The survey consists of two sections that deal with related topics. The first section focuses on equity and inclusive education, and the second focuses specifically on bullying/harassment.

Equity and inclusive education are fundamental requirements for all schools in Ontario. An inclusive education system is one in which:

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

In an equitable and inclusive school climate, all members of the school community feel safe, comfortable, and accepted. Staff and students value diversity and demonstrate respect for others and a commitment to establishing a just, caring society.

When students exhibit discriminatory behaviours – which include bullying and harassment – towards other students, they are often reacting to perceived differences (stereotypes), and do not realize that diversity is one of a school’s greatest assets. Bullying and harassment are hurtful, and therefore unacceptable, behaviours that are never tolerated in a climate of respect and acceptance.

In the first section of this survey, you will be asked questions about how you feel about your school, whether you feel welcome and comfortable participating in school events and on school teams and clubs, and whether you are learning about the experiences of various groups in society. In the second section, you will read about various types of bullying/harassment, and you will be asked questions about incidents of bullying/harassment that may have occurred in your school and about circumstances connected with such incidents.

Remember: Your answers to this survey will help make schools more welcoming and safer for all students.
Bullying/Harassment

Actions meant to hurt someone’s feelings or devalue them are bullying/harassing behaviours. Bullying is a form of harassment. Throughout this section, we will be using “bullying/harassment” to refer to behaviours such as saying hurtful things to someone about their appearance or ability, posting disrespectful comments about someone online, hurting someone by physical actions, or treating someone badly or making a point of excluding them because of who they are. Such behaviours are often directed repeatedly against the same person or group, and they can happen on or off school grounds.

Bullying/harassment is not accidental. Although some students may feel pressured by their peers to bully or harass someone, they are still participating in behaviour that is meant to hurt or upset another person or group of people.

Different forms and types of bullying/harassment are described on the following pages. The information provided will help you answer the questions in this section.
### Forms That Bullying/Harassment Might Take

#### Physical
- pushing, tripping, hitting
- damaging or stealing someone’s property

#### Verbal
- name-calling, hurtful teasing
- insulting, humiliating, or threatening someone

#### Social
- excluding someone from “the group” or from an activity
- gossiping or spreading rumours about someone
- making someone look foolish
- making sure others don’t associate with someone
- displaying images or materials that are offensive or disrespectful

#### Electronic
- using the Internet or a cell phone to e-mail or send text messages or pictures in order to threaten someone or hurt their feelings; single them out, embarrass them, or make them look bad; or spread rumours or reveal secrets about them
### Types and Examples of Bullying/Harassment

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
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| **Racial/ethnocultural**  | - treating someone badly because of their culture, racial or ethnic background, or the colour of their skin  
- saying negative things about someone's race, culture, ethnic background, or skin colour  
- calling someone by a racially or ethnically disrespectful term  
- telling racist jokes  |
| **Sexual**                | - touching, grabbing, or pinching someone in a sexual way  
- spreading sexual rumours about someone  
- making sexual comments or jokes about someone's body  
- directing unwanted sexual attention or advances towards someone  |
| **Gender role–based**    | - treating someone badly because of their gender identity  
- making hurtful comments or making a joke about someone based on gender stereotypes, such as telling a girl she cannot play a sport because she is a girl or calling a boy a “sissy” because he has a hobby you think only girls should have  |
| **Homophobic**           | - calling someone “gay”, “fag”, “lesbian”, “dyke”, or something similar in a way meant to upset them  
- making crude comments or spreading rumours about someone's actual or perceived sexual identity  
- disrespecting someone who is attracted to members of the same sex or of both sexes  
- disrespecting someone for their choice of activities, hobbies, or clothing  
- making fun of someone whose parents are lesbian or gay  |
| **Religion-based**       | - treating someone badly because of their religion  
- saying negative things about someone's religion  
- making jokes about someone's religion  |
| **Disability-based**     | - treating someone badly because of a disability they have – for example, making jokes about a person who uses a wheelchair (visible disability) or calling a person names because he or she learns in a different way than you do (invisible disability) – or spreading rumours about someone because of a disability you think they may have  
- making someone feel left out because of a disability they have (visible or invisible) or a disability you think they may have  |
| **Income-based**         | - treating someone badly because of the type of housing or the neighbourhood they live in  
- spreading rumours about someone based on stereotypes about being “poor”  
- making jokes about someone because they do not appear to have a lot of money (e.g., because they may not have name-brand clothing, or because of where they live)  |