

**SCHOOL CLIMATE: Equity and Safety Check List**

**Staff and student surveys re: issues of equity, harassment and discrimination.  
(See Human Rights Education Protocol and Procedures Manual)**

<b>I.</b>	<b>Staff Survey Sample</b>	<b>YES</b>	<b>NO</b>
1.	Have you reviewed your learning materials and curriculum practices for:		
	• Appearance Bias	___	___
	• Belief Systems Bias	___	___
	• Disabilities/Abilities Bias	___	___
	• Family Structures Bias	___	___
	• Gender Bias	___	___
	• Racial and Ethno-cultural Bias	___	___
	• Sexual Orientation Bias	___	___
	• Socio-Economic Status Bias	___	___
2.	Have you scrutinized your learning materials and curriculum practices for :		
	• subtle and overt distortions	___	___
	• inaccuracies	___	___
	• omissions	___	___
	• undue emphasis	___	___
	• fragmented representations	___	___
	• emphasis on some parts, while excluding the whole picture	___	___
	• tokenism as an attempt at inclusion	___	___
3.	Do your learning materials and curriculum practices...		
	• respond to the diversity in your school, classroom, and society	___	___
	• develop critical thinking skills to counter bias and prejudice	___	___
	• develop respect for self and others, and respect for human rights, social justice and for building inclusive relationships	___	___

- develop skills to foster co-operation, teamwork, and social responsibility \_\_\_\_\_
- demonstrate that all peoples and all cultures are interrelated and interdependent \_\_\_\_\_
- help students to acquire a positive self-image and to value identities of all people \_\_\_\_\_
- contribute to students' perspectives on the world, their values and attitudes towards others, and the implicit and explicit messages they receive about themselves and others \_\_\_\_\_

4. What types of overt violence and/or discrimination do you see or hear about in your school? For example:

- verbal abuse
- emotional/psychological abuse
- physical violence
- sexual harassment/assault
- racism
- sexism
- other

**(See Human Rights Education Procedure 214 and Safe Schools: Codes of Student Behaviour and Discipline Procedure 350)**

5. What types of overt violence and/or discrimination create the most stress and discomfort for you?

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_

6. In your opinion, what form of violence demands the greatest need for immediate intervention?

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_

7. What areas of in-service do you require to become an active, confident, knowledgeable and skilled participant in creating a school climate of equity, safety and respect for human diversity?
- Awareness and Understanding of Harassment and Discrimination Issues and Human Rights Laws
  - Cross-Cultural Awareness, Understanding and Interaction
  - Immediate active intervention skills regarding hate-motivated behaviours
  - Restorative justice for, and re-integration of, the target and the aggressor into the school community
  - Developing plans to prevent re-offence
  - Appropriate and meaningful consequences
  - Securing safety for the whole school community after a hate-motivated incident
  - Integrating respect for human rights and prevention of violence in cross curricular ways and in daily curriculum
  - Curriculum, activities, programs and resources to prevent hate-motivated behaviours and violence

Other \_\_\_\_\_

**II. Student Survey Sample Grades 6 and up (SCHOOL CLIMATE)**  
**(Discrimination and Harassment Procedure 139; Protocol and Procedures Manual; Safe Schools: Codes of Student Behaviour and Discipline Procedure 350)**

1. Check which behaviours you see or hear about in your classroom, around the school, at school events inside and outside of your school.
- name-calling
  - racist and sexist comments
  - putdowns about sexual orientation
  - putdowns about the way people look
  - putdowns about what people wear
  - putdowns about intelligence
  - putdowns about people's mothers
  - insulting jokes about individuals or groups of people

insults about religions  
electronic harassment (including stalking)  
physical attacks: biting, kicking, punching, spitballs, spitting  
attacks with weapons  
sexual attacks such as uninvited kissing, touching, grabbing, pinching,  
patting; forced intercourse  
sexual rumours  
sexually insulting graffiti  
pornographic displays  
racist graffiti  
sexist graffiti  
bullying and threatening  
taunting, mocking  
swarming  
shunning  
exclusion from school activities  
other \_\_\_\_\_

2. Where or when in the school do you see or hear these behaviours the most?
3. Which of these behaviours happen the most in your school? Try to give at least 3 examples in order of priority.
4. Do you feel safe from hurtful putdowns, insults or attacks at school or coming to school? Check only one.  
All the time  
Most of the time  
Some of the time  
Never
5. What are the 3 worst things some one has called you or other students at school or school events? (Please do not identify people.)

6. What are the 3 worst things someone has done to you or other students at school or school events? (Please do not identify people.)

7. The behaviours you have described may be expressions of hate, and may abuse your right to live, learn, play and work in a safe place.

What would make you afraid to take part in activities and programs to stop these kinds of behaviours in your school?

8. (a) i) Is prevention of hate and violence a topic for discussion in any of your classes?

ii) If so, do you feel safe to talk about your concerns?

iii) If not, why?

(b) How do you think the different forms of hate, abuse and violence could be discussed in your classes?

(c) Are there specific issues of violence, abuse and hate that you believe should be discussed as soon as possible? Please make suggestions.

**Additional Sources Used:**

**\*Human Rights Education Procedure 214**

**\*Human Rights Survey by Meri Marja-terttu MacLeod, Human Rights Education Advisor**

**\*ANTI-BIAS EDUCATION: What Does Intervention Look Like?  
workshop by Barbara K. McDonald**

III. SCHOOL CLIMATE

Check It Out	YES	NO
1. <b>Active:</b> Are people from diverse groups involved in a variety of safe activities? Are people from diverse groups actively recognized for their achievements?	___	___
2. <b>Collaborative:</b> Are people working in isolation? Or do you see people working together?	___	___
3. <b>Co-operative:</b> Students and staff have identified common goals and ways to create a safe and caring environment free from fear.	___	___
4. <b>Invitational and Welcoming:</b> Are people from diverse communities consulted, welcomed and invited regularly to participate in school activities and programs?	___	___
5. <b>Respectful:</b> Do people's words, behaviours, actions and attitudes demonstrate respect, caring and compassion for peoples from all backgrounds?	___	___
6. <b>Responsibility:</b> Do you see and hear people taking responsibility for their actions and behaviours? Do bystanders support the target or report incidents?	___	___
7. <b>School Goals:</b> Are easy to identify, and obviously value and respect human diversity.	___	___
8. <b>Equity:</b> Is there concrete and active evidence of respect for human rights, human diversity and social justice in all school events, activities, displays, celebrations, calendars, curriculum practices and learning materials?	___	___

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SCHOOL CLIMATE CHECK LIST**

**FORM 214-C**

9. **Power:** Do you see power being shared? \_\_\_\_\_  
 Do staff, students and parents tend to act as active participants in promoting respect for human diversity and equity? \_\_\_\_\_
10. **Celebrations:** Does the school celebrate individual and cultural differences? \_\_\_\_\_  
 Does the school devote equal time and emphasis on the significant dates, events, and achievements of people of all backgrounds in the school community? \_\_\_\_\_

*Adapted from ANTI-BIAS EDUCATION: What Does Intervention Look Like? Workshop by Barbara K. McDonald, currently VP Rideau Heights Public School, member of Human Rights Education Procedure Revision Committee. See Human Rights Education Protocol and Procedures Manual*

**IV. SCHOOL ENVIRONMENT**

Is your school environment positive, healthy, inclusive and encouraging? Is it a pro-active environment or a reactive environment?

**Rate 4 if descriptors are definitely present. Rate 0 if descriptors are definitely NOT present.**

**A pro-active environment looks like this:**

- P** pleasurable, peaceful \_\_\_\_\_
- R** respectful, reassuring, relevant \_\_\_\_\_
- O** open, opportunities, overt \_\_\_\_\_
- A** active, alive, altruistic, accepting \_\_\_\_\_
- C** compassionate, caring, collaborative, creative \_\_\_\_\_
- T** tactful, tangible, truthful, thoughtful \_\_\_\_\_

<b>SCALE</b>
4 Definitely Present
3 Usually Present
2 Sometimes Present
1 Rarely Present
0 Never Present

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SCHOOL CLIMATE CHECK LIST**

**FORM 214-C**

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**I** informed, intuitive, interested, invitational \_\_\_\_\_

**V** validating, victorious, valued \_\_\_\_\_

**E** equitable, exciting, enthusiastic, encouraging \_\_\_\_\_

**TOTAL** \_\_\_\_\_

**A reactive environment has an atmosphere that is:**

**R** rushed, rude, riling, ridiculing \_\_\_\_\_

**E** egocentric, exhausting, empty, endless \_\_\_\_\_

**A** abusive, angry, aggressive, awful \_\_\_\_\_

**C** cutting, crude, callous, contemptuous, coercive \_\_\_\_\_

**T** tense, taut, tempestuous, tasteless, threatening \_\_\_\_\_

**I** ignorant, insulting, insidious \_\_\_\_\_

**V** venomous, vicious, villainous, vulgar \_\_\_\_\_

**E** elitist, exclusive, empty, egotistical \_\_\_\_\_

**TOTAL** \_\_\_\_\_

**\*\*Add up the results. Decide: Is your school environment pro-active or reactive?**

Adapted from Barbara McDonald's Workshop: ANTI-BIAS EDUCATION: What Does Intervention Look Like?