2003-2004 school year. They have made a significant and valuable contribution to Canadian research and interventions in the area of school safety.

We thank you all.

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Background Information

Bully-victim problems, sexual harassment and racial discrimination are major public health concerns in Canada's elementary, middle and high schools. Research indicates that these peer relationship problems are commonplace, yet school-based programs have no common standards, little consistency and lack rigorous evaluation.

Goals and Objectives

In response to this public health issue the National Crime Prevention Strategy (NCPS) provided funding to the Canadian Public Health Association for research and development of its project "Criteria of Best Practices and Evaluation Tools for Anti-bullying Programs".

The primary objectives of this project included:

- Identify the criteria for best practices in Anti-bullying programs
- Develop an evaluation framework and outcome-measure tools
- Set-up a web site on Anti-bullying Program Evaluation and Best Practice Criteria
- Distribute findings that will allow programs to adopt criteria for best practices and implement the evaluation framework.

The goal is to engage partners in health, education, justice, social services, parents/guardians and youth in the development and testing of an evaluation framework and identification of the criteria of best practices for school-based anti-bullying/harassment programs.

In preparation for this project CPHA undertook preliminary research on the impact on students of zero-tolerance policies on bullying. Its findings, published in a discussion paper entitled "Bullying, School Exclusion and Literacy" indicate that a warm and caring school culture develops a strong personal sense of school membership. Feelings of membership in turn improve academic and behavioural functioning. The discussion paper also brought forward findings to indicate that an emotionally supportive school acts as a protective factor serving to buffer children from family problems, negative peers and environmental risks. This research provided the foundation to CPHA's "Criteria for Best Practices and Evaluation Tools for Anti-bullying Programs". This project was comprised of two components: a "CPHA Safe School Study" and the development of an "Assessment Toolkit for Bullying, Harassment and Peer Relations at School".

Safe School Study

As part of the Safe School Study, schools were recruited from across the country to test surveys for measuring perceptions of school safety and hot spots for bullying/harassment. Five different survey instruments were developed to collect data in Fall 2003 from 2,806 individuals and in Spring 2004 from 2,755 respondents. These tools were developed with the guidance of leading experts in the field and are based upon the best instruments available in the world today. Credit must be given to the West Vancouver School District Safe School Surveys and David Smith and colleagues' Anti-Bullying Program Survey. These instruments were critical in the development of the CPHA surveys. The quantitative data were supplemented with a series of audiotaped qualitative interviews with school administrators, teachers and students.

Approximately 45% of students in the study experienced bully-victim problems, sexual harassment or racial discrimination at least once during a four-week period, including roughly 10% who were involved as perpetrators and/or victims on a weekly basis. Approximately 40% of students were not directly involved in these peer relationship problems, yet were affected because they saw or heard these incidents. In other words, only 15% of the students in this study reported that they were not involved in any way in these incidents.

Most students did not intervene or get help for victims. When asked why, students reported that they did not want to get involved, were afraid, or didn't know what to do. Only 15% of those victimized during the four weeks said that they reported the incident to an adult at school. Schools with established anti-bullying programs did not have significantly higher report rates compared to schools without programs, although students in the former schools were more likely to say that it bothered them and get help when a student was harmed. However, students who had taken part in programs were equally as likely as those who had not to engage in harmful behaviour.

There appear to be large gaps in knowledge and perceptions among parents, students and teachers in the seven schools. A grade eleven girl summed it up this way: *"I think if they actually LISTEN to the students, and involve them in resolving their problem, and not always think they know best, then things would work out better. The students need to have a say in what is happening, and need to be taken seriously and not treated like they're too young to know what to do."* Very few parents of bullies reported having any knowledge of their child's harmful behaviour, and just over one half of the victims had a parent who knew about it. In general, parents had very little understanding of when and where harmful incidents were taking place at school.

CPHA's "Safe School Study" is unique for a number of reasons. It provides detailed information on the nature and incidence of under-studied forms of



bullying, harassment and discrimination in a large sample (e.g., electronic and social bullying; sexual harassment and unwanted sexual contact; racist behaviour); and for the first time in Canada, comparison is possible among coded student, parent and teacher reports in a multi-site study.

Assessment Toolkit for Bullying, Harassment and Peer Relations at School

The *CPHA Assessment Toolkit for Bullying, Harassment and Peer Relations at School* is a companion document to the *Safe School Surveys* and the *CPHA Safe School Study Research Report*. It has been designed for teachers, school administrators, and ministries of education to address some of the pressing needs identified in the *Safe School Study*. Developed in partnership with the Canadian Initiative for the Prevention of Bullying (National Crime Prevention Strategy), this free kit provides a standard way to measure the nature and prevalence of school peer relationship problems, standards for quality programs, and a common set of tools to assess the impact of school-based programs. From a public health perspective, it provides an overview of what works and what doesn't, foundations for best practice standards, and outlines the core school components. CPHA's toolkit includes tips for students, parents, teachers and administrators in the form of a handout and checklist that can be posted on the fridge at home, in the student's desk and on the chalkboard at school.

This toolkit is the result of the collective efforts of researchers, educators, parents/guardians and youth. Their efforts have made a valuable contribution to Canadian research and the prevention of bullying and harassment. As you carry forward this work, we wish you success in your commitment to enhancing the lives of children in their homes, communities and schools.

1. Introduction

The purpose of this toolkit is to provide Canadian schools with a standard way to measure the prevalence of bullying, sexual harassment and racial discrimination; a common method of assessing who is involved, and where and when these problems take place; standards for quality programs; and a common set of tools to assess the impact of school-based programs. The primary audience for this Toolkit includes teachers, school administrators, superintendents, school boards, and ministries of education.

1.1 What are Best Practices?

Over the past decade, there has been a dramatic increase in the number of anti-bullying (AB) programs in Canadian schools. There is tremendous variation in these programs, almost all of which lack rigorous evaluation. There are no national standards, nor are there any common assessment tools. Evidence-based AB interventions, commonly referred to as 'best practices', are initiatives which have undergone rigorous assessment according to a standardized set of evaluation methods. They have been replicated in numerous sites with various practitioners and researchers. There is 'triangulation' of information: data are collected from multiple informants, using varied methods. Participants have been followed up over many years to evaluate whether program effects are sustained over time. Based upon a number of large-scale evaluation studies in other countries, Canadian schools are now in a good position to implement quality programs that are based on solid evidence.

1.2 Definitions are Important

Common, clearly understood definitions of bullying, sexual harassment and racial discrimination are the cornerstone of any successful program. Definitions and consequences of engaging in these problem behaviours should be posted in common areas and classrooms and reviewed regularly. Students must be engaged in this process. The definitions found below have been tested out on large student populations in many countries. With the exception of the sexual harassment definition, they should be used for grades four and up. Due to developmental reasons, the definition of sexual harassment should only be used for those in grades eight and higher. The definitions found below are based upon the West Vancouver School District *Safe School Surveys*¹ and the World Health Organization's definitions of bullying in the international Health Behaviour in School-Aged Children surveys.²

To harass someone is to bother, make fun of, trouble or attack them, and this is done repeatedly. Someone who harasses wants to hurt the other person (it's not an accident), and does or says the same things over and over again. There are three main types of harassment:



- Bullying
- Sexual Harassment
- Racial Discrimination

1.2.1 Bullying

A bully *wants to hurt the other person* (it's not an accident). A bully does or says the same things *over and over again*. Bullying is about using power over another person. There are four main kinds of bullying.

Physical:

- hitting, shoving, kicking, spitting on, beating up on others
- damaging or stealing another person's property

Verbal:

- name-calling, mocking, hurtful teasing
- humiliating or threatening someone
- making people do things they don't want to do

Social:

- excluding others from the group
- spreading gossip or rumours about others
- making others look foolish
- making sure others do not spend time with a certain person

Electronic: using computer, e-mail, phone or cellular phone text messages to:

- threaten or hurt someone's feelings
- single out, embarrass or make someone look bad
- spread rumours or reveal secrets about someone

1.2.2. Sexual Harassment

Sexual harassment is any unwanted and unwelcome behaviour about sex or gender that interferes with a person's life and makes him/her feel uncomfortable, even if the harasser says he/she was only joking. It is not about behaviour a person likes or wants from a peer (for example, wanted kissing, touching, flirting between a boyfriend/girlfriend). Some examples are:

- rude jokes, sexual remarks, spreading rumours
- sexual put downs
- cat calls, rating appearance, whistling
- insults about sexual orientation
- bragging about sexual relations
- any forced sexual contact (touching, patting, grabbing, kissing)

1.2.3 Racial Discrimination

Discrimination occurs when people are treated differently because of their racial or ethnic background. Examples include racist names, treating someone as inferior or second-rate, leaving someone out or blaming problems on them because of their religion, skin colour, or country of origin.

I guess the teachers/staff could try to be more aware of all forms of bullying going on. Maybe educating the students about bullying in a new different way.

Gr. 8 student

1.3 What's the Big Deal? How Much and Who

Bullying, sexual harassment and racial discrimination are major public health problems in Canada's elementary, middle and high schools. Below, the reader will find a brief overview of prevalence and characteristics of those students who are involved. The needs of students involved in frequent and long-term aggression and/or victimization are generally much higher and more complex compared to those involved infrequently.³ For this reason, rates are classified as *weekly* (one or more times per week) and *monthly* (once or twice per month). Furthermore, there are three distinct groups of students involved in these behaviours: bullies, victims, and bully-victims. Studies suggest that roughly 6% of students report bullying others weekly, 8% report that they are victimized weekly, and 1% report that they are both victimized and bully others weekly (about 1/6 of bullies and victims).⁴

Physical Bullying

Ten to fifteen percent of students admit to being involved in weekly physical bullying, either as bullies, victims, or victim-bullies. This form of bullying peaks in grades 6-8, and gradually declines thereafter. Boys are almost twice as likely as girls to report frequent physical bullying, while both genders are equally likely to report frequent victimization. An additional 25-30% of students are involved in monthly physical bullying. Gender and age patterns are consistent for self-reported bullying, although many more boys than girls say that they are victimized on a monthly basis.⁵

Verbal Bullying

Roughly 10-15% of students report involvement in weekly verbal bullying. Approximately twice as many students report being victimized compared to being aggressors. There are no significant gender differences in this type of bullying.⁶

Social Bullying

Students who engage in social bullying are not likely to get caught: harmful intentions are masked. In one Canadian study, 41% of students reported that they were victims and/or bullies monthly, 7% said they were victimized weekly, and 2% reported that they bullied other students socially every week.⁷ Girls are more likely than boys to be both bullies and victims.⁸

Electronic Bullying

In a recent Canadian study, 13% of students reported they were victims and/or bullies monthly. No gender differences were apparent, and high school students were most likely to be involved.⁹



Sexual Harassment

Same- and cross-gender harassment begins as early as grade six and is associated with pubertal development and involvement in mixed-gender peer groups.¹⁰ Girls are at least twice as likely to report experiencing sexual harassment as boys. Girls are also more likely to have sex unwillingly and be pressured to have sex against their will.¹¹ In a national U.S. survey, 12.5% of young women in grades 9-12 reported being forced to have sexual intercourse.¹² Girls report more serious and negative impacts on their school performance and mental health.¹³

A study on Canadian middle schools found that boys were significantly more likely to report perpetrating harassment compared to girls.¹⁴ Another Canadian study compared weekly and monthly rates of a broad continuum of harassing behaviours. Seven percent of grade 8-12 students reported that someone at school had made an unwelcome or crude comment about their body weekly, and 11% had been touched, grabbed or pinched in a sexual way (against their will) weekly (16% said that this had happened monthly).¹⁵

Homophobic Harassment

Sexual minority youth (gay, lesbian, bisexual) and questioning youth (individuals who experience uncertainty about their sexual orientation) report more experiences of victimization by bullying, sexual harassment and physical abuse than heterosexual adolescents. It is common for boys to use homophobic harassment against other boys in school settings, beginning in early adolescence.¹⁶ A U.S. study suggests that teachers rarely intervene when they witness these incidents.¹⁷ In a Canadian study, 10% of students reported weekly victimization. Many more boys than girls reported victimization, and almost all boys named male peers as the aggressors. Twenty-five percent of students were victimized monthly.¹⁸

Racial Discrimination

U.S. data indicate that 13% of all students reported that they had been called a hate-related word or name and 36% reported seeing hate-related graffiti at school.¹⁹ A recent Canadian study found that 18% of grade 8-12 students reported they had called other students racist names monthly and 5% had done this weekly. Ten percent of grade 4-12 students said that they had been called racist names monthly, and 5% were victimized weekly in this same study.²⁰

Pay more attention to it, and teach the ones doing it that even if we have a disability, or like the same sex, that it doesn't change who we are. We're all good people on the inside. It's like if you take a red apple, and a green apple they look different, but after you peel off the skin, it's hard to tell which one's which.

Gr. 8 student

2. School Programs: What Works, What Doesn't

The major evaluation studies of school-based programs are reviewed in the CPHA *Safe School Study Research Report*.²¹ Readers interested in the program components, methods, design, and outcomes of these studies should refer to this document. We have grouped interventions into two categories: school/classroom/environmental change strategies and individual change strategies.

a) School/Classroom/Environmental Change Strategies

What Works

- Strong teacher/adult leadership, student-teacher bonding.
- Clear, consistent and fair behavioural norms.
- Cognitive-behavioural instruction (gender-responsive and culturally competent).²²
- Ongoing teacher/administrator training (teachers are most likely to respond to physical bullying compared to verbal and social).
- Effective supervision and playground design.
- Restorative Justice interventions which prioritize victim safety and are led by trained facilitators.²³
- Parent training.²⁴

What Doesn't Work

- Inflexible zero tolerance policies which don't consider intensity, longevity, context (special needs, minority students are disproportionately excluded).²⁵
- Suspension/expulsion of students without school re-entry plan or daytime structure (academic support and counseling). In-school suspensions are best way to ensure participation in academic, therapeutic programming. This strategy requires additional school resources.
- Segregation of students with emotional/behavioural difficulties.²⁶
- Sports, arts, or recreational activities that exclude those who want to participate.

b) Individual Change Strategies

What Works

- Cognitive-behavioural approach (see section 3, Foundations for Standards).



- Inclusion of students in out-of-class activities to increase sense of belonging and skills.
- Closely supervised peer intervention strategies (peer counseling and mediation). Girls are most likely to participate and intervene to support victims. Boys are unlikely to participate in these strategies without recruitment and support.²⁷

What Doesn't Work

- Unstructured counselling (individual and group).
- Grouping too many aggressive students together (can increase anti-social behaviour).²⁸
- Exclusion of parent/guardian from intervention. Unstructured recreational/arts/leisure activities.
- Classroom anti-bullying instruction without cognitive-behavioural component.

My ideas are already going on but there is one thing when they kick the kids out of school it does not always bother them because maybe they don't like school and maybe their parents don't do anything about it.

Gr. 6 student

3. Foundations for Standards

3.1 Cognitive-Behavioural Instruction Combined with Parent Training

A cognitive-behavioural (CB) approach²⁹ combined with parent training is the best way to promote positive change in high-need students who are having peer relationship problems. CB intervention focuses on decreasing problematic behaviours (such as aggression, impulsivity) and increasing positive behaviours (such as social skills, problem solving). Instruction that focuses on behaviour or cognitions alone is not effective with these students. A cognitive-behavioural approach is rooted in the belief that thoughts, feelings and actions are connected. Behaviour is linked to thinking and beliefs, which are based upon experiences. Therefore, both the experience and interpretation of the experience can be altered.

Teachers can help students monitor their thoughts and learn how thinking influences their behaviours and feelings. Adults in the school can teach young people how to identify dysfunctional thoughts and beliefs (e.g., victims deserve to be bullied; girls like it when boys snap their bras; gays are unnatural) and replace them with more realistic and positive ones (e.g., I can control my behaviour; I can stand up to a bully; I know where I can get help).

Students can be taught how to problem solve during group activities (e.g., when conflict arises in a game), and monitor and change their own behaviours. 'Teachable moments' can be seized by adults in the school to prevent harmful behaviours (e.g., when a teacher observes social manipulation or exclusion in a group of female peers, s/he intervenes by identifying the bullying, giving a clear message that it will not be tolerated, and supporting the victim). Thus, intervention focuses on both the student's external social environment and internal learning processes.³⁰

Concrete strategies such as those defined in Aggression Replacement Training (Goldstein et al., 1989) or Linda Baker and Sandra Scarth's work (2002) should be followed.³¹ These include:

- **Behavioural management** – using positive (rewarding or reinforcing to student) and negative (unpleasant or undesirable to student) consequences to shape a student's behaviour. Positive consequences increase the likelihood that a given behaviour will reoccur and negative consequences decrease the likelihood that a given behaviour will reoccur. In the end, a student's own perception determines whether a consequence is rewarding or unpleasant. Consequences must be immediate, fair, consistent, and individualized (zero tolerance policies do not meet the last three criteria). For example, consider the case of a principal who sees a large group of students cheering on two male grade



seven students involved in a physical fight. After breaking up the fight, the principal learns that one of the boys has been bullying the other for the past month. The victim finally fought back on this day. After meeting with each boy individually (along with parents), the principal gave an in-school suspension to the bully and required that he and his parents participate in family counseling with the school social worker. The victim and his parents were provided with support from the school guidance counselor.

- **Modeling** – changing the behaviour and social interactions a student witnesses. Students are most likely to copy and learn from peer and adult models who are respected, have status, are perceived as realistic and natural, and are rewarded for their behaviour. For example, teachers can provide powerful messages to bystanders in a bullying incident by intervening in an authoritative and calm manner to support the victim and deal with the bully. Students can use similar strategies by refusing to be a bystander, intervening safely, and getting help from an adult. It should be noted that when adults and peers fail to intervene when students are harmed, or intervene inconsistently, they are also conveying strong messages supporting anti-social behaviour.
- **Social problem solving** – changing a student’s response to problems such that a different set of consequences occurs. Adults and peers can use proven strategies to help high-risk students think about how to see situations in constructive ways, stop to think about a problem and solve it in practical steps, generate options to process the benefits and drawbacks of the options, and develop pro-social values (e.g., consideration for the needs and rights of others). Students who are frequently involved in victimization and/or aggression often have faulty methods of problem solving. CB strategies can teach them how to identify the problem, assertively communicate the problem, generate solutions, evaluate possible solutions and select one, take action on the chosen solution, and evaluate the outcome.
- **Cognitive restructuring and self-management** – changing how a student interprets their past, current and future events. These strategies are most beneficial for older children and youth. They involve helping students identify and change thinking patterns linked to anti-social behaviour and use self-monitoring/self-talk (self-statements used to help student slow down, assess problem, and monitor reaction to it) to correct faulty thinking. Many high-risk students have thinking patterns that distort perceptions (e.g., all or nothing thinking, jumping to conclusions, blaming, magnification or minimization) and justify aggressive behaviour (e.g., exerting power over others gets you what you want, false pride, victim blaming).

I think that telling us about bullies will not help us but showing us what happens when you get bullied or bully someone else will help us.

Gr. 7 student

Role playing and social action activities are good examples of how teachers can facilitate the translation of new knowledge on bullying and victimization into actual behavioural changes in the classroom. Many studies have found that the best anti-bullying and harassment curricula will not result in a decrease in victimization or harm perpetration in a school unless students are given regular opportunities to practice in real-life situations.³²

It is unlikely that CB instruction alone will result in significant changes in student behaviour unless it is combined with a parent training component. Early parental mismanagement of children's behaviour (failure to get children to comply with limits and rules) can be a contributing factor in the development of bullying behaviour. Ongoing, inappropriate parental demands, children's noncompliance, and children's avoidance of parental demands through aggression can result in a coercive family process.³³ Parents can be successfully taught to change coercive patterns of interaction by reinforcing and supporting pro-social behaviour in the home. For young children, problematic behaviours are ignored and "timed-out". Parents are taught to identify, define, and observe problematic behaviours of their own and their children. They are then taught how to use behavioural techniques through observation, practice and review.³⁴ There are several good workbooks and programs available for parents.³⁵

3.2 Gender Responsiveness

A gender-responsive approach addresses the particular issues, problems and assets of girls and boys separately, beginning as early as age six. Quality programs are founded upon specific principles rooted in the uniquely different developmental, physiological, psychological, and social needs of girls and boys. There are a number of key reasons why gender-specific activities are important:

*Developmental pathways for **high-risk** girls and boys into **frequent** bullying, sexual harassment, and discrimination are distinctly different.* Risk and protective factors for students frequently involved in long-term peer relationship problems vary greatly by gender. These differences are not as large for students involved infrequently in these problems.³⁶ There are important differences in the process by which girls experience and perpetrate harm, the context of their behaviour, and the types of harm they commit. Males and females differ in the forms, level of participation, and context of their bullying. Harm committed by girls is usually masked and difficult to detect (i.e., social forms of bullying), whereas bullying by boys is primarily physical (and easily identifiable). Girls' frequent aggression is closely related to abuse and trauma suffered at home, whereas boys' frequent aggression is most closely linked to involvement with peers and activities involved in anti-social behaviour.

The general program needs of girls differ from those of boys. Interventions must reflect an understanding of the different realities of girls' and boys' lives and be responsive to their needs and strengths. Gender role socialization is very different for boys and girls, and contributes to complex cultural messages



regarding the appropriateness of gendered behaviour. In general, masculinity is associated with power, independence, aggression, dominance, and heterosexuality. Femininity is related to dependence, nurturance, passivity, serving others, and maintenance of social relationships. Females are more attuned to connection and males are more attuned to differentiation.³⁷ Throughout history in the Western World, men as a group have had higher status and more power than women both in and outside the home. They have traditionally held the legislative and normative authority to control their wives and children, and females in general. Women still face multiple sources of discrimination in Canada. Despite recent gains, men still have greater income, status, expertise and authority in most sectors of society.

Young women are much more likely to experience depression, negative self-concept and body image, and eating disorders compared to young men. This relates to the tendency for young females to internalize distress and problems, whereas young males exhibit these problems in externalizing, disruptive behaviour. Programs must be responsive to these differences (e.g., boys' programming addresses issues related to independence and separation, whereas for girls there is a focus on their sense of connection with others) and ensure that activities are safe (given the prevalence of sexual harassment and assault in middle and high schools, it is likely that victims and aggressors will be in the same class; therefore, the safety of girls cannot be guaranteed in mixed-gender discussions).

The gender of staff is a key determinant of success. Given the importance of modeling in cognitive-behavioural instruction strategies, female students will relate best to strong and assertive female teachers who have had similar experiences in adolescence.³⁸ Likewise, successful approaches for boys employ sensitive male teachers who can help unravel masculinity and its connection to toughness, aggression and code of silence around expressing emotions.³⁹

Girls respond differently to interventions compared to boys. Girls are more receptive to anti-bullying and harassment programs than boys, and girls demonstrate a higher level of empathy and support for victims.⁴⁰ However, there is evidence that girls' social bullying is difficult to address. In part, this relates to a general lack of awareness and intervention models on this issue.⁴¹

Useful resources for teachers include Barrie Thorne's *Gender Play*, Allan Creighton's *Helping Teens Stop Violence*, Jonathan Salisbury and David Jackson's *Challenging Macho Values*, Anita Roberts' *Safe Teen: Powerful Alternatives to Violence*, Mark Totten and Perpetua Quigley's *Mind Over Violence Everywhere*, the American Association of University Women's report *How Schools Shortchange Girls*, Carol Gilligan's *In a Different Voice: Psychological Theory and Women's Development* (1982), Lyn Mikel Brown and Carol Gilligan's *Meeting at the Crossroads: Women's Psychology and Girls' Development* (1992), Mary Pipher's *Reviving Ophelia: Saving the Selves of Adolescent Girls* (1995), Peggy

With girls it can be harder to tell because it is more rumors and gossip than physical bullying. Most girls will tell their close friends but not teachers or parents and they tell their friends not to tell anyone.

Gr. 8 Student

Orenstein's *Schoolgirls: Young Women, Self-Esteem and the Confidence Gap* (2000), Marion Underwood's *Social Aggression in Girls* (2003), and Myra and David Sadker's *Failing at Fairness: How America's Schools Cheat Girls* (1994).

3.3 Cultural Competency

The term *culture* denotes the integrated pattern of human behaviour (thoughts, communication styles, actions, customs, beliefs, values, institutions) of a racial, ethnic, or religious minority group. By *racism* we mean the systematic, institutionalized mistreatment of one group by another based upon skin colour or ethnicity. Racism is about power. In Canada, many ethno-racial minorities and First Nations people experience systematic barriers to their participation in the labour force, school, housing, and other areas related to community life. Evidence of these barriers is found in the over-representation of these groups in social housing communities, living in poverty, working in low-paying jobs or being unemployed, and suffering from physical and mental health problems. Young people in minority and First Nations groups do not have access to the same resources available to most Caucasian youth in Canada.⁴² Some young people belonging to these groups are particularly susceptible to experiencing bullying, harassment and discrimination.

In order for a school program to be *culturally competent*, staff must have the capacity to respond to the unique needs of students and parents whose cultures differ from dominant, mainstream Canada. Essential components of culturally competent programs include: regular needs assessments; the recruitment and retention of diverse staff; training; targeted strategies (specialized teams, positions, standards); cultural interpretation and translation for new Canadian families; strategic partnerships with local community groups; curriculum materials that accurately represent racial minorities and First Nations peoples; equal application to all students of school policies and procedures regarding bullying, harassment and discrimination; extracurricular activities where students learn about their cultural heritage, backgrounds and individual differences.⁴³

It is essential that adults in the school be clear about what racism is. Pretending that it doesn't exist, ignoring racial tensions, or not confronting stereotyping amounts to giving tacit approval to the status quo. Teachers who have multi-ethnic and multi-racial classes are in an excellent position to address racism and promote harmony among different groups of students. Teachers need to support the safety of ethno-racial minority students by ensuring that:

- minority and First Nations students are not targeted by other peers.
- minority and First Nations students do not become isolated or segregated in group activities.
- minority and First Nations students are not perceived as the 'expert' on their race or ethnicity.



- a 'them/us' dichotomy does not develop in the classroom.
- subtle forms of racism (e.g., jokes, assumptions that immigrants are all the same) are addressed immediately.
- special efforts are made to include parents in class activities.

Useful resources include the Canadian Race Relations Foundation (www.crr.ca), Barbara Mathias and Mary Ann French's *40 Ways to Raise a Non-racist Child* (1996), Enid Lee, Deborah Menkart and Margo Okazawa-Rey's *Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development* (1998).

3.4 School Environment

Anti-bullying and harassment programs that are nested within a positive school environment (characterized by emotionally supportive peer-peer, staff-student relations, and staff-staff relations) have better outcomes. School culture has been defined as the set of beliefs and norms shared by students and staff.⁴⁴ There is variation in the extent to which adults and young people identify with the school and accept school values. For example, young children are more likely than adolescents to accept a teacher's authority and student codes of conduct. Adolescents, especially those who are frequently involved in anti-social behaviour, are likely to oppose school values and teacher authority. Boys are more likely than girls to reject school values and norms, and lack empathy for victims.⁴⁵ An important element of school culture is school membership (student perceptions about acceptance and belonging at school).

Student level of bonding to school is related to emotional, behavioural and educational outcomes. Students with strong bonds experience fewer emotional and behavioural problems and have better educational outcomes compared to students with weak levels of engagement. School safety and student mental health are closely related. When bullying takes place, students are likely to report feeling unhappy and unsafe at school. When bullying is not addressed by school staff, many children are exposed to repeated incidents, increasing the likelihood that they will view aggressive behaviour as acceptable and rewarding. Victims of persistent bullying are more likely to suffer psychological harm and social exclusion compared to non-victims. The reduced mental health of frequently victimized students adversely affects learning outcomes. Exposure to bullying behaviour at school is likely to exacerbate problems among students already predisposed to emotional difficulties. Victimized students have elevated symptoms of anxiety and depression, both of which interfere with learning at school.

Students exposed to favourable school culture (marked by a warm and caring social atmosphere, positive student behavioural norms, a strong school emphasis on academics, and a strong school emphasis on learning goals focussed on mastery and understanding of curriculum material) develop a strong personal

My school can help stop bullying just in a minute. My school can work in a group to make our school look clean, safe, and happy. My school rocks!!

Gr. 7 student

sense of school membership based on feelings of support and acceptance and belonging from classmates and teachers. Feelings of membership in turn improve academic and behavioural functioning and overall mental health both directly and indirectly through enhancements in self-esteem.⁴⁶

Children with emotional and behavioural disorders are most likely to have a low sense of school engagement. Emotionally supportive schools, which are critical for high-risk students, have lower levels of violent behaviour than schools that do not provide emotional support.⁴⁷ The school acts as a protective factor, serving to buffer children from family problems, negative peers and environmental risks.

Readers wanting a more in-depth discussion on these issues can refer to Totten and Quigley's *Bullying, School Exclusion and Literacy* discussion paper prepared for Human Resources Development Canada (2002).



4. Best Practice Standards

4.1 Overview

Anti-bullying interventions are not one-time initiatives. Instead, evidence-based interventions are ongoing, and changes in bully/victim problems often are not evident until well into the second year of implementation. For example, it is not uncommon for there to be increased reporting of bullying by students over the short term. This is most likely the result of efforts to increase awareness and sensitivity within schools, such as through teacher training, incidence surveys, and posting of clear definitions and consequences of bullying.⁴⁸ A key concern relates to program fidelity: is the intervention implemented as intended? Often, the degree and quality of implementation depends on the leadership of school administrators. It has been demonstrated that program effect is contingent on, among other variables, teacher commitment and school culture.⁴⁹ A whole-school community approach is essential, founded upon collaboration between students, teachers, parents, and community. The program must be delivered as designed by experienced staff.

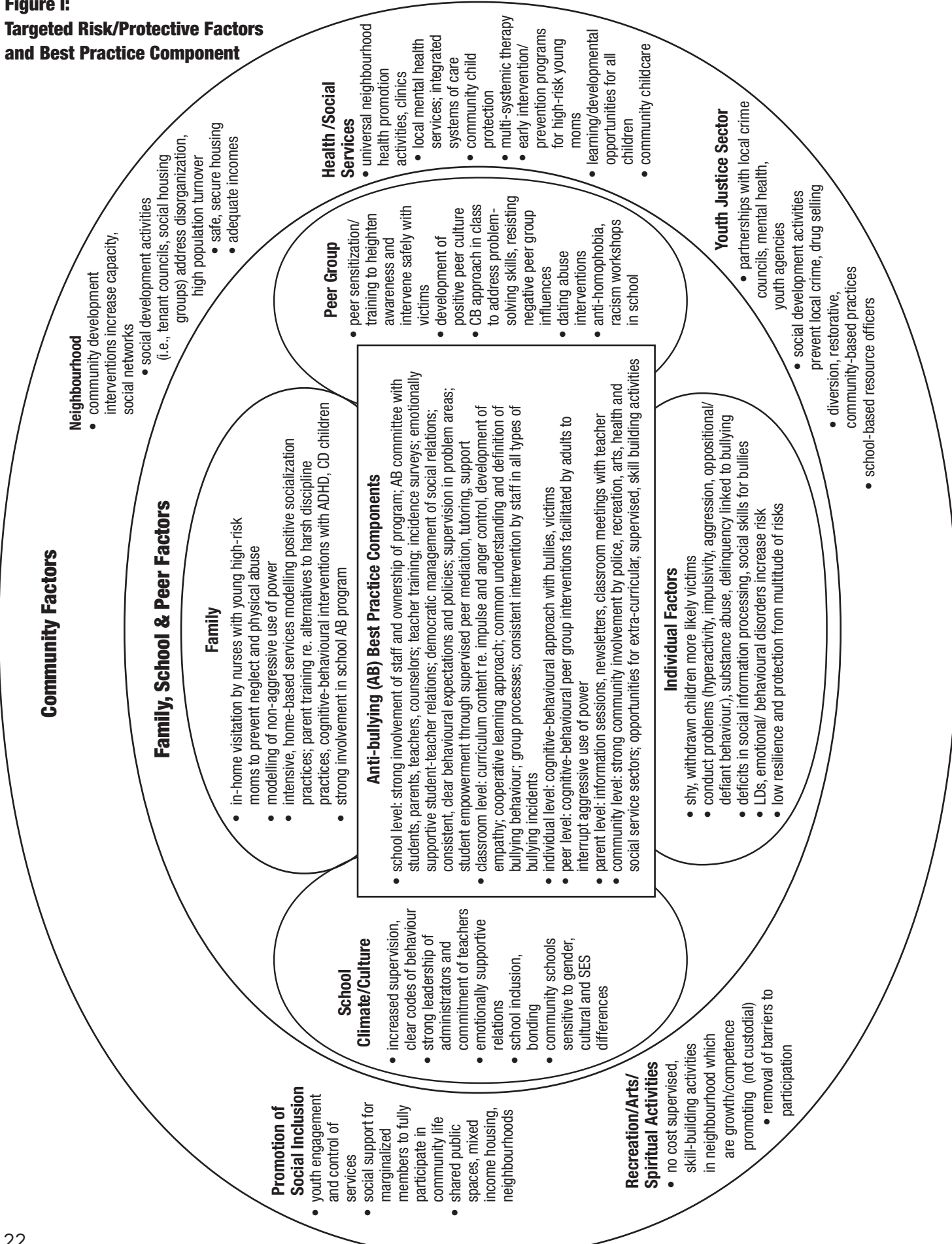
Students do not face the same degree of risk for involvement in perpetrating and being victimized by harmful peer behaviours. Age and gender of students, along with severity and frequency of involvement are key factors that must be addressed when developing programs. One size, therefore, does not fit the needs of all students.

4.2 Levels of Intervention

Children have different social, psychological, and familial experiences. They face different risks and resiliency varies tremendously. The playing field is far from level. Resilience is the ability of individuals living in adverse conditions to achieve positive outcomes.⁵⁰ It is through resilience that the combination of societal level, institutional, and individual factors⁵¹ to which young people are exposed result in positive and negative outcomes. It is important to recognize that diverse outcomes can be expected for young people living in similar negative life situations. The key is the ability of individuals, families, peers, schools, and communities to mitigate the risk factors and promote protective factors.

The best programs therefore intervene at the social context in which behavioural problems develop, while at the same time targeting individual change.⁵² Within this perspective, students' attitudes and beliefs are viewed as adaptations to their social conditions, and mediate the impact of these conditions on their individual behaviour. Readers wanting a more complete discussion on risk and protective factors should see Kraemer et al. (1997) and Masten and Coatsworth (1998). Figure 1 situates bullying and victimization within the social context of family, peer group, school, and community conditions. From this systemic perspective, changes in perpetration and victimization are dependent on simultaneous changes in:

**Figure 1:
Targeted Risk/Protective Factors
and Best Practice Component**



- the awareness and responsiveness of peers, school administrators and teachers. Peers are almost always present when bullying occurs.
- the awareness and responsiveness of parents. Program effects will not be maintained if students are living in families where violence, aggression and harsh discipline are commonplace.
- Anti-social or gang affiliations in the neighbourhood. Program effects will not be maintained if students participate in criminal and violent activities with peers in their local communities.

Intervening in schools alone is not enough to make a significant dent in peer relationship problems among students. As Figure I shows, schools are nested in broader communities and students belong to families and peer groups. It is therefore essential to engage parents/guardians, peers and community resources in meaningful ways in anti-bullying, harassment and discrimination programs.⁵³

4.3 Levels of Intensity in School Programs

In general, there are two levels of intensity for any effective whole-school program: a *general* program, which is effective for the roughly 40% of students who are not directly involved in bullying, harassment and racial discrimination yet are affected because they see or hear these incidents. Students who occasionally experience these incidents as victims and/or aggressors (45%) also benefit from this low intensity program. However, roughly 15% of students are involved as perpetrators and/or victims on a weekly basis. These students will likely not benefit from general programming alone; in addition, they need *individualized* and intensive multi-systemic interventions over the long term.

4.4 Core School Components

Effective anti-bullying programs in other countries have core program elements. Throughout each element, a basic anti-bullying message like 'bullying is not accepted in our class/school, and we will see to it that it comes to an end' is demonstrated. Core elements are:

a) Adult Awareness and Involvement

- Adults at the school and home are aware of the extent of bully/victim problems in the school. Majority of staff are clearly committed to participate actively in program; they share a common understanding of bullying/sexual harassment/racial discrimination and intervene in a consistent manner.
- Parents are strongly engaged in improving the situation.
- Partnerships are developed with community agencies.

Talk to the kid's parents or the kid's friends, the people who they usually talk to.

Gr. 10 student

Enstate better rules for this kind of stuff. Encourage others to be braver for reporting. Get more supervisors.

Gr. 9 student

b) School Level Interventions

- Start early – Kindergarten, grade 1; grade 8 for sexual harassment.
- Yearly student, teacher, parent surveys – to assess nature and prevalence of bullying, sexual harassment, racial discrimination.
- Safe School Conference Day – discuss survey results, program components, plan implementation.
- Coordinated supervision of students before/after school, during recess, lunch – in problem areas.
- Bullying Prevention Coordinating Group – representation from teachers, school administrator, guidance counselor, school mental health professional, parents, students.
- Meetings among staff and parents – to foster active involvement, provide information.
- General and individual interventions.

c) Class Level Interventions

- Establishment and enforcement of class rules against bullying, sexual harassment, racial discrimination.
- Regular class meetings with students – to discuss varied aspects of bullying and other anti-social behaviours, adherence to class rules; engage students in variety of activities to gain understanding for harm caused to victims, strategies to combat bullying; integrated into school curriculum.
- Gender-specific – adolescent boys are much more likely to be involved in physical bullying (as perpetrators and victims), sexual harassment against girls, and homophobic harassment of male peers. Boys are much less empathetic towards the needs of victims compared to girls. Girls, on the other hand, are much more likely to be involved in social forms of bullying, both as aggressors and victims. They are also most likely to intervene to stop bullying.
- Meetings with parents of a class – to foster active involvement.

d) Individual Level Interventions

- Teacher, peer intervention to stop bullying and support victims.
- Serious talks with bullies and victims – to ensure bullying stops and victims get support to avoid future acts of bullying.
- Serious talks with parents of involved students.
- Counselling/support services for bullies, victims and bully-victims (school-based and referral) using cognitive-behavioural approach.
- Gender-responsive – girls and boys involvement in bullying, sexual harassment and racial discrimination is very different.



c) Evaluation Activities

- Student, parent, teacher surveys at start of school year.
- Individual tracking of high-risk students involved in frequent bullying behaviour.

4.5 Individual Checklists on Core Components

We have developed four checklists, one each for students, parents, teachers and administrators. (see Appendix A). These checklists reflect the elements of the Core School Components. They are to be used as personal tools for reflection and action, and are not to be returned to the school for analysis. We encourage school staff to hand out the parent/guardian checklist as part of a general information package for parents. Students can review their checklist as part of a class discussion, providing that confidentiality is maintained. Teachers and administrators are encouraged to review their tools to facilitate reflection and planning on the core school components.

4.6 Trouble Shooting

When implementing new or revised interventions, challenges are to be expected. The most common problems, unintended consequences and solutions have been outlined under the heading "Trouble Shooting." You may use this as a guide during the review and evaluation of the interventions undertaken. Refer to Appendix D for the table.

Always accept everyone's ideas and help them through their problem and help the bully to start treating this person with kindness and respect.

Gr. 8 student

5. Tools

This set of five surveys provide a standard way to measure the prevalence of bullying, sexual harassment and racial discrimination. These surveys assess who is involved, where and when these problems take place and the impact of school-based programs. Refer to Appendix E for the full set of surveys. It includes:

5.1 School Incident Tracking Form:

Developed by John LeBlanc, has been used in Nova Scotia schools for the past five years. Now available in electronic format.

5.2 CPHA Safe School Survey for Grades 4-7

Adapted from the Safe School Survey (West Vancouver School District of British Columbia, Shelley Hymel, Aaron White, and Ishu Ishiyama, 2003).

5.3 CPHA Safe School Survey for Grades 8-12

Adapted from the Safe School Survey (West Vancouver School District of British Columbia, Shelley Hymel, Aaron White, and Ishu Ishiyama, 2003).

5.4 CPHA Anti-Bullying/Harassment Program Survey for Teachers/Other Adults in the School

Modified from the Anti-Bullying Program Survey (Smith, Cousins, and Stewart, 2003)

5.5 CPHA Administrator Anti-Bullying/Harassment Program Survey

Developed by Smith, Cousins, and Stewart (2003)

5.6 CPHA Safe School Survey for Parents

Adapted from the Safe School Survey (West Vancouver School District of British Columbia, Shelley Hymel, Aaron White, and Ishu Ishiyama, 2003).

These surveys are accompanied with instructions for administration. Adherence to these instructions will ensure the credibility of the results. The Safe School Surveys are to be completed no more than once a year. (Refer to Appendix C)

5.7 Excel Data Entry Files

To accompany the Safe School Surveys, the Canadian Public Health Association has developed data entry files which were developed in Microsoft Excel. There are four data entry files: a Gr. 4-7 Safe School Student Survey file, a Gr. 8-12 Safe School Student Survey file, a Safe School Parent Survey file, and a Safe School



Teacher/Adult School Staff survey file. These files will allow your school to enter your own data and provide you with statistics (frequencies and percentages) for your school without having to perform any analyses or functions, as the files are set up to do this for you. The Student data entry files provide data by grade and gender, as well as overall totals. The Teacher and Parent data entry files provide overall totals. (Refer to Appendix F and G for the Excel file and data entry instructions.)

5.8 Consent and Confidentiality When Using the Safe School Surveys

School administrators are provided with two options for gaining the informed consent of survey participants: an active consent process or passive consent.

An active consent requires parental/guardian signature on a school form for their child's participation. Refer to Appendix B for a sample. In a passive consent process, the school board and specific school administers the surveys as part of their ongoing safe school initiative. Parents are advised by the principal to only contact the school if they did not want their child to participate. Refer to Appendix B for a sample.

In order to preserve the confidentiality and address safety concerns of respondents, schools need to abide by the procedures and protocols for survey administration and student follow up. These procedures require various options for students and parents to access school and community resources to address any needs that surface in the surveys. Staff resources are needed to ensure that students understand the key concepts (physical, verbal, social, and electronic bullying and victimization; verbal and physical sexual harassment, homophobic harassment; racial discrimination) and survey questions, and that class behaviour is appropriate during survey completion. Instructions for Survey Administrators are provided in Appendix C.

With this survey, it has changed many people's thoughts about bullying. I know it has changed mine. Maybe give this out to all the schools, so every one will stop.

Gr. 7 student

6. Conclusion

These standards of intervention, supplemented with information on parent and student training in peer relationships and interventions, are the determinants for effective programs and outcomes. A whole school community approach founded upon collaboration between students, teachers, parents and community is needed to end peer violence in relationships.

Many people think that kids can't do anything. They are wrong! Kids can help by telling someone about it really, and the school can help the students. Stand up you won't believe the power of one voice!

Gr. 6 student



Appendix A

Individual Checklists for Core Components

Student Checklist



You and your classmates

- Do you know about the different roles students play in bullying, such as 1) bully 2) victim 3) bully-victim or 4) bystander?
- Do you know how bullying, sexual harassment, and racial discrimination hurt others?
- Do you feel comfortable solving problems with other students at your school?
- Are you part of school teams, clubs or other activities?

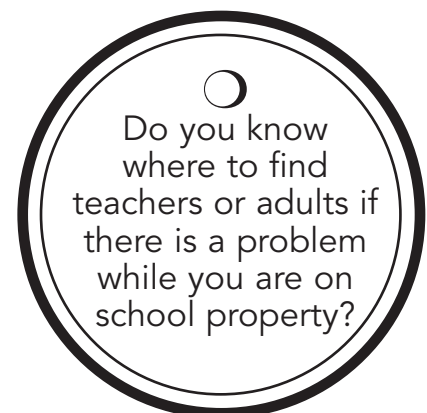
At School

- Has your school given you information about these issues?
- Do you know if your school has an anti-bullying/harassment committee? Do you know what the committee does?
- Do adults supervise the areas of your school where bullying happens most?
- Is there a Safe School or Anti-bullying assembly planned for this year? Will you go to the assembly?
- Are student problems talked about at school assemblies? Do you have a role or job you enjoy at the assembly? Do teachers and adults help to explain and supervise peer helper or peer mentoring programs?
- If you have problems with teachers or school staff, do you talk to an adult about it?
- Is there a way to privately report bullying, harassment, and racial discrimination at your school?
- Do you know if your school provides students with help and counseling? Are parents invited to these sessions?



In Class

- Does your school help students who are suspended from school by telling them what their homework is, or offering counseling?
- Does your teacher set aside time to discuss student relationships with the whole class?
- Have you filled out (completed) a student survey?
- Have you talked about the topics on the survey with your parent/guardian, teacher or other adult?

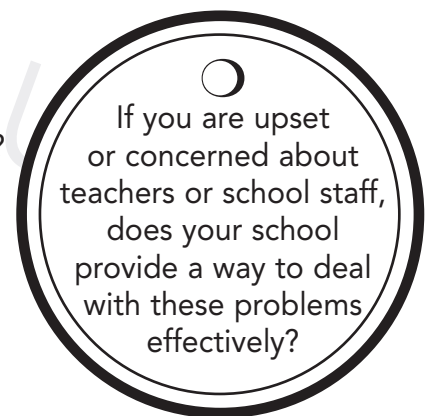


Checklist for Parents (or guardians)



At School

- Have you received information on bullying, sexual harassment, and racial discrimination? Have you received information on the roles of victim, bully or bystander?
- Have you received information on how a student's gender (male or female), sexual orientation, age (young or older), or ability (weak or strong) affects their experiences?
- Have you received information on the policies and rules related to bullying, harassment and discrimination?
- Does your school hold a parent information session on these issues?
- Have you received information on the resources that the school has provided on these issues?
- Is there an anti-bullying/harassment committee at your child's school? Have you received information on what this committee does?
- For a student who is suspended or expelled from school, is there a way to do homework? Is there counseling to help the student get ready to go back to school?
- Have you received information on how students are supervised (by adults) when they are on school property?
- Is your child's school planning a Safe School Forum this year? If one is planned, will you attend?
- Are problems between students talked about at school assemblies? Are students allowed to speak freely about such problems at the school assembly?
- Does the school have support groups for students? Is the safety of students a priority in these groups?

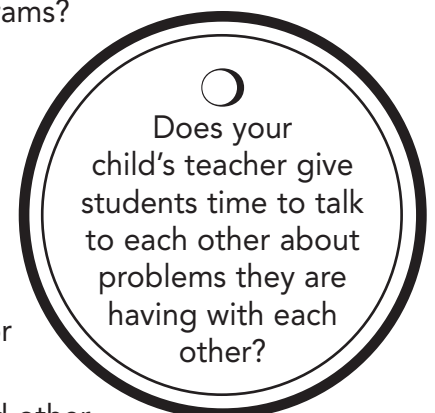


In class

- Is there a plan to provide activities and arrange the classroom and playground to reduce bullying, harassment, and discrimination?
- Do trained staff supervise the peer helper or peer mentoring programs?

At home

- Have you received a Parent Survey from the school on bullying, sexual harassment and racial discrimination?
- Have you talked about the topics in the survey with your child?
- At home, in your neighbourhood and at school, does your child learn about peaceful, non-violent ways to solve problems?
- Does your child's school offer one-on-one (individual) counseling for students? Can parents be part of this?
- Do you encourage your child to be part of school teams, clubs, and other activities?



Teacher Checklist



- Have you received training on the various forms and impact of bullying, sexual harassment, and racial discrimination? Have you received information on the influences of gender, age, ability and role (victim, bully, bully-victim, bystander)?
- Is there a shared set of values and beliefs amongst staff regarding these problems?
- If there are staff who bully, harass or discriminate, can you address these issues safely?
- Are there quality resources (literature, videos) accessible for you, your students and their parents/guardians?
- Is there an opportunity to advocate effectively for quality resources to support this program?
- If there is a zero tolerance policy, is there flexibility to provide individualized responses?
- Is there a safe, confidential way for students to report incidents?
- Is there an individualized tracking system at school for students who are frequently involved as victims and/or aggressors?
- Will the school administer the Safe School Surveys to students and parents this year, adhering to proper procedures and protocols? Did you receive a teacher survey?
- Is there a student-staff Safe School Forum planned for this year? Will survey data be used?
- Are peer relationship problems addressed at assemblies? Do students have a meaningful role?
- If you have peer-led interventions, are they closely supervised by trained staff?
- Are there psycho-educational groups for students at school? Is the safety of students prioritized?
- Have you participated in training on bullying, harassment and discrimination this year?
- Does the school provide an anti-bullying/harassment program? Do you feel you have a meaningful role?
- Does the school have an anti-bullying/harassment committee? Do you feel you have a meaningful role?
- Will survey data be used to enhance student supervision inside and outside of the school?
- Are common definitions posted in each classroom?
- Have you engaged your students in a dialogue about these terms?
- Have you, your students and their parents/guardians received information on school policies and rules related to bullying, harassment and discrimination?
- Are consequences for violations dealt with in a fair and consistent manner?
- Do expelled students and those on extended suspensions have the opportunity to engage in academics and counseling to prepare for re-entry?
- Will activities and the physical space of classrooms be organized to reduce victimization?
- Do you have class discussions on peer relationship problems that are gender responsive (female students matched with trained female teachers, male students with male and female teachers; gender-relevant topics)?
- Do you use cognitive-behavioural instruction (role plays, social action, modeling)?
- Will you have student-led activities (presentations, conferences) this year?
- Is there individual counseling at school for students who bully/harass/ discriminate? Is there a parenting component?
- Is there individual counseling at school for victims? Is there a parenting component?

Administrator Checklist



- Is training provided to staff on the various forms and impact of bullying, sexual harassment, and racial discrimination? Have staff been provided information on the influences of gender, age, ability and role (bully, victim, bully-victim, bystander)?
- Is there a shared set of values and beliefs amongst staff regarding these problems?
- Have parents, students and staff been provided information on school policies and rules related to bullying, harassment and discrimination?
- Are common definitions posted in classrooms and common areas?
- If there is a zero tolerance policy, is there flexibility for individualized responses?
- Is there an individualized tracking system at school for students who are frequently involved as victims and/or aggressors?
- Are consequences for violations dealt with in a fair and consistent manner?
- Do expelled students and those on extended suspensions have the opportunity to engage in academics and counseling to prepare for re-entry?
- Has training been provided on bullying, harassment and discrimination for all staff (including you) this year? Is participation mandatory?
- Is there opportunity and incentive for teachers who want to 'champion' the anti-bullying/harassment program?
- Is there an anti-bullying/harassment committee with parents, students, teachers, and mental health representatives that meets regularly?
- Are quality resources (literature, videos) accessible for parents, staff, and students?
- Is there a safe, confidential way for students to report incidents?
- Is there a plan to administer Safe School Surveys to students, parents, staff this year, adhering to proper procedures and protocols?
- Are the survey data entered into the Excel data entry files?
- Will survey data be used to enhance student supervision inside and outside of the school?
- Will physical space (classrooms, playground) be reorganized to reduce victimization?
- Will survey data be used to plan a student-staff Safe School Forum this year?
- Are peer relationship problems addressed at assemblies? Do students have a meaningful role?
- If you have peer-led interventions, are they closely supervised by trained staff?
- Will your school organize student-led activities (presentations, conferences) this year?
- Is there cognitive-behavioural individual counseling at school for students? Is there a parenting component?
- Are there psycho-educational groups for students at school? Is the safety of students prioritized?
- If there are staff who bully, harass or discriminate against students or other staff, is there a process in place to address these issues safely?
- Is there a commitment to acquire the needed resources over the long term to have a quality program?

Appendix B

Examples of Consent Forms for Survey Participation

Active Consent

Letter to Parents about Bullying and Harassment

Dear parents,

The (insert name of school's anti-bullying committee) is working within our school to improve bullying and harassment programs. Because our school wants to make sure students can learn in a safe and healthy place, we ask you to participate. Students, parents and teachers in our school will fill out surveys. It is an exciting chance for us to make our school a better place.

Student Surveys

- Students at our school will fill out the survey on (insert date).
- The survey will take about 60 minutes during classroom time.
- Teachers will be in charge of giving the survey to their class.
- Your child's name will NOT appear on the survey. All surveys are private and confidential.
- (insert name of school committee) will provide us with the results of the survey in summary form. Our school will hold an information meeting for parents and teachers, or the school newsletter will publish the results.
- Before students fill out the survey, they must have a **Consent Form** from a parent or guardian.

If you agree to let your child complete the survey, please check the first box on the Consent Form that comes with this letter, fill in your child's name, and sign at the bottom.

If you decide that you do NOT want your child to complete the survey, check the second box, fill in your child's name and sign at the bottom.

Parent Surveys

I also strongly encourage you to complete the parent survey, even if your child will not be filling out a survey in class. The parent survey will be sent home with the students for parents to complete. Please see my letter attached to the parent survey. Students who return completed parent surveys will be entered in a draw for a prize.

There are no risks for you or your child by participating. Your child's schooling will not be influenced in any way whether or not you choose to participate. I believe the surveys will tell us more about bullying and harassment in our school.

If you have any questions, please contact me or your child's teacher.

Yours sincerely,

Principal

Consent Form for Student Survey

- I have read the information letter and I agree to let my child fill out the survey.
- I understand that students do not have to complete this survey.
- I understand that my child may refuse to complete the survey at any time. My child may also refuse to answer certain questions and may decide to stop doing the survey at any time. Teachers and school staff will NOT see the students' answers to the survey.

I allow my child to fill out the survey about bullying and harassment in the school.

(please print your child's name) _____

I **do not** allow my child to fill out the survey about bullying and harassment in the school.

(please print your child's name) _____

Please provide your name and signature below:

Name of Parent/Guardian
(Please Print)

Signature of Parent/Guardian

Date

Return this form to your child's teacher.

Passive Consent

Letter to Parents about the Safe School Surveys

Dear parents,

The (insert name of school's anti-bullying committee) is working within our school to assess (insert school's name) programs against bullying and harassment. Because our school is strongly committed to making sure students have a safe and healthy place to learn, we ask you to participate. Students, parents and teachers in our school are asked to fill out surveys on (insert date). It is an exciting chance for us to make our school a better place and parents have an important role to play.

Student Surveys

- Students at our school will fill out the survey during a morning class on (insert date)
- The survey will take about 60 minutes during classroom time.
- Teachers will be in charge of giving the survey to their class.
- Your child's name will NOT appear on the survey. All surveys are private and confidential.
- (Insert name of school's anti-bullying committee) will provide us with the results in summary form. Our school will hold an information meeting for parents and teacher to share the results of the survey.

If you decide that you do NOT want you child to complete the survey, please contact me.

Parent Surveys

I also strongly encourage you to complete the parent survey, which will be coming home with your child.

There are no risks for you or your child by participating. Your child's schooling will not be influenced in any way whether or not you choose to participate. I believe the surveys will tell us more about bullying and harassment in our school.

If you have any questions, please contact me or your child's teacher.

Yours sincerely,

Principal

Appendix C

Instructions for Survey Administration

Instructions for Survey Administration

CPHA: SAFE SCHOOL PARENT AND STUDENT SURVEYS

Administrative Requirements

These instructions are to assist you with the administration of the Safe School Surveys and to ensure the credibility of the results. Please note that the Safe School Surveys are to be completed no more than once a year. Please review and implement the following procedures:

RESPONSIBILITIES OF THE PRINCIPAL

1/3

Before Student Survey Administration:

- Read the Assessment Toolkit for Bullying, Harassment and Peer Relations at School
- Complete the principal survey.
- Determine the students and/or classes that will be completing the surveys.
- Print surveys in double-sided format and provide envelopes for students, parents and teachers to seal the surveys in after administration. It is **critical** that you provide envelopes for each student, as failure to do so will likely give students the message that the survey is not confidential and that they can be identified, which will affect their responses.
- **Critical:** Designate a teacher or staff team (i.e. 2 or 3 teachers or school staff), depending on how large your school is, to code the student surveys by grade. For example, all grade seven students will have a "7" written or placed on their survey. Do this for each grade that is completing the survey. This will allow your school to more easily enter the surveys into the Excel Data Entry Files provided by CPHA. You can access these files at www.cpha.ca/antibullying. You may wish to write the code on the survey or print the codes on labels and attach them to the surveys. It is not necessary to code parent and teacher surveys.
- Determine the date that you will be administering the student and parent surveys. It is advised that parents complete their surveys after the students complete their surveys. This prevents the students from viewing the questions before they complete the student survey, as both surveys have similar questions. The parent surveys are to be in an unsealed envelope attached to each student survey. The students are to be instructed to bring the parent survey home on the day that the students complete their surveys for their parent/guardian to complete.

Before Student Survey Administration (Cont.):

Information to be Relayed to Teachers/Adult School Staff:

- **Important:** Have your designate teacher or staff team review and coordinate the administrative process for the surveys and have them train other teachers and school staff. This teacher or team is also responsible for collecting the surveys after they are completed, opening the envelopes, and organizing the surveys by parent, teacher, and student categories (all of the parent surveys are to be put together, all of the teacher surveys put together etc.) The student surveys are to further be organized by grade (i.e. all of the grade 7 surveys are put together and so on). The teacher asks the students to tear off the last two pages. The students keep the last page. Students may choose whether or not to complete the contact sheet. Ask all students to return and place their contact sheets in one envelope provided for each class. This envelope is to be brought to the school staff responsible for student counselling services for follow-up (i.e. guidance counselor, student services, school social worker, school psychologist). This process ensures the confidentiality of students requesting help.
- Set a date for administrative training with the teachers.
- Consult with staff to identify a date for completing student surveys.
- Identify alternative activities for students not participating in the survey.
- Identify the resources and supports available for follow-up and referrals for students and parents making disclosures and requesting support.

Information to be Relayed to Parents/Students:

Consent Process

There are 2 options for recruiting parent consent:

Passive Consent: Sending home a notice to parents about your school's intention of administering the Safe School student and parent surveys. Parents who do not wish to have their child participate are asked to contact the school. Please see the *Assessment Toolkit for Bullying, Harassment, and Peer Relations at School* for an example of a passive consent notice.

Active Consent: Requiring a signed consent form from parents in order for the student to complete the survey. Please see the *Assessment Toolkit for Bullying, Harassment, and Peer Relations at School* for an example of an active consent form.

RESPONSIBILITIES OF THE PRINCIPAL

3/3

Before Survey Administration (Cont.):

- **Note:** In the CPHA Safe School Study, some schools that chose an active consent process used an incentive prize (i.e. pizza lunch or \$100 class prize) for classes that brought back the most signed consent forms as well as classes that had the most parent surveys completed and returned. Some schools that used a passive consent also used an incentive for returned parent surveys. In those schools that used a passive consent process and/or an incentive prize, completed survey rates were significantly higher.
- Inform students about the upcoming student survey and entry into prize/draw for returning completed parent surveys and/or signed consents if using an incentive prize.
- Inform parents as to when the student surveys will be administered and when the parent surveys will be sent home.
- If using an incentive prize, inform parents about the details of the prize.
- Recruit parent/adult volunteers for teacher assistance (one per class) to circulate in each Gr. 4-7 class during the survey.
- Review points listed under Teacher/Adult School Staff Responsibilities with the parent/adult volunteers.

Day of Survey Administration:

- Distribute and administer surveys.

After Survey Administration:

- Follow-up on requests for referrals/support from students and parents.
- If using an incentive, draw and announce the student name/class for the prize.
- Designate a teacher or someone on school staff to enter the survey responses into the Excel Data Entry Files. It must be someone on school staff entering the responses (not a parent volunteer) as this ensures that your school board's policies and procedures on student and staff confidentiality are followed. You may wish to have two people enter the survey responses, but **note** that the more people there are entering the survey data, the more likely that errors can occur.
- Ensure that completed surveys are kept in a secure location (i.e. a locked cabinet in a locked room) and that there are only a limited number of people that have access to them as there is a possibility that the surveys may have identifying information in them (i.e. a student names a certain student as a bully).
- Update teachers and parents on outcome of survey and plan of action.

RESPONSIBILITIES OF TEACHERS/ADULT SCHOOL STAFF 1/3

Before Survey Administration:

- Participate in administrative training for the survey.
- Review the responsibilities for the younger and older grade levels.
- Identify alternative activities for students not participating in the survey.
- Identify the resources and supports available for follow-up and referrals for students and parents making disclosures and requesting support.
- Recruit parent/adult helpers during survey for Grades 4-7 and those needing added assistance.
- Review procedures with parent/adult helper.
- Inform students of upcoming survey and if using an incentive, inform them of their eligibility for prize/draw for returning completed parent surveys and/or signed consents.
- Send note and/or consent form home to parents about upcoming survey.
- Ensure that you have the amount of surveys that you need for your class. Also ensure that you have the correct survey for grade level. (i.e. if you have ten grade seven students and eleven grade eight students in your class, ensure that you have ten grade 4-7 surveys and eleven grade 8-12 surveys to administer to the students).
- Teachers should familiarize themselves with the survey(s) that they are administering.

Day of Survey Administration:

- Distribute the coded surveys to the corresponding classes.
- Ensure that students receive the proper survey for their grade level.
- Inform the students that their student survey and envelope is attached to a parent survey within an unsealed envelope. They are to take the envelope, with the parent survey within, home for a parent/guardian to fill out.
- Refer students not completing the survey to alternate activity such as quiet reading, homework.
- Explain that the survey is confidential and anonymous.
- Read aloud the instructions on page one of the survey.
- Refer to responsibilities listed for the grade level.
- Students complete survey in class.

Day of Survey Administration (Cont.):

- **Important:** After all the surveys have been completed, students are to check either “yes” or “no” whether they want someone to contact them. Students can choose whether they want to write their name, phone number / email etc. or not. The students are to tear off the last two pages of the survey. Students keep the last page for themselves.
- Students return the contact sheet to the teacher and insert it in a separate envelope used only to collect the contact sheets. After all the contact sheets have been collected, the teacher seals the envelope.
- Students should then be instructed to place their survey in the envelope provided and seal it. Teachers will then collect the surveys in the envelopes.
- Provide students an opportunity to discuss the survey after it is completed.

After Survey Administration:

- The designate teacher or staff team are to collect the surveys after they are completed, open the envelopes, and organize the surveys into parent, teacher, and student categories (All of the parents surveys are to be put together, all of the teacher surveys put together etc.) The student surveys are to be further organized by grade (i.e. all of the grade 7 surveys are put together and so on). Bring forward the sealed envelopes with the contact sheets to the school staff responsible for student counselling services for follow-up (i.e. guidance counselor, student services, school social worker, school psychologist). This process ensures the confidentiality of students requesting help.
- Teachers and school staff are to complete the teacher survey and place it in the envelope provided and seal it.

GRADE 4-7 TEACHER/ADULT SCHOOL STAFF RESPONSIBILITIES 3/3

During Administration:

- The teacher reads aloud the survey instructions and all of the questions as students complete the survey.
- As the teacher reads aloud the questions, he/she instructs the students to follow the answer formats for each question (i.e. "choose one only", "check more than one").
- Teachers/adults cannot identify the student's race in questions 6 and 7. Instead, direct the student to choose one or more options that best describes him/her.

GRADE 8-12 TEACHER/ADULT SCHOOL STAFF RESPONSIBILITIES

During Administration:

- The teacher reads aloud the survey instructions and the definitions for bullying, racial discrimination and sexual harassment.
- Teachers/adults cannot identify the student's race in questions 6 and 7. Instead, direct the student to choose one or more options that best describes him/her.
- The teacher reviews the answer format for question 23. Ensure that the students understand that they do not need to circle "who did it" if they have circled "Never in 4 weeks"

STUDENT RESPONSIBILITIES

Before Survey Administration:

- Bring home notice and/or consent form to parent about Safe School Surveys.

Day of Survey Administration:

- Choose option to complete survey or participate in alternate activity.
- Check that you have the appropriate survey for your grade level.
- Ask only the teacher/ adult to clarify meaning of questions.
- Tear off the last two pages of the survey and keep the last page.
- Choose whether or not to fill out the contact sheet. Return it to the teacher and place it in a separate envelope.
- Enclose your completed survey in the envelope and seal it.
- Place the sealed envelope on the desk for the teacher/ adult to pick up.
- Students are to take the envelope with the parent survey home for a parent/ guardian to fill out.
- Participate in discussions after the survey is completed.

After Survey Administration:

- Return the completed parent survey to school.

Appendix D

Trouble Shooting

TROUBLE SHOOTING

COMMON PROBLEMS/ UNINTENDED CONSEQUENCES	SOLUTIONS
Some adults resist whole school program; it threatens traditional responses to bad behaviour (criminal charges, school suspension/expulsion), exposes hidden problems	<ul style="list-style-type: none"> - engage teachers/parents/students right from the start in planning and delivery. You cannot treat them as an afterthought. Make sure that you focus on 'what's in it for them' (things that will make their job easier, more rewarding; meaningful opportunities for engagement; enhanced safety and health). - address faulty beliefs, misinformation ('boys will be boys', victim-blaming, get tough approach).
Leadership is not clear/weak; conflicts within team	<ul style="list-style-type: none"> - principal or vice-principal must take the lead. - teacher 'champions' are essential. - establish clear lines of accountability.
Peer relationship problems appear to go underground	<ul style="list-style-type: none"> - implement anonymous reporting system. - adults do not see what kids see: change supervision practices, <i>hear</i> what students are saying, get training to better identify social forms of bullying.
High-need parents are not involved	<ul style="list-style-type: none"> - there is tendency for high functioning parents to run the show; services must be proactively arranged (home visits, etc.) to ensure that resources are targeted to those who need them most. - be sensitive to literacy issues. - increase accessibility by hosting fun parent-child activities. - parent-to-parent outreach can be effective.
Male staff resist gender-responsive model	<ul style="list-style-type: none"> - male staff may question why they are excluded from activities with girls - refer them to the section on Gender Responsiveness in the <i>Assessment Toolkit for Bullying, Harassment and Peer Relations at School</i>; focus on the student's needs. - girls need strong female role models, mentors to address the sexual violence, inequality they face. - boys need help from caring and sensitive men to explore their masculinity and learn that there are many ways to 'be a man'.
Cultural competency is weak	<ul style="list-style-type: none"> - staff must reflect the diversity of student population. - cultural interpretation services should be available. - new immigrants can be distrustful of Canadian systems. Often, they have come from countries where legal, educational systems are corrupt or very different. Fear of deportation may be an issue.
Re-victimization of the victim/ Increased risk of harm	<ul style="list-style-type: none"> - get quality training. - engage experienced and skilled mental health practitioners. - follow Checklists and Tips. - do not group all the aggressive students together; you must neutralize the negative reinforcements that anti-social students give each other. - do not proceed with mediation, restorative conferencing unless victims, parents are willing; safety will not be compromised; there is a skilled facilitator. - do not proceed with intervention if there are any safety concerns.
Stigmatization of bullies	<ul style="list-style-type: none"> - public humiliation, shaming does not work. - stick to quality programs.
Large changes in student reporting	<ul style="list-style-type: none"> - it is common for schools to experience spikes in reporting following program implementation; this does not mean that there are more incidents, but instead that people are better able to identify harm and victimization.

Appendix E

Safe School Surveys



Grades 4-7
Safe School Survey

SAFE SCHOOL SURVEY



Canadian Public Health Association and the National Crime Prevention Strategy

Totten, Quigley & Morgan, 2004

For students in GRADES 4-7

Name of School: _____

Name of School District: _____

Date: _____

Schools need to be safe places for students to learn.
The purpose of this survey is to find out about student safety at your school.

Do not put your name on this survey.

We want to know what students, as a group, tell us.

This is your chance to let us know what things are like at your school.

Here is how you mark your answers:

For most questions, you will need to pick one or more of the possible answers given. There are no right or wrong answers. We just want to know your honest thoughts and feelings about things.

1. For some questions, you will need to tell us how often something happened in the past 4 weeks. You need to circle one of the following:

Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
---------------------	------------------	---------------	----------------------	---------------

2. Many of the questions are sentences or statements. For each one, decide if the statement is true or not true for you by choosing YES or NO or something in between.

NO no some yes YES

Circle "NO" in capital letters if the sentence is not at all true or never true.

Circle "no" in small letters if the sentence is not really true or hardly ever true.

Circle "some" if the sentence is sometimes or somewhat true.

Circle "yes" in small letters if the sentence is often true or true most of the time.

Circle "YES" in capital letters if the sentence is definitely true or always true.

If you have questions or don't understand something, please ask.

Student Information

This survey is anonymous. Please, do NOT put your name on the survey.

To start, we would like to know a few things about you.

1. What grade are you in?

Check one: 4 5 6 7

2. When did you start at this school? (If this is your first year at your school check "This is my first year")

Check one: This is my first year Kindergarten Gr. 1 Gr. 2 Gr. 3
 Gr. 4 Gr. 5 Gr. 6 Gr. 7

3. Are you a boy or a girl?

Check one: Boy Girl

4. What is the first language you learned to speak? _____

5. Do you find it easy to read and write in English?

Check one: Yes No Somewhat

6. How many years have you lived in Canada?

Check one: All my life Part of my life
 For ___ years

7. Do you think of yourself as Native, First Nations, Inuit, or Metis?

Check one: Yes No Don't know



8. People sometimes think about themselves as part of a race or by the colour of their skin.

How do you think of yourself? (Check any that are true for you.)

- Arab/West Asian (e.g. Armenian, Egyptian, Persian or Iranian, Lebanese, Moroccan)
- Black (e.g. African, Haitian, Jamaican, Somali)
- Chinese
- Filipino
- Japanese
- Korean
- Latin American (e.g. Spanish, Portuguese, Mexican, South American)
- South Asian (e.g. East Indian, Pakistani, Punjabi, Sri Lankan)
- South East Asian (e.g. Cambodian, Indonesian, Laotian, Vietnamese)
- White (Caucasian)
- Mixed
- Other (please describe) _____
- Don't know



9. Are you active in any groups? (Please check all the groups that you have been active in.)

- Student Council/Student Government
- School sports
- Out-of-school sports
- School club(s)
- Cultural/ethnic group
- Religious organization
- Youth Groups (Out of school clubs or hobby groups such as Cubs, Guides etc.)
- Artistic group (music, drama, art)
- Any others? (please describe) _____
- I am not active in any group



10. Have you participated in any programs that teach you how to deal with bullying or violence during the past 12 months? (Check any that you have participated in)

- Class discussions/assemblies
- Counselling
- Workshops or seminars
- School activities (Such as posters, art, poetry, plays etc.)
- Other (Please describe) _____
- I have not participated in any programs

How safe do you feel? Safe means feeling comfortable, relaxed and not worried that something bad could happen to you.

Circle one answer for each question:

11. I feel safe at school. NO no some yes YES
12. I feel safe on my way to and from school. NO no some yes YES
13. I feel safe in my neighbourhood or community. NO no some yes YES



This section asks about BULLYING.

There are many ways to bully someone. A bully wants to hurt the other person (it's not an accident). A bully does or says the same things over and over again. Bullying is UNFAIR. Sometimes a group of students will bully another student.

There are four main kinds of bullying. Some examples are:

- Physical bullying –
- Ⓢ when someone hits, shoves, kicks, spits, or beats up another person
 - Ⓢ when someone damages or steals a student's property



- Verbal bullying –
- Ⓢ name-calling, mocking, hurtful teasing
 - Ⓢ humiliating or threatening someone
 - Ⓢ making people do things they don't want to do



- Social bullying –
- Ⓢ excluding others from the group
 - Ⓢ spreading gossip or rumours about others
 - Ⓢ making others look foolish
 - Ⓢ making sure others do not spend time with a certain student



- Electronic bullying – using computer, e-mail, phone or cellular phone text messages to:

- Ⓢ hurt someone's feelings
- Ⓢ make someone look bad
- Ⓢ threaten someone



WHEN YOU ANSWER THESE QUESTIONS, THINK ABOUT THE PAST 4 WEEKS.

Please circle one answer for each question:

14. I am bullied at school.	NO	no	some	yes	YES
15. I am bullied on my way to and from school.	NO	no	some	yes	YES
16. I bully others at school.	NO	no	some	yes	YES
17. I bully others on the way to and from school.	NO	no	some	yes	YES
18. I see other students being bullied at school.	NO	no	some	yes	YES
19. I see other students bullied on the way to and from school.	NO	no	some	yes	YES

20. In the past 4 weeks at school, how often have you been bullied by other students....

Circle one for each question:

a) physically?	Examples: hit, kicked, pushed, slapped, spat on or hurt in any physical way	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) verbally?	Examples: said mean things to you, teased you, called you names, threatened you or tried to hurt your feelings	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
c) socially?	Examples: left you out on purpose, refused to play with you, said bad things behind your back, got other students to not like you	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
d) electronically?	Examples: used Internet, e-mail, phone or cellular phone text messages to threaten you or make you look bad	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know

21. Have you stayed home from school in order to avoid being bullied? Never in 4 weeks Once or twice Every week Many times a week Don't know

22. How much does it bother you when students get bullied? (Check one):

- I don't really mind
- It bothers me a little bit
- It bothers me some of the time
- It bothers me a lot



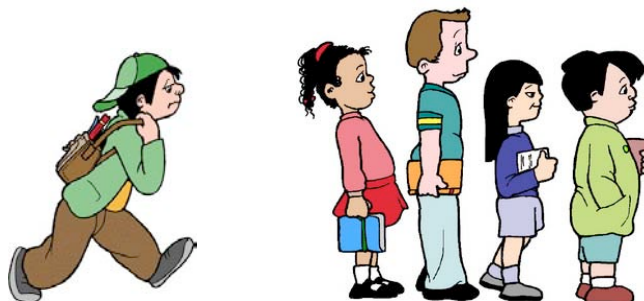
23. In the past 4 weeks at school, how often have you taken part in bullying other students...

a) physically? Examples: hit, kicked, pushed, slapped, spat on or hurt others in any physical way Never in 4 weeks Once or twice Every week Many times a week Don't know

b) verbally? Examples: said mean things to other students, teased others, called students names, threatened or tried to hurt other students' feelings Never in 4 weeks Once or twice Every week Many times a week Don't know

c) socially? Examples: left other students out on purpose, refused to play with others, said bad things behind their back, got other students to not like certain people Never in 4 weeks Once or twice Every week Many times a week Don't know

d) electronically? Examples: used Internet, e-mail, phone or cellular phone text messages to threaten other students or make them look bad Never in 4 weeks Once or twice Every week Many times a week Don't know



24. In the past 4 weeks at school, how often have you seen or heard students bully other students...

a) physically?	Examples: hit, kicked, pushed, slapped, spat on or hurt others in any physical way	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) verbally?	Examples: said mean things to other students, teased others, called them names, threatened or tried to hurt others' feelings	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
c) socially?	Examples: left other students out on purpose, refused to play with them, said bad things behind their back, got other students to not like certain people.	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
d) electronically?	Examples: used Internet, e-mail, phone or cellular phone text messages to threaten other students or make them look bad	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know

25. In the past 4 weeks, how often have you tried to help another student who was being bullied at school?

Never in 4 weeks Once or twice Every week Many times a week Don't know

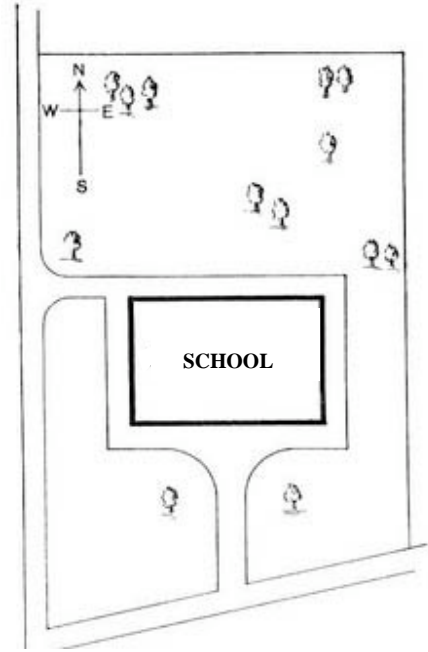


26. In the past 4 weeks at school, how often have you been left out or treated badly...

a) ...because of your religion?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) ...because of the colour of your skin?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
c) ...because of the country you or your family came from?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
d) ...because of a physical disability?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
e) ...because of a mental disability?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
f) ...because of another disability (such as a learning disability)?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
g) ...because you are a boy or girl?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
h) ...because you do well in school?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
i) ...because school is hard for you?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
j) ...because of your weight?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
k) ...because of the way you look, your height, or your body shape?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
l) ...because of how you dress?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
m) ...because of how little money you have?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
n) ...because of your physical weakness?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know

27. Where does bullying happen most? (Check as many as you want)

- Classrooms
- Hallways
- Library
- Computer room
- Gym
- Change rooms
- Washrooms
- On the school bus or ferry
- Lunch or eating area
- On the way to and from school
- Coatroom
- Outdoor areas around school
- Malls or stores
- Other places (please describe where): _____



28. When does bullying happen most? (Check as many as you want)

- Before school
- During classes
- Between classes
- During breaks, lunch or at recess
- After school
- On the weekends



29. Think of the last time that you saw or heard another student being bullied. What did you do?
(Check any that are true for you.)

- I ignored it.
- I told my parents about it.
- I told my brother/sister about it.
- I told an adult at school about it.
- I told an adult outside of school about it (such as the babysitter, coach, neighbour, police, etc.).
- I told another student about it.
- At the time, I helped the person being bullied.
- Later on, I helped the person being bullied.
- I stood and watched.
- I joined in with the bullying.
- I got someone to help stop it.
- I got back at the bully later.
- I have not seen or heard another student being bullied



30. Think of the last time you saw someone being bullied. If you did not do anything, what was the reason? (Check one only)

- I did not want to get involved.
- I was afraid or felt threatened.
- I did not know what to do or who to talk to.
- Nobody would do anything about it if I told someone.
- The bullying wasn't so bad.
- The person being bullied deserved it.
- I have not seen or heard another student being bullied.



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

- I ignored it.
- I told my parents about it.
- I told my brother/sister about it.
- I told an adult at school about it.
- I told an adult outside of school about it (such as the babysitter, coach, neighbour, police, etc.).
- I told another student about it.
- I did not go to school for one or more days.
- I fought back.
- I got someone to help stop it.
- I stood up to the person who was doing it.
- I got back at them later.
- I have not been bullied.



32. Think of the last time that you were bullied. If you did not do anything, what was the reason? (Check one only)

- I was afraid or felt threatened.
- I did not know what to do or who to talk to.
- Nobody would do anything about it if I told someone.
- The bullying wasn't so bad.
- I have not been bullied.

What do you think about these things...

Read each sentence and decide if you think it is true or not true.

If it is definitely NOT TRUE AT ALL, circle "NO"

If it is NOT USUALLY TRUE, circle "no"

If it is SOMETIMES TRUE, circle "some"

If it is USUALLY TRUE, circle "yes"

If it is ALWAYS TRUE, circle "YES"

- | | | | | | |
|---|----|----|------|-----|-----|
| 33. Bullying is just a normal part of being a kid. | NO | no | some | yes | YES |
| 34. I feel very different from other students here. | NO | no | some | yes | YES |
| 35. It is important to report bullying to adults at school. | NO | no | some | yes | YES |
| 36. In this school, I feel like I am a success. | NO | no | some | yes | YES |

37. I did something kind for another student at school this week.	NO	no	some	yes	YES
38. I am treated with as much respect as other students.	NO	no	some	yes	YES
39. It is up to me to deal with bullying at school.	NO	no	some	yes	YES
40. I feel like I belong in this school.	NO	no	some	yes	YES
41. In my group of friends, bullying is okay.	NO	no	some	yes	YES
42. I saw another student do something kind for someone at school this week.	NO	no	some	yes	YES
43. It is hard for people like me to be accepted in this school.	NO	no	some	yes	YES
44. Other students try to help you when you are being bullied.	NO	no	some	yes	YES
45. Many students get bullied because they deserve it.	NO	no	some	yes	YES
46. I feel like I matter in this school.	NO	no	some	yes	YES
47. Adults at this school are very helpful if I have a problem with other kids.	NO	no	some	yes	YES

What do you think your school can do to prevent or reduce bullying?

If you are having problems with other people at school, please ask for help.

You can talk to any adult that you trust at school such as a counsellor, a teacher, a coach, a youth worker, the janitor or the bus driver.



Please tear off this page and give it to your teacher.

If you are having problems with other students at school and need help,
we can contact you.

Yes, I want you to contact me.

No, I do not want you to contact me.

My name is _____.

I am in grade _____ and you can contact me at this
phone number _____ or e-mail: _____.

Keep this page for yourself.

Put the rest of the survey in the envelope and seal it. Then give it to your teacher.

If you would like help from someone who is not part of your school, you can call the Kids Help Phone/Jeunesse, j'écoute at 1-800-668-6868 (24 hours) (FREE from a payphone, no money needed)

You can check out their website at: www.kidshelp.sympatico.ca

THANK YOU FOR DOING THE SURVEY.....

You are helping to make this school safe for all students.





Grades 8-12
Safe School Survey

SAFE SCHOOL SURVEY



Canadian Public Health Association and the National Crime Prevention Strategy

Totten, Quigley & Morgan, 2004

For students in GRADES 8 - 12

Name of School: _____

Name of School District: _____

Date: _____

Schools need to be safe places for students to learn.
The purpose of this survey is to find out about student safety at your school.

Do not put your name on this survey.
We want to know what students, as a group, tell us.

This is your chance to let us know what things are like at your school.

Here is how you mark your answers:

For most questions, you will need to pick one or more of the possible answers given. There are no right or wrong answers. We just want to know your honest thoughts and feelings about things.

1. For some questions, you will need to tell us how often something happened in the past 4 weeks. You need to circle one of the following:

Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
---------------------	------------------	---------------	----------------------	---------------

2. Many of the questions are sentences or statements. For each one, decide if the statement is true or not true for you by choosing YES or NO or something in between.

NO no some yes YES

Circle "NO" in capital letters if the sentence is not at all true or never true.

Circle "no" in small letters if the sentence is not really true or hardly ever true.

Circle "some" if the sentence is sometimes or somewhat true.

Circle "yes" in small letters if the sentence is often true or true most of the time.

Circle "YES" in capital letters if the sentence is definitely true or always true.

If you have questions or don't understand something, please ask.

STUDENT INFORMATION

This survey is anonymous. Please do NOT put your name on the survey.
To start, we would like to know a few basic things about you.

1. What grade are you in?

Check one: 8 9 10 11 12

2. When did you start at this school? (If this is your first year at your school check "This is my first year")

Check one: This is my first year Kindergarten Gr. 1 Gr. 2
 Gr. 3 Gr. 4 Gr. 5 Gr. 6
 Gr. 7 Gr. 8 Gr. 9 Gr. 10
 Gr. 11 Gr. 12

3. Are you male or female?

Check one: Male Female

4. What is the first language you learned to speak? _____

5. Do you find it easy to read and write in English?

Check one: Yes No Somewhat

6. How many years have you lived in Canada?

Check one: All my life Part of my life
 For ___ years

7. Do you think of yourself as Native, First Nations, Inuit, or Metis?

Check one: Yes No Don't know



8. People sometimes think about themselves as part of a race or by the colour of their skin.

How do you think of yourself? (Check any that are true for you.)

- Arab/West Asian (e.g. Armenian, Egyptian, Persian or Iranian, Lebanese, Moroccan)
- Black (e.g. African, Haitian, Jamaican, Somali)
- Chinese
- Filipino
- Japanese
- Korean
- Latin American (e.g. Spanish, Portuguese, Mexican, South American)
- South Asian (e.g. East Indian, Pakistani, Punjabi, Sri Lankan)
- South East Asian (e.g. Cambodian, Indonesian, Laotian, Vietnamese)
- White (Caucasian)
- Mixed
- Other (please describe) _____
- I don't know



9. Are you active in any groups? (Please check all the groups that apply to you.)

- Student Council/Student Government
- School sports
- Out-of-school sports
- School club(s)
- Cultural/ethnic group
- Religious organization
- Youth Groups (Out of school clubs or hobby groups)
- Artistic group (music, drama, art)
- Any others? (please describe) _____
- I am not active in any group



10. Have you participated in any programs that teach you how to deal with bullying, violence or harassment during the past 12 months? (Check any that you have participated in)

- Class discussions/assemblies
- Counselling
- Workshops or seminars
- School activities (Such as posters, art, poetry, plays etc.)
- Other (Please describe) _____
- I have not participated in any programs

How safe do you feel? Safe means feeling comfortable, relaxed and not worried that something bad could happen to you.

Circle one answer for each question:

- | | | | | | |
|---|----|----|------|-----|-----|
| 11. I feel safe at school. | NO | no | some | yes | YES |
| 12. I feel safe on my way to and from school. | NO | no | some | yes | YES |
| 13. I feel safe in my neighbourhood or community. | NO | no | some | yes | YES |



14. There has been a lot in the news about the kinds of serious problems teens face these days. When you think about your school, are you afraid that you might be:

- | | | | | | |
|--|----|----|------|-----|-----|
| a) ...physically attacked or hurt by a student or group of students? | NO | no | some | yes | YES |
| b) ...forced to engage in sexual acts by other students? | NO | no | some | yes | YES |
| c) ...made fun of or left out because of your culture or race? | NO | no | some | yes | YES |
| d) ...made fun of or left out because of your sexual orientation? | NO | no | some | yes | YES |
| e) ...the target of rumours or gossip? | NO | no | some | yes | YES |
| f) ...verbally harassed or embarrassed at school? | NO | no | some | yes | YES |

The rest of this survey asks about your experiences with HARASSMENT.

*To harass someone is to bother, make fun of, trouble or attack them.
Harassment may happen again and again to the same person.*

*In this survey, we will ask you about three types of harassment:
BULLYING, SEXUAL HARASSMENT AND RACIAL DISCRIMINATION.*

This section asks about BULLYING

There are many ways to bully someone. A bully wants to hurt the other person (it's not an accident). A bully does or says the same things over and over again. Bullying is UNFAIR. Sometimes a group of students will bully another student.

There are four main kinds of bullying. Here are some examples:

- Physical bullying –
 - Ⓢ when someone hits, shoves, kicks, spits, or beats up another person
 - Ⓢ when someone damages or steals another student's property
- Verbal bullying –
 - Ⓢ name-calling, mocking, hurtful teasing
 - Ⓢ humiliating or threatening someone
 - Ⓢ making people do things they don't want to do
- Social bullying –
 - Ⓢ excluding others from the group
 - Ⓢ spreading gossip or rumours about others
 - Ⓢ making others look foolish
 - Ⓢ making sure others do not spend time with a certain student
- Electronic bullying – using computer, e-mail, phone or cellular phone text messages to:
 - Ⓢ threaten or hurt someone's feelings
 - Ⓢ single out, embarrass or make someone look bad
 - Ⓢ spread rumours or reveal secrets about someone



When you answer these questions, think about the past 4 weeks.
Please circle one answer for each question:



15. Have you been...

- | | | | | | |
|--|---------------------|------------------|---------------|----------------------|---------------|
| a) ... physically bullied at school? | Never in
4 weeks | Once or
twice | Every
week | Many times
a week | Don't
know |
| b) ...verbally bullied by insults, put-downs or threats at school? | Never in
4 weeks | Once or
twice | Every
week | Many times
a week | Don't
know |
| c) ...socially bullied at school by being left out or someone spreading rumours or gossip about you? | Never in
4 weeks | Once or
twice | Every
week | Many times
a week | Don't
know |
| d) ...electronically bullied using the Internet, e-mail, phone or cellular phone text messages? | Never in
4 weeks | Once or
twice | Every
week | Many times
a week | Don't
know |

16. Have you taken part in....

a) ...physically bullying other students at school?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) ...verbally bullying other students at school by insults, put-downs or threats?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
c) ...socially bullying other students at school by leaving them out, by starting rumours or by making them look bad?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
d) ...bullying others using the I nternet, e-mail, phone or cellular phone text messages?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know

17. In the past 4 weeks, have you seen or heard other students being...

a) ...physically bullied at school?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) ...verbally bullied by insults, put-downs or threats at school?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
c) ...socially bullied at school by being left out, by rumours or by someone making them look bad?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
d) ...bullied using the I nternet, e-mail, phone or cellular phone text messages?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know

18. Have you stayed away from school in order to
avoid being bullied?

	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
--	---------------------	------------------	---------------	----------------------	---------------

19. How much does it bother you when students get bullied? (Check one):

- I don't really mind
- I t bothers me a little bit
- I t bothers me some of the time
- I t bothers me a great deal



*This section asks about RACIAL DISCRIMINATION at your school in the past 4 weeks.
Racial discrimination takes place when people are seen as different or are treated differently because of their racial or ethnic backgrounds.*

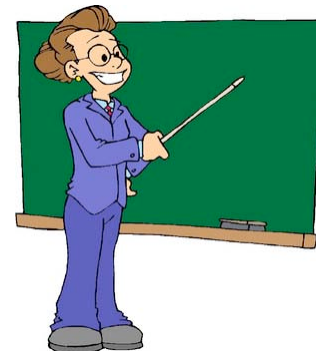
20. In the past 4 weeks at school, how often have other people...
(Circle one answer for each question)



a) ...said negative things about your culture or race?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) ...made you feel ashamed of your culture or race?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
c) ...made fun of your ethnic accent?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
d) ...called you racist names?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
e) ...teased or made fun of your culture or race?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
f) ...made gestures to show dislike toward your race/culture?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
g) ...told others how dangerous your racial/cultural group is?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
h) ...treated your racial or ethnic group as inferior or second-rate?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
i) ...criticized or blamed your racial or ethnic group for problems at school or in society?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know

21. How much does it bother you when students are discriminated against? (Check one):

- I don't really mind
- It bothers me a little bit
- It bothers me some of the time
- It bothers me a great deal



22. In the past 4 weeks at school, how often have you...

a) ...said negative things about people from another culture/race?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) ...made students feel ashamed of their culture or race?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
c) ...made fun of other students' ethnic accent?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
d) ...called other students racist names?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
e) ...teased or made fun of other students' culture or race?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
f) ...made gestures to show dislike for students of a certain race/culture?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
g) ...told others how dangerous a certain racial or cultural group is?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
h) ...treated a certain racial or ethnic group as second-rate?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
i) ...said bad things about or blamed certain racial or ethnic groups for problems at school or in society?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know

The next section asks about SEXUAL HARASSMENT.

Sexual harassment takes place when someone says or does something that makes someone else feel uncomfortable about their sexual preference or about their gender.

Sexual harassment shows lack of respect for someone else's choices, even if the person doing the harassment says they are joking.

These questions are not asking about behaviours you like or want (For example, wanted kissing, touching, or flirting between you and a girlfriend/boyfriend).



23. For each question, please check how often this kind of harassment has been done by a boy or group of boys, as well as by a girl or group of girls in the past 4 weeks.

	Please circle one (If you choose "never", you don't have to circle who did it)				Done by a...	
	Never in 4 weeks	Once or twice	Every week	Many times a week	boy or boys	girl or girls
a) ...said that you didn't look or act feminine or masculine enough?						
b) ... called you gay, or a fag or lesbian, or said other things like this as an insult?						
c) ...spread a sexual rumour, passed a sexual note, or wrote sexual graffiti about you?						
d) ... made a crude comment about your sexual behaviour?						
e) ...made an unwelcome or crude comment about your body?						
f) ... made you uncomfortable by yelling something sexual or whistling or howling as you walked by?						
g) ... made you uncomfortable by making sexual gestures or staring at you in a sexual way?						
h) ... made you uncomfortable by touching, grabbing or pinching you in a sexual way?						
i) ... made you uncomfortable by standing too close or brushing against you in a sexual way?						
j) ... kissed you when you did not want the kiss?						
k) ... forced you to do something sexual (other than kissing) when you did not want to?						

24. How much does it bother you when students are sexually harassed? (Check one):

- I don't really mind
- It bothers me a little bit
- It bothers me some of the time
- It bothers me a great deal



25. Do you think of yourself as gay, lesbian, or bisexual?

- No
- Yes
- Don't know

The next set of questions asks where and when bullying, harassment and discrimination happen and how people respond.

Please circle one answer for each question:

26. Where does bullying, sexual harassment and discrimination occur?

a) Classroom?	NO	no	some	yes	YES	Does not apply
b) Hallways?	NO	no	some	yes	YES	Does not apply
c) Library?	NO	no	some	yes	YES	Does not apply
d) Computer rooms?	NO	no	some	yes	YES	Does not apply
e) Gym?	NO	no	some	yes	YES	Does not apply
f) Change rooms?	NO	no	some	yes	YES	Does not apply
g) Washrooms?	NO	no	some	yes	YES	Does not apply
h) Bus, train, or ferry?	NO	no	some	yes	YES	Does not apply
i) On the way to and from school?	NO	no	some	yes	YES	Does not apply
j) Lunch or eating area?	NO	no	some	yes	YES	Does not apply
k) Outdoor areas around school?	NO	no	some	yes	YES	Does not apply
l) Malls or stores?	NO	no	some	yes	YES	Does not apply
m) Other areas (Please describe where)?	NO	no	some	yes	YES	Does not apply

27. Have you stayed away from certain classrooms or parts of the school to avoid harassment?

	NO	no	some	yes	YES
--	----	----	------	-----	-----

28. When are students most at risk for bullying, sexual harassment and discrimination?

a) Before school?	NO	no	some	yes	YES
b) During classes?	NO	no	some	yes	YES
c) Between classes?	NO	no	some	yes	YES
d) During breaks, such as a spare period, lunch or recess?	NO	no	some	yes	YES
e) After school?	NO	no	some	yes	YES
f) On the weekends?	NO	no	some	yes	YES

29. Think of the last time that you saw or heard a student being bullied or harassed in any way. What did you do? (Check all the answers that are true for you.)

- I ignored it.
- I told my parents about it.
- I told my brother/sister about it.
- I told an adult at school about it.
- I told an adult outside of school about it (such as a coach, neighbour, the police, etc.).
- I told another student about it.
- At the time, I helped the person being bullied.
- Later on, I helped the person being bullied.
- I stood and watched.
- I joined in with the bullying.
- I got someone to help stop it.
- I got back at the bully later.
- I have not seen or heard another student being bullied or harassed.



30. Think of the last time you saw someone being bullied or harassed. If you did not do anything, what was the reason? (Check one only)

- I did not want to get involved.
- I was afraid or felt threatened.
- I did not know what to do or who to talk to.
- Nobody would do anything about it if I told someone.
- The bullying wasn't so bad.
- The person being bullied deserved it.
- I have not seen or heard another student being bullied.



31. Think of the last time you were bullied or harassed in any way. What did you do? (Check any that are true for you.)

- I ignored it.
- I told my parents about it.
- I told my brother/sister about it.
- I told an adult at school about it.
- I told an adult outside of school about it (such as a coach, neighbour, the police, etc.).
- I told another student about it.
- I did not go to school for one or more days.
- I fought back.
- I got someone to help stop it.
- I stood up to the person who was doing it.
- I got back at them later.
- I have not been bullied or harassed.



32. Think of the last time that you were bullied or harassed. If you did not do anything, what was the reason? (Check one only)

- I was afraid or felt threatened.
- I did not know what to do or who to talk to.
- Nobody would do anything about it if I told someone.
- The bullying wasn't so bad.
- I have not been bullied.



33. In the past 4 weeks at school, how often have you been left out or treated badly ...

a) ...because of your religion?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) ...because of the colour of your skin?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
c) ...because of the country you or your family came from?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
d) ...because of a physical disability?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
e) ...because of a mental disability?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
f) ...because of another kind of disability (such as a learning disability)?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
g) ...because you are male or female?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
h) ...because you do well in school?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
i) ...because school is hard for you?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
j) ...because of your weight?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
k) ...because of the way you look, your height, or your body shape?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
l) ...because of how you dress?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
m) ...because of how little money you have?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
n) ...because of your physical weakness?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know

34. Are rules about student behaviour enforced in your school? NO no some yes YES

35. If a student complained to an adult at school about bullying, sexual harassment or discrimination, would something be done about it? NO no some yes YES

36. Do you report bullying, sexual harassment, and discrimination? NO no some yes YES

37. I am satisfied with the steps my school has taken to prevent bullying, sexual harassment, and discrimination among students. NO no some yes YES

*The last section asks about your beliefs and attitudes about bullying, harassment, and discrimination.
HARASSMENT refers to bullying, sexual harassment and racial discrimination.*

38. Harassment is just a normal part of being a teenager. NO no some yes YES

39. In this school, I feel like I am successful. NO no some yes YES

40. If you just stand and watch, you encourage harassment. NO no some yes YES

41. My friends bring weapons to school. NO no some yes YES

42. Most forms of harassment, bullying, and discrimination are actually crimes (illegal). NO no some yes YES

43. If you report harassment, people will think you are a "rat" or a "loser". NO no some yes YES

44. It's my responsibility to stop harassment even if my friends are not being harassed. NO no some yes YES

45. Some students need to be picked on just to teach them a lesson. NO no some yes YES

46. It's better not to get involved when other kids are being harassed. NO no some yes YES

47. In my group of friends, harassment is common and not a big deal. NO no some yes YES

48. This school listens to and values students' ideas.	NO	no	some	yes	YES
49. Students who harass others have power and are often leaders in our school.	NO	no	some	yes	YES
50. I feel like I matter in this school.	NO	no	some	yes	YES
51. I know what I can do to stop harassment.	NO	no	some	yes	YES
52. Students who tell are often the next victims.	NO	no	some	yes	YES
53. The teachers in this school treat students with respect.	NO	no	some	yes	YES
54. In this school, I feel like I belong.	NO	no	some	yes	YES

What do you think your school can do to prevent or reduce bullying, harassment and discrimination?

If you are having problems with other people at school, please ask for help.

You can talk to any adult that you trust at school such as a counsellor a teacher, a coach, a janitor, a youth worker or a bus driver.



Please tear off this page and give it to your teacher.

If you are having problems with other students at school and need help,
we can contact you.

Yes, I want you to contact me.

No, I do not want you to contact me.

My name is _____.

I am in grade _____ and you can contact me at this
phone number _____ or e-mail: _____.

Keep this page for yourself.

Put the rest of the survey in the envelope and seal it. Then give it to your teacher.

If you would like help from someone who is not part of your school, you can call the Kids Help Phone/Jeunesse, j'écoute at 1-800-668-6868 (24 hours) (FREE from a payphone, no money needed)

You can check out their website at: www.kidshelp.sympatico.ca

THANK YOU FOR DOING THE SURVEY.....

You are helping to make this school safe for all students.



Parent Safe School Survey



Safe School Survey for Parents

Dear parents,

We are working within our school to assess the forms and frequency of bullying and harassment. Because our school is strongly committed to making sure students have a safe and healthy place to learn, we ask you to participate. It is an exciting chance for us to make our school a better place, and parents have an important role to play.

We are asking *all* parents to fill out the attached survey. It will take about 15 minutes. Do NOT put your name or your child's name on the survey. All of the survey results will be private and anonymous.

Surveys from our school will be analyzed and when the results are ready, we will tell parents, teachers and students what the results are, through information meetings or in the school newsletter.

You may decide you do not want to fill out the survey. This is your choice. However, we need you to help us improve our school. This is your chance to give us your views on what school is like.

Here's what we are asking you to do:

If you have more than one child at our school in grade 4 or higher, please complete one survey for only one child.

The survey asks you questions about your child's experience at school IN THE LAST 4 WEEKS. Read each question and check or circle the answer that best describes how you feel. **Please complete this survey without the help of your child.** When you have finished the survey, please put it in the envelope, seal the envelope and return it to the school office as soon as possible.

After you are done, talk with your child about what is in the survey. Helpful resources in the community are provided on the last page.

If you have any questions about the survey, please contact the principal.

Safe School Survey

For Parents

Canadian Public Health Association and the
National Crime Prevention Strategy

Totten, Quigley & Morgan, 2004

Name of School: _____ School District: _____ Date: _____

Schools need to be safe places for students to learn.

The purpose of this survey is to find out about student safety at your child's school.

Do not put your name on this survey.

We want to know what parents, as a group, tell us.

This is your chance to let us know how things are at your child's school.

HOW TO FILL OUT THE SURVEY

1. For most questions, you will need to choose one or more of the possible answers. There are no right or wrong answers. We just want to know your honest thoughts and feelings. For some questions, you will need to tell us **how often** something happened **in the past 4 weeks**, by choosing one of the following:

Never in
4 weeks

Once or
twice

Every
week

Many times
a week

Don't
know

2. Many of the questions are sentences or statements. For each one, decide if the statement is true or not true for you by choosing **YES** or **NO** or something in between.

NO no some yes **YES**

Circle "**NO**" in capital letters if the sentence is not at all true or never true.

Circle "no" in small letters if the sentence is not really true or hardly ever true.

Circle "some" if the sentence is sometimes or somewhat true.

Circle "yes" in small letters if the sentence is often true or true most of the time.

Circle "**YES**" in capital letters if the sentence is definitely true or always true.

If you have any questions about how to complete the survey, please ask the principal or your child's teacher.

A few questions about you...

1. What grade is your child in?

Check one: 4 5 6 7 8 9 10 11 12

2. When did your child start at this school? (If this is his/her first year at their school check "This is his/her first year")

Check one: This is his/her first year Kindergarten Gr. 1 Gr. 2
 Gr. 3 Gr. 4 Gr. 5 Gr. 6
 Gr. 7 Gr. 8 Gr. 9 Gr. 10
 Gr. 11 Gr. 12

3. Is your child a boy or a girl?

Check one: Boy Girl

4. Are you male or female?

Check one: Male Female

5. What is your relationship to the child?

- Mother
- Father
- Step-mother
- Step-father
- Other relative
- Guardian

6. What is the first language your child learned to speak? _____

7. Do you read and write easily in English? Yes No Somewhat

8. How many years have you lived in Canada? All my life Part of my life
 For _____ years

9. Do you think of yourself as Native, First Nations, Inuit or Metis?

- Yes No Don't know

10. People sometimes identify themselves by race or the colour of their skin.
How do you identify yourself? (Check more than one if appropriate.)

- Arab/West Asian (e.g. Armenian, Egyptian, Persian or Iranian, Lebanese, Moroccan)
- Black (e.g. African, Haitian, Jamaican, Somali)
- Chinese
- Filipino
- Japanese
- Korean
- Latin American (e.g. Spanish, Portuguese, Mexican, South American)
- South Asian (e.g. East Indian, Pakistani, Punjabi, Sri Lankan)
- South East Asian (e.g. Cambodian, Indonesian, Laotian, Vietnamese)
- White (Caucasian)
- Mixed
- Other (please describe) _____
- Don't know

Circle one answer for each question:

- | | | | | | |
|--|-----------|----|------|-----|------------|
| 11. My child feels safe at school. | NO | no | some | yes | YES |
| 12. My child feels safe on his/her way to and from school. | NO | no | some | yes | YES |
| 13. My child feels safe in our neighbourhood or community. | NO | no | some | yes | YES |

14. There has been a lot in the news about the kinds of serious problems children face these days. When you think about your child's school, are you concerned or afraid that your child might be:

a) ...physically attacked or hurt by a student or group of students?	NO	no	some	yes	YES
b) ...forced to engage in sexual acts by other students?	NO	no	some	yes	YES
c) ...made fun of or left out because of his/her culture or race?	NO	no	some	yes	YES
d) ...made fun of or left out because of his/her sexual orientation?	NO	no	some	yes	YES
e) ...the target of rumours or gossip?	NO	no	some	yes	YES
f) ...verbally harassed or embarrassed at school?	NO	no	some	yes	YES

The rest of this survey asks about your child's experiences with **HARASSMENT**.

To harass someone is to bother, make fun of, trouble or attack them.

Harassment may happen again and again to the same child.

In this survey, we ask about three kinds of harassment:
BULLYING, SEXUAL HARASSMENT AND RACIAL DISCRIMINATION

This section asks about **BULLYING**

There are many ways to bully someone. A bully **wants to hurt the other person** (it's not an accident). A bully does or says the same things **over and over again**. Bullying is UNFAIR. Sometimes a group of students will bully another student.

There are four main kinds of bullying. Here are some examples:

- Physical bullying –
 - when someone hits, shoves, kicks, spits, or beats up on another person
 - when someone damages or steals another student's property
- Verbal bullying –
 - name-calling, mocking, hurtful teasing
 - humiliating or threatening someone
 - making people do things they don't want to do
- Social bullying –
 - excluding others from the group
 - spreading gossip or rumours about others
 - making others look foolish
 - making sure others do not spend time with a certain person
- Electronic bullying – using computer, e-mail, phone or cellular phone text messages to:
 - threaten or hurt someone's feelings
 - single out, embarrass or make someone look bad
 - spread rumours or reveal secrets about someone

When you answer these questions, think about **the past 4 weeks**. Please circle one answer for each question:

15. Has your child been...

a) ... physically bullied at school?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) ...verbally bullied by insults or threats at school?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
c) ...socially bullied at school by being left out or by having rumours or gossip spread about him/her?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
d) ...bullied using the Internet, e-mail, phone or cellular phone text messages?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know

16. Has your child taken part in ...

a) ...physically bullying other students at school?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) ...verbally bullying other students at school by insults or threats?	Never in 4 Weeks	Once or twice	Every week	Many times a week	Don't know
c) ...socially bullying other students at school by leaving them out or by spreading rumours?	Never in 4 Weeks	Once or twice	Every week	Many times a week	Don't know
d) ...bullying others using the Internet, e-mail, phone or cellular phone text messages?	Never in 4 Weeks	Once or twice	Every week	Many times a week	Don't know

17. Has your child stayed away from school in order to avoid being bullied?

Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
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This section asks about **RACIAL DISCRIMINATION** at your child's school in the past 4 weeks.
Racial discrimination takes place when people are seen as different or are treated differently because of their racial or ethnic backgrounds.

18. In the past 4 weeks at school, how often have other people...

a) ...said negative things about your child's culture or race?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) ...called your child racist names?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
c) ...teased or made fun of your child's culture or race?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
d) ...treated your child's racial or ethnic group as inferior or second-rate?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
e) ...said bad things about or blamed your child's racial or ethnic group for problems at school or in society?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know

19. In the past 4 weeks at school, how often has your child...

a) ...said negative things about students from another culture/ race?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) ...called other students racist names?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
c) ...teased or made fun of other students' culture or race?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
d) ...treated a certain racial or ethnic group as inferior or second-rate?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
e) ...said bad things about or blamed certain racial or ethnic groups for problems at school or in society?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know

The next section asks about **SEXUAL HARASSMENT**.

Sexual harassment takes place when someone says or does something that makes someone else feel uncomfortable about their sexual preference or about their gender. Sexual harassment shows **lack of respect** for someone else's choices, even if the person doing the harassment says they are joking.

For each question, please say how often this happened to your child at school **in the past 4 weeks**.

If your child is young, these questions may not apply. If this is the case, just answer "Never in 4 weeks".

20. In the past 4 weeks, how often has someone at school **done these things to your child...**

a) ... said that he/she didn't look or act feminine or masculine enough?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) ... called him/her gay, a fag or lesbian, or said other things like this as an insult?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
c) ... spread a sexual rumour, passed a sexual note, or wrote sexual graffiti about him/her?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
d) ... made a crude comment about his/her sexual behaviour or body?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
e) ... made him/her uncomfortable by yelling something sexual or whistling or howling as he/she walked by?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
f) ... made him/her uncomfortable by making sexual motions or looking at your child in a sexual way?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
g) ... made him/her uncomfortable by touching, grabbing or pinching him/her in a sexual way?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
h) ... made him/her uncomfortable by standing too close or brushing against him/her in a sexual way?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
i) ... kissed him/her when he/she did not want the kiss?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
j) ... forced him/her to do something sexual (other than kissing) when he/she did not want to?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know

The next set of questions asks **where and when** bullying, harassment and discrimination happen and **how people respond**.

21. **Where** does bullying, sexual harassment and/or discrimination happen to your child?

a) Classroom?	NO	no	some	yes	YES	Does not apply
b) Hallways?	NO	no	some	yes	YES	Does not apply
c) Library?	NO	no	some	yes	YES	Does not apply
d) Computer rooms?	NO	no	some	yes	YES	Does not apply
e) Gym?	NO	no	some	yes	YES	Does not apply
f) Change rooms?	NO	no	some	yes	YES	Does not apply
g) Washrooms?	NO	no	some	yes	YES	Does not apply
h) Bus, train, or ferry?	NO	no	some	yes	YES	Does not apply
i) Coatroom	NO	no	some	yes	YES	Does not apply
j) On the way to and from school?	NO	no	some	yes	YES	Does not apply
k) Lunch or eating area?	NO	no	some	yes	YES	Does not apply
l) Outdoor areas around school?	NO	no	some	yes	YES	Does not apply
m) Malls or stores?	NO	no	some	yes	YES	Does not apply
n) Other areas (Please describe where)? _____	NO	no	some	yes	YES	Does not apply

22. Has your child stayed away from certain classrooms or parts of the school to avoid harassment?

Never in 4 weeks Once or twice Every week Many times a week Don't know

23. **When** is your child most at risk for bullying, sexual harassment and/or discrimination?

a) Before school?	NO	no	some	yes	YES
b) During classes?	NO	no	some	yes	YES
c) Between classes?	NO	no	some	yes	YES
d) During breaks, such as a spare period, lunch, or recess?	NO	no	some	yes	YES
e) After school?	NO	no	some	yes	YES
f) On the weekends?	NO	no	some	yes	YES

27. If a student complained to an adult at your child's school about bullying, sexual harassment, and/or discrimination, would something be done about it? **NO** no some yes **YES**
28. Do you report bullying, sexual harassment, and/or discrimination to the school? **NO** no some yes **YES**
29. Has your child participated in any programs that teach him/her how to deal with bullying or violence during the past 12 months? (Check any that he/she has participated in)
- Class discussions/assemblies
- Counselling
- Workshops or seminars
- School activities (Such as posters, art, poetry, plays etc.)
- Other (Please describe) _____
- He/she has not participated in any programs
30. I am satisfied with the steps my child's school has taken to prevent bullying, harassment, and discrimination among students. **NO** no some yes **YES**


What do you think your child's school can do to prevent or reduce bullying, harassment and discrimination?

If your child is having problems with other students at school, please talk to your child about it. You can also talk to a counsellor, a teacher, or the principal. They want to help!

**Please tear this page off and keep it for yourself.
Put the rest of the survey in the envelope and seal it.**

If you would like to speak to someone who is not part of the school, you can call the Parent Help Line/Ligne Assistance Parents (24 hours) 1-888-603-9100 (Free, no charge).
You can also go to their website at: www.parentsinfo.sympatico.ca

**THANK YOU FOR DOING THE SURVEY.
Your comments will help us make this school safe for all students.**



**Teacher/School Staff
Anti-Bullying/Harassment
Program Survey**

Anti-Bullying/Harassment Program Survey for Teachers/Other Adults in School
Canadian Public Health Association and the National Crime Prevention Strategy
Totten, Quigley & Morgan, 2004

COMPLETION INSTRUCTIONS

This is an anonymous survey on bullying and harassment at your school. Do NOT put your name on it. Please mark with a your response for each question. Place in the sealed envelope when done.

Questions on this survey focus on the behaviour of students in grades 4 and over.

1. What is your position? *Check ONE response.*

Teacher/educational assistant

Guidance/social worker/
behavioural technician/ other
intervention worker

Other (specify):

2. How long have you been at your school? *Check ONE response.*

Under 12 months

1 – 2 years

3 years + (specify): ___ years

3. What grade level(s) do you work with? *Check ALL that apply.*

Primary (grades K-1)

Junior (grades 2-6)

Intermediate (grades 7-8)

Senior (grades 9+)

This questionnaire asks about your school's experiences with HARASSMENT. To harass someone is to bother, make fun of, trouble or attack them, and this is often done repeatedly. In this survey, we ask about three types of harassment: BULLYING, SEXUAL HARASSMENT AND RACIAL DISCRIMINATION.

There are many ways to bully someone. A bully **wants to hurt the other person** (it's not an accident). A bully does or says the same things **over and over again**. Bullying is UNFAIR. Sometimes a group of students will bully another student.

There are four main kinds of bullying. Here are some examples:

- Physical bullying –
 - when someone hits, shoves, kicks, spits, or beats up on others
 - when someone damages or steals another student's property
- Verbal bullying –
 - name-calling, mocking, hurtful teasing
 - humiliating or threatening someone
 - making people do things they don't want to do
- Social bullying –
 - excluding others from the group
 - spreading gossip or rumours about others
 - making others look foolish
 - making sure others do not spend time with a certain person
- Electronic bullying – using computer, e-mail, phone or cellular phone text messages to:
 - threaten or hurt someone's feelings
 - single out, embarrass or make someone look bad
 - spread rumours or reveal secrets about someone

RACIAL DISCRIMINATION: when people are seen as different and/or treated differently because of their racial or ethnic background.

SEXUAL HARASSMENT: unwanted and unwelcome behaviour about sex or gender that interferes with a student's life and makes him/her feel uncomfortable even if the harasser says they were only joking. It is not about behaviours a student likes or wants (for example wanted kissing, touching, flirting between a boyfriend/girlfriend)

10. Who are the primary recipients of your anti-bullying/harassment program(s)? *Check ALL that apply.*

- | | |
|---|--|
| <input type="checkbox"/> Individual students | <input type="checkbox"/> Groups of students |
| <input type="checkbox"/> Families | <input type="checkbox"/> Individual classes |
| <input type="checkbox"/> Individual grade levels | <input type="checkbox"/> Whole school divisions (e.g., all primary grades) |
| <input type="checkbox"/> Entire school | <input type="checkbox"/> Parents |
| <input type="checkbox"/> Classroom teachers | <input type="checkbox"/> School administrators |
| <input type="checkbox"/> Members of surrounding community | <input type="checkbox"/> Non-teaching staff (e.g., cafeteria staff, bus drivers) |

Check ALL that apply for each question.

11. Who participated in planning the anti-bullying or harassment program(s) in your school?

- Students
- Classroom teachers
- School administrators
- School professionals (e.g., guidance counsellors, social/youth/childcare workers)
- Non-professional support staff (bus drivers, cafeteria staff)
- Parents
- School Board personnel
- Ministry/Department of Education personnel
- Professional consultants
- Personnel from Community Service agencies (including police)
- Community volunteers
- Other (specify): _____

12. Who is involved in delivering the program(s) in your school?

- Students
- Classroom teachers
- School administrators
- School professionals (e.g., guidance counsellors, social/youth/childcare workers)
- Non-professional support staff (bus drivers, cafeteria staff)
- Parents
- School Board personnel
- Ministry/Department of Education personnel
- Professional consultants
- Personnel from Community Service agencies (including police)
- Community volunteers
- Other (specify): _____

13. People play various roles in creating and/or solving the problem of bullying/harassment. On the list below, indicate the people whose roles are addressed in your anti-bullying or harassment program(s). Check ALL that apply.

- Individuals who bully/harass
- Individuals who facilitate or encourage the bullying/harassment
- Individuals who intervene to stop bullying/harassment
- Parents
- School administrators
- Non-professional support staff (bus drivers, cafeteria staff)
- Individuals who are victimized
- Passive participants in bullying/harassment (e.g., silent on-lookers)
- Peers not involved in bullying/harassment
- Classroom teachers
- School professionals (guidance counsellors, social/youth/childcare workers)
- Members of surrounding community

14. If you have any additional comments on the nature of the anti-bullying/harassment programs at your school, add them on the lines below.

Use the scale provided to answer Questions 15 and 16. Check ONE response for each question.

- | | Much more | A bit more | About same | A bit less | Much less | Don't know |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 15. In comparison to <u>1 year</u> ago, how much anti-bullying or harassment programming does your school offer? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. In comparison to <u>5 years</u> ago, how much anti-bullying or harassment programming does your school offer? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

17. Indicate the extent to which you agree that each of the following are impacts of your anti-bullying/harassment program(s). Check ONE response for each question.

- | | Strongly Disagree | Disagree | Agree | Strongly Agree | Don't Know |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 17.1 School personnel use more effective strategies to stop bullying/harassment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17.2 Students use more effective strategies to stop bullying/harassment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17.3 There is greater understanding about the nature of the bullying/harassment problem at our school among internal stakeholders (e.g., staff, administrators, trustees, students). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17.4 There is greater understanding about the nature of bullying/harassment among external stakeholders (e.g., parents, community members). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	Strongly Disagree	Disagree	Agree	Strongly Agree	8 Don't Know
17.5 More internal stakeholders (e.g., staff, administrators, trustees, students) are directly involved in solving the problem of bullying/harassment at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.6 More external stakeholders (e.g., parents, community members) are directly involved in solving the problem of bullying/harassment at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.7 The number of students who bully/harass others has decreased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.8 The number of students victimized by others has decreased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.9 The severity of reported bullying/harassment incidents has decreased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.10 The atmosphere at the school is generally more positive and peaceful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use the scale provided to answer Questions 18 - 20. Check ONE response for each question.

	Much more	A bit more	About same	A bit less	Much less	Don't know
18. Compared to <u>3 months</u> ago, how much bullying or harassment is occurring at your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Compared to <u>1 year</u> ago, how much bullying or harassment is occurring at your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Compared to <u>5 years</u> ago, how much bullying or harassment is occurring at your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Describe any other intended or unintended consequences of the anti-bullying or harassment program(s) currently offered at your school in the lines below.

22. Do you feel safe in your school?

Yes

No

Don't know


23. Do you feel comfortable in implementing an anti-bullying/harassment program?

Yes

No

Don't know

**Please put this completed questionnaire in the envelope provided, seal it, and give it to the designated school staff.
Thank you for participation.**



**Administrator
Anti-Bullying/Harassment
Program Survey**

Administrator Anti-Bullying/Harassment Program Survey
Canadian Public Health Association and the National Crime Prevention Strategy
Totten, Quigley & Morgan, 2004

COMPLETION INSTRUCTIONS

This is an anonymous survey on bullying and harassment at your school. Do NOT put your name on it. Please mark with a your response for each question. Place in the sealed envelope when done.

Questions on this survey focus on the behaviour of students in grades 4 and over.

Overview of Your School

1. What is your position? *Check ONE response.*

Principal Vice Principal Other (specify): _____

2. How long have you been at your school? *Check ONE response.*

Under 12 months 1 – 2 years 3 years + (specify): ___ years

3. What grade level(s) does your school serve? *Check ALL that apply.*

Primary (grades K-1) Junior (grades 2-6) Intermediate (grades 7-8) Senior (grades 9+)

4. In what geographical context is your school located? *Check ONE response.*

Large city (100,000+) Downtown Large city (100,000+) Suburb Small to medium size city (10,000-100,000)
 Town or village (Less than 10,000) Rural or agricultural area

5. How many students are currently registered at your school? _____

6. How many teaching positions do you currently have at your school? *State number in full-time equivalents.* _____ FTEs

7. Considering that the average total family income (before taxes) in Canada is about \$64,000, how would you describe the average socio-economic level of the community that your school serves? *Check ONE response.*

Above average Average Below average

8. Approximately what percentage of the students in your school receives special education services for academic and learning-related difficulties? *Check ONE response.*

0-5% 6-10% 11-15% 16-20% 21-25%
 26-30% 31-35% 36-40% 41-45% 46-50%
 51-55% 56-60% 61-65% 66-70% 71-75%
 76-80% 81-85% 86-90% 91-95% 96-100%

This questionnaire asks about your school's experiences with HARASSMENT. To harass someone is to bother, make fun of, trouble or attack them, and this is often done repeatedly. In this survey, we ask about three types of harassment: BULLYING, SEXUAL HARASSMENT AND RACIAL DISCRIMINATION.

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There are four main kinds of bullying. Here are some examples:

- Physical bullying –
 - when someone hits, shoves, kicks, spits, or beats up on others
 - when someone damages or steals another student's property
- Verbal bullying –
 - name-calling, mocking, hurtful teasing
 - humiliating or threatening someone
 - making people do things they don't want to do
- Social bullying –
 - excluding others from the group
 - spreading gossip or rumours about others
 - making others look foolish
 - making sure others do not spend time with a certain person
- Electronic bullying – using computer, e-mail, phone or cellular phone text messages to:
 - threaten or hurt someone's feelings
 - single out, embarrass or make someone look bad
 - spread rumours or reveal secrets about someone

RACIAL DISCRIMINATION: when people are seen as different and/or treated differently because of their racial or ethnic background.

SEXUAL HARASSMENT: unwanted and unwelcome behaviour about sex or gender that interferes with a student's life and makes him/her feel uncomfortable even if the harasser says they were only joking. It is not about behaviours a student likes or wants (for example wanted kissing, touching, flirting between a boyfriend/girlfriend)

12. Indicate the extent to which you agree or disagree with each of the following statements about bullying/harassment at your school. *Check ONE response for each statement.*

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
12.1 Bullying is a serious problem among students at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.2 Racial discrimination is a serious problem among students at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.3 Sexual harassment is a serious problem among students at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.4 The degree of bullying/harassment at our school is greater than the average level in Canadian schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.5 Dedicating time and resources to solving the problem of bullying/harassment is one of our highest priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.6 Relative to other priorities, we commit a substantial amount of time and resources to solving the problem of bullying/harassment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.7 The amount of time and resources we commit to anti-bullying/harassment initiatives is sufficient to effectively deal with these problems at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Never	Rarely	Sometimes	Frequently	Always	6 Don't Know
Parents	15.23 Provide information to parents (eg. Newsletters, literature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15.24 Invite parents to school for presentations, seminars, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15.25 Have parents participate directly in school anti-bullying/harassment program(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15.26 Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community	15.27 Convene meetings with community leaders and organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15.28 Encourage local media to cover school's efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15.29 Engage community organizations and leaders in school's anti-bullying/harassment program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15.30 Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Who are the primary recipients of your anti-bullying/harassment program(s)? *Check ALL that apply.*

- | | |
|---|--|
| <input type="checkbox"/> Individual students | <input type="checkbox"/> Groups of students |
| <input type="checkbox"/> Families | <input type="checkbox"/> Individual classes |
| <input type="checkbox"/> Individual grade levels | <input type="checkbox"/> Whole school divisions (e.g., all primary grades) |
| <input type="checkbox"/> Entire school | <input type="checkbox"/> Parents |
| <input type="checkbox"/> Classroom teachers | <input type="checkbox"/> School Administrators |
| <input type="checkbox"/> Members of surrounding community | <input type="checkbox"/> Non-teaching staff (e.g., cafeteria staff, bus drivers) |

Check ALL that apply for each question.

17. Who participated in planning the anti-bullying or harassment program(s) in your school?

- Students
- Classroom teachers
- School administrators
- School professionals (e.g., guidance counsellors, social/youth/childcare workers)
- Non-professional support staff (bus drivers, cafeteria staff)
- Parents
- School Board personnel
- Ministry/Department of Education personnel
- Professional consultants
- Personnel from Community Service agencies (including police)
- Community volunteers
- Other (specify): _____

18. Who is involved in delivering the program(s) in your school?

- Students
- Classroom teachers
- School administrators
- School professionals (e.g., guidance counsellors, social/youth/childcare workers)
- Non-professional support staff (bus drivers, cafeteria staff)
- Parents
- School Board personnel
- Ministry/Department of Education personnel
- Professional consultants
- Personnel from Community Service agencies (including police)
- Community volunteers
- Other (specify): _____

Check ALL that apply for each question.

19. Who provided funding to run the program(s) in your school?

- Your school
- School Board
- Ministry/Department of Education
- Other Government (Who?): _____
- Non-profit community sector
- Business sector
- Individual donors
- Other (specify): _____
- Not applicable

20. Who provided other non-monetary resources (e.g., videos, teacher guides) to run the program in your school?

- Your school
- School Board
- Ministry/Department of Education
- Other Government (Who?): _____
- Non-profit community sector
- Business sector
- Individual donors
- Other (specify): _____
- Not applicable

29. Describe any other intended or unintended consequences of the anti-bullying or harassment program(s) currently offered at your school in the lines below.

Program Evaluation

30. Has your anti-bullying or harassment program(s) been evaluated through the systematic collection and analysis of information? (If your program(s) is currently being evaluated but not complete, check "yes")

Yes

No (If "No", go instructions at bottom of last page)

For the remaining questions in this section, focus your answers on the last time that the program(s) was evaluated.

31. If your program(s) is currently being evaluated for the first time check here:

32. Indicate the extent to which each of the following statements describes the purpose of the evaluation. *Check ONE response for each statement.*

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
32.1 Satisfy accountability demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.2 Determine the program is meeting its objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.3 Support decision making about program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.4 Further understanding about bullying or harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33 Indicate the extent to which information gathered for evaluation purposes was compared with each of the following statements. *Check ONE response for each statement.*

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
33.1 Explicitly developed criteria and standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.2 Results or observations from other anti-bullying or harassment programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.3 Results or observations from a control site with no anti-bullying or harassment program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.4 Our own results or observations from before (e.g., baseline)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. Indicate the extent to which members of each of the following groups were involved in evaluating the program. *Check ONE response for each statement.*

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
34.1 Trained research/evaluation personnel (e.g., school district staff, university-based personnel)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.2 School staff (e.g., administration, teachers, non-teaching staff)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.3 Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.4 Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.5 Others (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. What sorts of information were collected or examined as part of the evaluation? *Check ALL that apply.*

- | | | |
|--|---|---|
| <input type="checkbox"/> School records | <input type="checkbox"/> Individual interviews | <input type="checkbox"/> Knowledge or skill tests |
| <input type="checkbox"/> Questionnaire responses | <input type="checkbox"/> Group interviews | <input type="checkbox"/> School board statistics |
| <input type="checkbox"/> Observations | <input type="checkbox"/> Other (specify): _____ | |

36. From which groups have evaluation data been gathered? *Check ALL that apply.*

- | | | |
|---|--|---|
| <input type="checkbox"/> Trustees | <input type="checkbox"/> Students | <input type="checkbox"/> School administrators |
| <input type="checkbox"/> Central board administrators/School District Supervisors | <input type="checkbox"/> Teachers | <input type="checkbox"/> Resource personnel |
| <input type="checkbox"/> Parents | <input type="checkbox"/> Special interest groups | <input type="checkbox"/> Other (specify): _____ |

37. Indicate the extent to which the following are consequences of undertaking evaluations of your anti-bullying programs. *Check ONE response for each statement.*

	Never	Rarely	Sometimes	Frequently	Always	Don't Know
37.1 We have based decisions about the program on evaluation results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.2 Evaluation results have helped us to understand how effective the program is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.3 We have developed our research and inquiry skills as a result of the evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.4 We have learned that evaluation can be a powerful and valuable planned change strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.5 Evaluation results have helped us to improve the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.6 Evaluation results have stimulated us to question basic assumptions and beliefs about our practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.7 Evaluation results have stimulated fundamental changes in our practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please put this completed questionnaire in an envelope and seal it.

Tracking Form



STUDENT NAME: _____

SCHOOL INCIDENT TRACKING FORM[©]

MALE / FEMALE GRADE: _____

SCHOOL ID: _____

PERSON COMPLETING FORM: _____

WITNESSED EVENT? YES / NO

v. 2.6 © 2003-05-28 Dr. J LeBlanc

INCIDENT DATE: _____ TIME: _____

AM / PM Target's Name

INCIDENT DESCRIPTION

(Please check all that apply and at least one from "Target", one from "Incident Type" and one from "Nature"). Name the target if adult or student.

- TARGET**
- Adult: teacher / supervisor
 - Student
 - School property
 - Other: _____

LOCATION OF INCIDENT

- Classroom Playground Lunchroom
- Hallway Specialist Classroom

Other: _____

NATURE OF INCIDENT

- Impulsive act
- Defiance / opposition
- Threat / intimidation
- Bullying / victimization
- Sexual harassment
- Racial harassment
- Other: _____

INCIDENT TYPE

- Physical**
 - Pushing / shoving
 - Fighting
 - Other direct physical contact
 - Throwing objects
 - Property damage
 - Other: _____
- Verbal**
 - Impolite / rude
 - Name-calling / insults
 - Profanity
 - Threat
 - Other: _____
- Non-Verbal**
 - Refusal to follow instructions
 - Inappropriate noises
 - Gestures
 - Body language (posturing, stares)
 - Other: _____

PROHIBITED ARTICLE (if used)

Weapon: _____

Description of incident: _____

INTERVENTION by TEACHER *(Please check all that apply)*

- Immediate verbal intervention / reprimand / warning
- Social contract / behaviour plan
- Moved seat to an alternate location
- Contact with parents (oral or written)
- Time-out: (in class / out of class / time-out room)
- Withdrawal of privileges
- Detention: before school / after school / noon
- Peer Mediations
- Physical removal from class
- Referral to focus group

Other / Comments: _____

INTERVENTION by OFFICE

- Counselling. Time spent (min): ____ *(or: short / med. / long)*
- Referral to student support team
- Withdrawal of privileges
- Recess at an alternate location
- Good deed / community service / extra duties
- Restitution: clean up / repair / pay for
- Social contract / behaviour plan
- Contact with parents (oral or written)
- In-school suspension
- Out-of-school suspension

Comments: _____

Office Signature: _____

PARENTS / GUARDIANS PLEASE SIGN

- We have sent this form home for your information; however, you may contact the school for more information if you wish.
- Please contact the school about this incident.

PLEASE SIGN AND RETURN _____

DATE: _____

(Please, add comments on reverse)

Appendix F

Excel Data Entry Files

Excel® Data Entry Files

To download the Excel® Data Entry Files please go to www.cpha.ca/antibullying.

Appendix G

Instructions for Data Entry

INSTRUCTIONS FOR THE DATA ENTRY OF THE CANADIAN PUBLIC HEALTH ASSOCIATION'S SAFE SCHOOL SURVEYS

INTRODUCTION:

To accompany the Safe School Surveys, the Canadian Public Health Association has developed data entry files for schools to use to enter their data after the Safe School Surveys have been administered (please see the *Assessment Toolkit for Bullying, Harassment and Peer Relations at School* for more information on the administration of the surveys). These files are developed in Microsoft Excel® XP for the PC. If you have an older version of Excel®, these files are also available in Excel® 1998 on the website at www.cpha.ca/antibullying. Please keep in mind that these files were developed on a PC, if they are opened on a Macintosh computer you may encounter formatting differences within the files.

There are four data entry files: a Gr. 4-7 Safe School Student Survey file, a Gr. 8-12 Safe School Student Survey file, a Safe School Parent Survey file, and a Safe School Teacher/ Adult School Staff survey file. These files will allow your school to enter your own data and provide you with statistics (frequencies and percentages) for your school without having to perform any analyses or functions. The Student data entry files provide data by grade and gender, as well as overall totals. The Teacher and Parent data entry files provide overall totals. It is **critical** for the accuracy of your results that the designated person(s) who is/are entering and interpreting your results read the following instructions.

OVERVIEW

The student data entry files, both the Gr. 4-7 and the Gr. 8-12, are made up of several sheets within an Excel® worksheet. Each sheet in the worksheet is labeled by grade. There is also a sheet that is labeled "Totals" in each, which gives you the totals for all grades added together. These labeled sheets are located at the bottom of the screen. Simply click on the labeled tabs to move between sheets. You are to enter surveys in the appropriate sheet for each grade. For example, a student in grade 5 would be entered in the sheet labeled "Gr. 5" in the Gr. 4-7 Data Entry file. As noted in the Instructions for Survey Administration located in the *Assessment Toolkit for Bullying, Harassment and Peer Relations at School* document, it is recommended that the surveys be organized by grade prior to data entry to ensure a smoother data entry process.

The parent data entry file contains three sheets. One sheet is labeled "Parent 1", one is labeled "Parent 2" and the other is labeled "Totals". The "Totals" sheet gives the totals for all parents in both sheets. All parent surveys are to be entered in the parent data entry file and all teacher surveys are to be entered in the teacher data entry file and each will provide totals. All of the data entry files (student, parent and teacher) have a similar data entry process which involves the data entry person(s) entering a series of "1"s for each survey entered. The teacher data file is on just one sheet, as opposed to multiple sheets. Because it is not necessary to organize the teacher surveys into categories (i.e. grades), there is only a need for one sheet. The student data entry files differ from the parent and teacher files however, with respect to entering gender. The student files require that the data entry person(s) also enter an "m"(male) or an

“f”(female) in addition to the series of “1”s. The parent and teacher files do not require that gender be entered. Because bullying, harassment and discrimination in students can be gender specific, it is necessary for schools to have access to data that addresses this. The following are instructions related to each data file specifically:

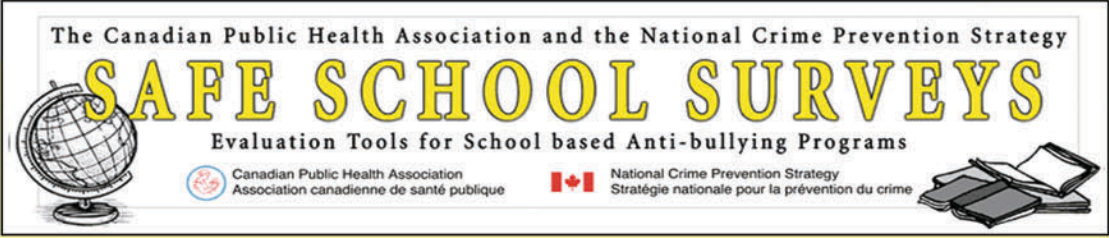
GR. 4-7 AND GR. 8-12 DATA ENTRY FILES

Please note that although the Gr. 4-7 and Gr. 8-12 data files are very similar, they are not identical. There are some differences in survey questions.

NOTE: If you have already opened these files you will notice that there are several error messages that look like this: #DIV/0! These are to be expected and will disappear after you start entering data. This error message will also be seen in the parent and teacher data entry files and will similarly disappear after data are entered.

Here is what the student work sheets look like:

Figure 1

	A	B	C	D	E	F	G	H
1	 <p>The Canadian Public Health Association and the National Crime Prevention Strategy</p> <p>SAFE SCHOOL SURVEYS</p> <p>Evaluation Tools for School based Anti-bullying Programs</p> <p>Canadian Public Health Association / Association canadienne de santé publique</p> <p>National Crime Prevention Strategy / Stratégie nationale pour la prévention du crime</p> <p>© CPHA</p>							
2								
3								
4								
5								
6								
7								
8								
9								
10								
11	PARTICIPANT NUMBER						1	2
12	TOTAL NUMBER OF PARTICIPANTS				TOTAL:	3	1	1
13	GENDER = For Male insert "m", for Female insert "f"						m	f
14	Survey Questions	Responses	Male	Female	Totals	Totals %		
15								
16	Q. 1 What grade are you in?	4	1	1	2	100.00%	1	1
17		5	0	0	0	0.00%		
18		6	0	0	0	0.00%		
19		7	0	0	0	0.00%		

In the student data entry files, all of the survey questions appear on the left hand side of the screen in column A. All responses for these questions are listed in column B. Columns C and D contain frequencies for Males and Females for each question and subsequent responses. To the right of the Male and Female frequencies are the Total frequencies and percentages. These indicate frequencies and percentages for both males and females added together. If you look at row 11 in Figure 1, you will notice that it is

labeled "Participant Number". This row contains numbers from 1-250. If you scroll to the right you will notice that the screen is split to allow you to scroll all the way to the end of the sheet to participant number 250 while still having the Survey Questions and Totals visible. The Excel® Worksheet only allows for 250 participants for each grade. If, for example, you are a school that has Gr. 7 and Gr. 8 students only, you may require more than 250 students in Gr. 7 and 8 each. In this case you would simply re-label all of the worksheets as "Gr. 7" in the 4-7 Data Entry File and re-label all of the sheets as "Gr. 8" in the 8-12 file. You can change the label of a sheet by double clicking on the sheet tab and typing in the new label. Through this process schools can enter more than 250 students for a particular grade. If you scroll down, you will also notice that the screen is split to allow the participant number (row 11) to be shown at all times. The split screen in both directions are for your convenience while entering the data.

Row 12 is labeled "Total Number of Participants". Column F-Row 12 or cell F12 (highlighted in bright yellow) indicates the total number of participants for that grade. A "1" will be entered in this row for each participant to allow for a total to be calculated. Details of this process will be discussed in the section titled "Entering your Data". An "m" or an "f" will be entered in Row 13, labeled "Gender", for each survey entered. Details of this process will also be discussed in the section titled "Entering Your Data". If you look in cells E8-E10 and F8-F10 you will see that these cells indicate the total number and percent of males and females entered for that grade.

PARENT DATA ENTRY FILE

The parent data entry file looks like this:

Figure 2


	A	B	C	D	E	F						
1												
2												
3												
4												
5												
6												
7												
8							Parents					
9												
10												
11	PARTICIPANT NUMBER				1	2						
12	TOTAL # OF PARTICIPANTS			TOTAL: 2	1	1						
13	Survey Questions	Responses	Totals	Totals %								
14												
15	Q. 1 What grade is your child in?	4	1	50.00%	1							
16		5	0	0.00%								
17		6	1	50.00%		1						
18		7	0	0.00%								
19		8	0	0.00%								

The Parent Data Entry File is set up the same way as the student files with the exception that there is no row for gender and subsequently there are no frequencies or percentages for males and females, thus an “m” or an “f” does not need to be entered. A “1” however, **does** need to be entered in row 12 for each participant. The total number of participants for that sheet is located in cell D12 (highlighted bright yellow). Total frequencies and percentages are also available for the parent surveys in columns C and D. Similar to the student data entry files, the maximum number of parent surveys that can be entered for each sheet is 250. To ensure that schools can enter more than 250 parents if they wish, there are two sheets that you can enter data into: “Parents1” and “Parents2”. “Parents1” goes from participant 1-250 and “Parents2” goes from participant 251-500. The totals for both sheets together can be found on the “Totals” sheet.

TEACHER DATA ENTRY FILE

The teacher data entry file looks like this:

Figure 3

	A	B	C	D	E	F	
1							
2							
3							
4							
5							
6							
7							
8							
9							Teachers
10							
11	PARTICIPANT NUMBER				1	2	
12	TOTAL # OF PARTICIPANTS			Total: 2	1	1	
13	Survey Questions	Responses	Totals	Totals %			
14							
15	Q. 1 What is your position?	Teacher/educational assistant	1	50.00%	1		
16		Guidance/social worker...	1	50.00%		1	
17		Other	0	0.00%			
18	Q. 2 How long have you been at your school?	Under 12 months	1	50.00%		1	
19		1 – 2 years	1	50.00%	1		
20		3 years +	0	0.00%			

The teacher data entry file is identical to the parent data entry file and it thus differs from the student data entry files in the same way. There is no row for gender and subsequently there are no frequencies or percentages for males and females, thus an “m” or an “f” does not need to be entered. A “1” however, **does** need to be entered in row 12 for each participant. The total number of participants is located in cell D12

(highlighted bright yellow). Total frequencies and percentages are also available for the teacher surveys in columns C and D. The difference between the teacher file and the other data entry files is that there is only one sheet needed in the teacher file.

ENTERING YOUR DATA

NOTE: It is highly recommended that the number of people entering the data for your school be limited to one or two people as the more people there are entering the data, the more likely that errors can occur. Similarly, the person(s) entering the data should be school staff and not parent or adult volunteers. This allows the rules and policies concerning confidentiality of students/staff in your school to be upheld.

1. Student Surveys:

The data entry person(s) will enter the data vertically down the columns. For example, the first survey entered would be entered in column G; the second survey will be entered in column H and so on. The coloured shading and lines are for your convenience when entering the data. The following example is a step-by-step process for entering a survey:

Step 1: Click on the column G, row 12. Enter a "1" in cell C12. It is absolutely **critical** that a "1" is entered in row 12 for each participant. Failure to do so will affect your results as many formulas in the data entry files depend on this.

Step 2: Look at question 3 on the survey to see whether the participant checked off whether they were a male or a female. Click on cell G13 and enter an "m" if the participant is male or an "f" if the participant is female. The "m" and the "f" are to be in lowercase. It is absolutely **critical** that an "m" or an "f" is entered in row 13 for each participant.

Step 3: You will notice that the survey questions and their responses are on the left hand side of the screen. For question 1 in the 4-7 survey "What grade are you in?" for example, the response choices are Gr.4, Gr. 5, Gr. 6, and Gr. 7. Look at the survey and see what response the student checked off and enter a "1" in the participant's column in the appropriate row. For example, if the student checked he/she was in Gr. 4, enter a 1 in cell G16 (see Figure 1). Scroll down and repeat this process for each question in the participant's column.

NOTE: Some survey questions require that the students check off only one answer, while others require that more than one can be checked. Keep this in mind as you are entering the data. There can be instances when a student checks off more than one answer on a question that requires that only one answer be checked. This problem will be addressed later. In addition to this, some participants may not answer all of the questions. If this is the case simply leave that question blank and do not enter anything for the missing question then move on to the next question.

Step 4: Take the next survey and continue this process for each participant in each grade.

NOTE: It may be helpful to write the participant number on the survey as you enter each survey. This will allow you to know which surveys have been entered and will allow you to go back to the survey if an error is made in data entry

2. Parent Surveys

The data entry process is identical to the student data entry process with the exception that gender does not need to be entered.

3. Teacher Surveys

The data entry process is identical to the student data entry process with the exception that gender does not need to be entered.

INTERPRETING YOUR DATA

The following are guidelines for interpreting each data entry file specifically. General guidelines for all data files will follow.

1) Specific Guidelines

a) Student Data Entry Files

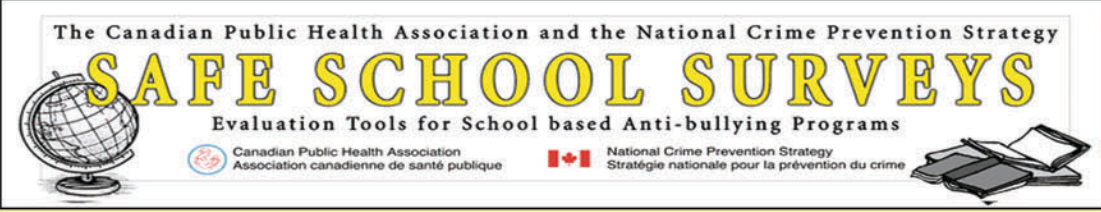
Interpreting by Grade Level

When interpreting data from the individual grade sheets (i.e. Gr. 7) the male and female totals in columns C and D can be interpreted as the number of males or females who chose that specific answer option for that certain question. For example, if you look at Figure 1, one male indicated that he was in grade 4 and 1 female indicated that she was in grade 4. The number of females and males within a grade can be found in cells E8-E10 and F8-F10. The numbers of course will be higher for your schools than those in the example. The Total frequencies and percentages located in columns E and F indicate the number and subsequent percentage of total students in that grade level who chose that certain answer option for that certain question. For example, cell E16 in Figure 1 indicates that 2 students in that grade level are in grade 4. Cell F16 indicates that cell E16 is 100% of those entered in the Gr. 4-7 Data Entry File.

Interpreting by Overall Totals

In the Student Data Entry files, there is a sheet in the worksheet that adds up the totals for all of the grades to create overall totals. The sheet tab is labeled "Totals". This sheet looks like this:

Figure 4

	A	B	C	D	E	F	G	H
1								
2								
3								
5								
5								
6								
7								
8	<div style="border: 2px solid black; padding: 5px; display: inline-block;">Totals</div>						© CPHA	
9							Males	Females
10							10	3
11	TOTAL NUMBER OF PARTICIPANTS						TOTAL:	13
12	Survey Questions	Responses	Males		Females		Totals	Totals %
13								
14	Q. 1 What grade are you in?	4	1	10.00%	2	66.67%	3	23.08%
15		5	1	10.00%	0	0.00%	1	7.69%
16		6	7	70.00%	0	0.00%	7	53.85%
17		7	1	10.00%	1	33.33%	2	15.38%

As you enter data on the other sheets, this sheet creates totals for the whole sample (i.e. all students in grades 4-7 or all students in grades 8-12). Column C, D, E and F in Figure 4 indicate the overall frequencies and percentages of male and female responses to the survey questions. For example, Figure 4 cell C16 indicates that 7 out of the 10 males that answered question 1 indicated that they are in grade 6, cell D16 indicates that this amounts to 70% of the males that answered this question. Questions that have the participants enter more than one answer (i.e. Q. 8) are to be interpreted differently. For example (keeping with the Figure 4 numbers), if 7 males checked that they identified themselves as White and 4 males indicated that they identified themselves as Black, this would mean that 70% of males identified themselves as White and 40% identified themselves as Black. These numbers indicate that 1 male checked off both Black and White. As there can be overlap in responses, each question is interpreted independently. Therefore, the percentages for the response “Black” have no effect on the percentages for the response “White”. Whereas, for questions in which only one option can be chosen, the percentages are related to each other and add up to 100%.

The Totals frequencies and percentages in columns G and H in Figure 4 can be similarly interpreted depending on which question type it is (multiple response or choose one only). Male and female overall frequencies and percentages for the whole sample (i.e. gr. 4-7 or gr. 8-12) can be found in cells G8-G10 and cells H8-H10. Similarly, the total number of participants entered can be found in cell H11.

b) Parent Data Entry File

The guidelines for interpreting parent data are identical to that of students with the exception that there is no male and female gender data in the parent file. The Totals columns in the sheet labeled “Totals” can be interpreted in the exact way as the Totals frequencies and percentages columns in the “Totals” sheet (i.e. Figure 4) in the student data entry files. The same guidelines that apply to the student survey questions apply to

the parent survey questions, in that statistics are to be interpreted differently depending on which question type it is (multiple response or choose one only).

c) Teacher Data Entry File

The guidelines for interpreting teacher data are identical to that of students with the exception that there is no male and female gender data in the teacher file. The Totals columns in the teacher file can be interpreted in the exact way as the Totals frequencies and percentages columns in the "Totals" sheet (i.e. Figure 4) in the student data entry files. The same interpretation guidelines apply in that statistics are to be interpreted differently depending on which question type it is (multiple response or choose one only).

2) General Guidelines

- Schools need to be cautious in how they interpret their data because the Data Entry Files provide descriptive data only (frequencies and percentages). Therefore, it cannot be established whether a difference of 10-15% between males and females on a certain question, for example, is statistically significant (the difference between them is not due to chance). However frequencies and percentages are very useful in identifying general trends and needs within your school.
- **Generalizability:** If your school has a low overall survey completion rate, the school needs to be cautious in generalizing the results to the whole school, as the results may not represent your student population. The more surveys that are completed, the more generalizable the results become. Similarly, if numbers are low for certain classes, then the results may not be generalizable for that particular grade.

COMMON PROBLEMS

- **Circling more than one choice in a single choice question:** The person(s) entering the data may notice that participants have chosen two choices in a question that requests that only one response be chosen. In the CPHA Safe School Study, if a participant chose two responses, the more conservative choice was entered, (i.e. if a participant chose “once or twice” and “Never in 4 weeks”, the “Never in 4 weeks choice was entered).
- **Missing data or spoiled surveys:** If more than 50% of a survey has not been answered, or the participant has not entered the majority of the demographic questions (i.e. gender, grade, race, language), the survey should not be entered and is considered spoiled. Similarly, if a survey has any obvious patterns in the answers (i.e. zigzags, saying “Yes” to every answer) that are seen in more than 50% of the survey, the survey should be considered spoiled. The data entry person(s) will get a feel for surveys that have not been answered seriously. Entering spoiled surveys can skew your results. It is useful to look for variability in the answering style, i.e. does the student seem to be engaging in the survey? There may be instances where a participant will answer “No” to all questions in a section, for example, and that person has answered truthfully or seriously.

ANONYMITY AND CONFIDENTIALITY OF THE DATA

- It is strongly advised that the data entry files be kept in a secure place with access granted only to designated school staff. This will prevent the data from unintentionally being released. The Excel® files can be password protected by going into “Tools” and clicking on “Protection” and then choosing “Protect workbook”.
- Schools need to be cautious on how they share the data. It is not advised that you share certain data with the media as stats and figures can be sensationalized or manipulated (i.e. sexual harassment and racial discrimination questions).
- **Important:** Schools need to ensure the anonymity and confidentiality of the participants completing the surveys. It should be impossible for someone to identify a certain student within the responses. If your school has a very low visible minority population, students can be identified from the surveys. In this instance, it is advised that students in your school do not fill out the race questions. Please refer to the Safe School Study Research Report (www.cpha.ca/antibullying) for information on ethics and confidentiality in relation to the surveys. More information can be found in the *Assessment Toolkit for Bullying, Harassment and Peer Relations at School* on the effects of the singling out students (i.e. visible minorities).
- Do not enter any information that is written on the assistance request contact sheets on the last page of the student surveys.

QUALITATIVE DATA (TEXT ANSWERS)

Schools may wish to record the written answers that participants give to open ended questions. They may wish to record it in Microsoft Word for example. It is very important that this qualitative data file be password protected. It is advised that only the data entry person(s) view these comments until all of the comments are stripped of identifiers (names) or inflammatory remarks that single out certain groups. Leaving these identifiers in may only inflame any problems in these areas within your school. Should a teacher or adult school staff, or a student be named in a comment, the data entry person(s) are to bring this to the attention of the principal of the school. The principal can then proceed with a plan of action to respond to any allegations.

PRINTING THE DATA ENTRY FILES

To print the data entry files, simply go into the "View" menu and click on the "Page Break Preview" You can then adjust the page breaks to your choosing and print the results.

8. Sources

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9. End Notes

- 1 Hymel, White and Ishiyama, 2003.
- 2 WHO, 2004.
- 3 Sharp, Thomson, and Arora, 2000; Rigby and Bagshaw, 2001; Lawson, 2001.
- 4 Volk, Craig, Boyce and King, 2003; Rivers and Smith, 1994; Haynie et. al., 2001.
- 5 Craig and Yossi, 2004; Sourander, Helstela, Helenius and Piha, 2000; Duncan, 1999.
- 6 Solberg and Olweus, 2003.
- 7 Totten, Quigley and Morgan, 2004.
- 8 Salmivalli, Kaukiainen and Lagerspetz, 1998; Lagerspetz et al., 1988; Bjorkqvist et al., 1992.
- 9 Totten, Quigley and Morgan, 2004.
- 10 McMaster, Connolly, Pepler and Craig, 2002.
- 11 WHO, 2004; Boyce, Doherty, Fortin and MacKinnon, 2003.
- 12 CDC, 2004.
- 13 American Association of University Women, 2001, 1993; Kopels and Dupper, 1999; OSSTF, Ontario Women's Directorate and Ministry of Education and Training, 1995.
- 14 McMaster, Connolly, Pepler and Craig, 2002.
- 15 Totten, Quigley and Morgan, 2004.
- 16 Ibid; Williams, Connolly, Pepler and Craig, 2003; Kosciw, 2004.
- 17 Kosciw, 2004.
- 18 Totten, Quigley and Morgan, 2004.
- 19 US Departments of Education and Justice, 2000.
- 20 Totten, Quigley and Morgan, 2004.
- 21 Ibid. 2004b.
- 22 See Section 3, *Foundations for Standards*.
- 23 Totten, Caputo and Kelly, 2003.
- 24 Kazdin, 1997.
- 25 Totten and Quigley, 2002; Kingery, 2000; Shannon and McCall, 2000.
- 26 Lee and Smith, 1993; Frempong and Willms, 2002; Willms, 2000.
- 27 Cowie and Olafsson, 2000.
- 28 Dishion, McCord and Poulin, 1999; Poulin et al, 2001; Welsh, 2000.
- 29 Goldstein et al., 1989; Baker and Scarth, 2002.
- 30 Baker and Scarth, 2002: 28.
- 31 The latter can be downloaded for free at http://www.cmho.org/pdf_files/CD_W3_Full_Document.pdf.
- 32 Cirillo et al., 1998; Totten and Quigley, 2002; Gottfredson, Wilson, and Skroban Najaka, 2002.
- 33 Patterson, 1982.
- 34 Kazdin and Weisz, 1998.
- 35 Shaefer and Millman, 1982; Forehand and Long, 1996; Christophersen, 1988.

END NOTES

- ³⁶ For example, see Craig, Pepler, Connolly and Henderson, 2001; Volk, Craig, Boyce and King, 2002; Farrington, 1993.
- ³⁷ Bylington, 1997; Jordan, Kaplan, Miller and Surrey, 1991.
- ³⁸ Gilligan, 1982; Gilligan and Brown, 1992; Sadker and Sadker, 1994.
- ³⁹ Totten, 2000.
- ⁴⁰ Menesini et al., 1997; Olweus and Endresen, 1998; Smith and Ananiadou, 2003.
- ⁴¹ Owens, Shute and Slee, 2000; Eslea and Smith, 1998; Hawker and Boulton, 2000.
- ⁴² Statistics Canada, (2003) Tjepkema, 2002.
- ⁴³ Canadian Race Relations Foundation, 2000.
- ⁴⁴ DeWit et al., 2002.
- ⁴⁵ Thorne, 1999; Salisbury and Jackson, 1996; Olweus and Endresen, 1998; Roland and Galloway, 2002.
- ⁴⁶ DeWit et al., 2002.
- ⁴⁷ Roland and Galloway, 2002; Totten and Quigley, 2002; DeWit et al., 2002; Olweus, Limber and Mihalic, 2002.
- ⁴⁸ Pepler et al., 2003; Elsea and Smith, 1998.
- ⁴⁹ Pepler et al., 2003; Roland, 1989, 1993.
- ⁵⁰ Howard et al., 1999; Luthar et al., 2000; Smokowski et al., 1999.
- ⁵¹ Dekovic, 1999; Gutman and Midgley, 2000; Smokowski et al., 1999; Voydanoff and Donnelly, 1999.
- ⁵² Felner, Silverman and Adix, 1991.
- ⁵³ Smith, Ananiadou and Cowie, 2003; Lawson, 2001, 2002; Lawson and Briar-Lawson, 2001.



